

The analysis of numbers was most thorough, practice being given in breaking up numbers thus:

360

$$300 + 60$$

$$180 + 180$$

$$200 + 160$$

$$320 + 40$$

$$336 + 24$$

etc.

$$3 \times 100 + 3 \times 20$$

$$3 \times 120$$

$$10 \times 36$$

$$5 \times 72$$

$$20 \times 18$$

etc.

During the second half of the year, the four fundamental rules in abstract and concrete numbers were covered within unlimited range. The formal processes were evolved here and pupils were called upon to explain at any time.

The work of the fourth year was taken up with fractions and was most exhaustive.

The above review of Grube's method has been brief but perhaps comprehensive enough to show its good and bad points. Professor Seeley has done much to popularize the method in the United States and Canada, and one cannot do better, to place its good features before the readers, than to quote the advantages claimed by Seeley himself. They are as follows:

- (1) It recognized the psychological fact that nearly all the knowledge obtained by the child in its earliest years is by means of the senses.
- (2) As it makes the first year's work a study of the numbers 1-10, it lays a solid foundation.
- (3) The Grube method progresses gradually and naturally according to the ability of the child.
- (4) It develops the mental powers evenly and in all directions.
- (5) Elementary teaching of number should proceed from observation; or, better, it should proceed from things.
- (6) The Grube method makes the teaching of numbers an excellent language lesson.
- (7) The child acquires the habit of close observation.