

teachers, and makes regulations for its own schools. There seems to be great dissatisfaction with the arrangement.

The views of the advocates of non-sectarian schools have been set forth in nine resolutions, unanimously adopted by the Winnipeg School Board, of which the following is the gist. -

1st. That the present Act of Education of Manitoba does not meet the requirements of the growth of the Province.

2nd. Experience proves a non-sectarian system better adapted than any other for mixed communities.

3rd. That the conscience plea is fallacious, inasmuch as non-sectarian schools fail to teach religion by defect, and not only do not interpose obstacles to religious instruction out of school hours, but rather prepare the mind for its reception; and that thousands of strict Catholics have been educated in such schools.

4th. The division line made by the Act between Catholic and Protestant should be obliterated, as it is unjust to expend the revenues of the Province in teaching the doctrines of one particular church out of five or six.

5th. That this division line increases expenses.

6th. That the education given under the present system is inferior in character.

7th. That when there are too few Catholic families in a neighborhood to support a school, rather than allow the children to attend a school Protestant in name they are permitted to grow up in ignorance.

8th. Where there are but few Protestant families in a Catholic neighborhood their children are growing up in pitiable ignorance, their parents having to choose between that alternative, and their being taught doctrines which they cannot receive.

9th. That it is a crime for the State to allow the members of its future governing body to come into possession of their rights unfit to use them; that the State is bound to establish such a system of education as will best prepare its citizens for the intelligent use of their franchise; that in a Province where the elements of the population comprise those who speak English, French, German and Icelandic—the establishment of one system of public English schools is the only means of fitting the people for conducting business efficiently, for fulfilling the duties of social life, for preserving the rights of all,—irrespective of class or creed, and for carrying on successfully the affairs of the State.

The present system has been defended vigorously in press and pamphlet within the present year, and as vigorously opposed. Those who defend the system take consolation in the belief that the

change is *ultra vires* the Provincial Legislature, and that only the Imperial authority can give such power. The twenty-second section of the Manitoba Act declares:—

"In and for the Province the said Legislature may exclusively make laws in relation to Education, subject and according to the following provisions:—

(1) Nothing in any such law shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons have by law or practice in the Province at the Union."

This section is the same as that of the British North America Act, which guarantees the protection of the Protestant or Roman Catholic minority in relation to education, except that the B. N. A. Act does not contain the clause "or practice," and consequently is less favorable to the Separate School than the Manitoba Act.

On the other hand it is claimed by the opponents of the present system that at the time of passing the above cited Act, neither Protestant nor Catholic possessed any *right* or *privilege* in a technical sense. This may be the case, but it seems to us a hard position to maintain.

Contributed.

Suggestions on Teaching Arithmetic.

BY M. A. JAMES, HEAD MASTER, BALTIMORE PUBLIC SCHOOL.

So highly is a knowledge of arithmetic appreciated that comment on the value of the subject is scarcely necessary. Affording, as it does, when properly studied, facilities for disciplining the mental faculties equal to Euclid or any other sciences or classics, it should receive attention commensurate with the importance of the subject.

No doubt there has been great improvement in the treatment of the subject within the last decade; but there is still great room for further improvement.

In examining the papers of candidates trained under different instructors, it is surprising to see the variety of methods employed in solving the same problem. The unitary method is receiving much favor, and deservedly so, being suited to almost every style of problem. It is a great pity we have no work treating on the subject more fully. Allow me to remark here that I am of the opinion that, if the Council of Public Instruction had examined every work on Arithmetic on this continent, they could not have selected one less suited to the wants of our public schools than the present authorized arithmetic. An early change here is very desirable. No doubt Dr. McLellan shares this opinion to some extent as he has recommended teachers and students to get Hamblin Smith's Arithmetic. But I am digressing.

In introducing arithmetic to a class of beginners concrete numbers should invariably be used. A child has no idea of number unless in connection with objects. Fully two-thirds of the time spent