2 2's 4.
4 2's 8.
3 3's 9.
2 4's 8.
2 5's 10.

Follow with oral problems, written problems, problems in books, then figures, without problems.

In the same way the written language of division may be taught. Show a number of sticks; separate the number into equal numbers, and ask the pupils to write, without any particular suggestions. The results would be worth noticing, for "divided by" is an awkward, misunderstood phrase. Guesses at some attempts:

3 2's in 6.
There are 3 2's in 6.
6 has 3 2's.
In 6 there are 3 2's.
6 divided by 2 = 3.

Gradually pupils may be led to the conventional form, $6 \div 2 = 3$.

If there is a remainder, as in 5, have pupils write: $5 \div 2 = 2$ and 1 (meaning 2 2's and 1.) The quotient in division is an elliptical phrase. There will be no trouble in thinking if pupils have the fact that *division is finding the equal numbers in a number, and nothing else*, fixed in their minds by repeated observations. Follow the separation of numbers of objects into equal numbers, by oral problems, requiring such separations. Then, as before, use written problems, and follow with printed problems, and figures not applied to things.

Last of this line comes partition. Hold up 6 sticks; separate them into two equal parts; show one part. Write what part this is (3 sticks) of 6 sticks.

One-half of 6

may be written. Change the one-half to ½, and have pupils write

½ of 6 = 3.

By the same process have them write

½ of 4 = 2,
½ of 6 = 2,
⅔ of 6 = 4
½ of 10 = 5,
⅕ of 10 = 2,
⅓ of 10 = 6.

Follow with oral, written, and printed problems, and last of all figures for review.

Now unite all these idioms in one exercise.

Show 5 sticks and 4 sticks, uniting them. Show 8 sticks and separate them into 3 sticks and 5 sticks. Show 5 sticks and 5 sticks.

Teacher—Write this two ways.

Show 10 sticks and separate them into twos. Show 8 sticks and separate them into halves, holding up one-half.

Work as it should appear on the blackboard

$5 + 4 = 9$,
$8 - 3 = 5$,
$5 + 5 = 10$,
$2 \times 5 = 10$,
$10 \div 2 = 5$,
½ of 8 = 4.

Follow this as before with problems of all kinds, and then with quick repetitions of figures until the facts sink in to the automatic. It will be seen that this written work includes every table in ten.

The report recently issued by Mr. W. E. Tilley, I. P. S., Durham County, is almost all that such reports ought to be. It is a new departure, containing exactly that kind of information that both teachers and trustees require—the former, that they may engage in new situations wittingly with a probability of more permanency, and the latter that they compare themselves and their important trusts with others in the county. Size, furnishing and appliances of school-houses are given, also condition of grounds, outhouses, pumps, etc., and some space is devoted to the assessed value of each section, and the salary paid.