he takes his problems, let him after carefully examining the data, understand perfectly what is required. The most judicious plan is to form a collection himself, with problems for each year of the Course. This is the best means of making sure that his teaching will follow a well defined order and be properly graded.

In the second place, it is advisable that the problems be founded largely on facts, well known and of pratical interest. Facts more curious than useful, problems worded in an intentionally puzzling manner, data wanting in exactness or truth, should have no place in the teacher's collection; on the contrary, it should only contain problems of which the data are drawn from things well known and of general use. From the very beginnipg the children work with numbers representing things and quantities of which the knowledge is useful. Later they have problems dealing with the population of the village, of the parish, of the county, of the Province, of the whole They are asked to calculate the distance between the locality, in which they live, and the neighboring village, the nearest town, the Provincial capital, the Federal capital. They have exercises, the numbers in which represent the lengths of the principal Canadian rivers, the heights of the highest mountains, the dates of the most remarkable events in our history, etc., etc. The data of the problems should be taken principally from the ordinary circumstances of life, from every day transactions, from the trades, industries, professions of the country, from domestic economy, agricultural book-keeping, the cost and proceeds of cultivating a farm, an orchard, a vegetable garden, keeping poultry, managing a cheese factory, from the losses caused by intemperance, laziness, luxury, etc., etc. Problems prepared in the manner just stated offer three advantages; they render the lessons more lively and interesting; they provide the child with a fund of usefal knowledge; they give him the training which will enable him to solve the real problems of life.

In general, children should not be called upon to work out problems containing numbers, of more than three or at most four figures. Additions alone may contain larger numbers, but all other exercises should be on numbers which are not large, such as are most commonly met with in actual life. This rule is as applicable to fractions as to whole numbers.

Finally it is an excellent custom to ask the pupi's themselves to compose problems on a given part of the arithmetic. There is nothing better calculated to make them understand and remember the nature of the processes and the manner of reaching the desired results.

In connection with this question of problems, there is another point which is of considerable importance; it is the manner of solving problems. Immediately below the written statement of the question all the numbers to be retained should be placed on a single horizontal line with an initial letter indicating what each represents; below this first line, numbers representing things of the same kind should be grouped together. With this arran-