

# Methods

## TEACHING MEASURES

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- 4 gills make one pint.
- 2 pints make one quart.
- 4 quarts make one gallon.

How many of us can read the above table aloud, without dropping into the singsong tone in which the relations of the above measures were learned? I remember the pride I experienced when I had mastered the tables of long, square and cubic measure; and could say them with a rapidity only equalled by my ability to recite the alphabet.

Our tables of measures were classed with the multiplication tables, and like them were abstractions pure and simple—at least to the greater part of us. A mile was a word, and presented no more definite idea of distance than one of the three hundred and sixty degrees that made that circumference.

Things have changed since then. These tables are no longer taught as we teach a song or a stanza of poetry. Each statement is presented as far as it is possible as a whole; and its relations to its companions are dwelt upon. The children of today will not be surprised at the number of their paces it takes to make a mile, as I was when a pupil in the normal school.

They will not gaze upon a series of measures, quart, half-peck, peck and bushel, and vainly try to choose the required measure, as I have seen young ladies in our normal schools do.

I think we will all agree in the fact that the teaching of measures can be made of great interest to children. Here they can indulge in their much loved activity. It admits of variety of action both by pupils and teacher. They can make their own tables to a certain limit by performing the actual measuring.

Of all childish play that of keeping store has the most attractions. We are

a nation of merchants, and barter is dear even to the childish heart. This love of play can be utilized to advantage in the teaching of weights, long, dry and liquid measure.

There was a time when the scholar had to reach the dignity of the grammar school before he made the acquaintance of these tables. Now the work is started in lowest grade primary. Here the inch, foot, yard, quart and pint are taught, and many of the little ones become very expert in their calculations.

### Plan of Lessons

#### I. Idea of measuring developed.

##### 1. Use of measures.

##### 2. Necessity for the use of measures.

#### II. General idea of the manner in which things or distances are measured.

##### 1. Imaginary purchases in all the various tables.

#### III. Material for class.

##### 1. Long measure.

(a) Enough wooden, or pasteboard square inches to supply class.

(b) Strips of a ribbon paper, a foot long, or wooden or pasteboard foot rulers with the inches marked.

(c) Yard tape measures, if convenient, one yard stick. Waste paper from ribbon rolls can be cut into strips a yard long, and marked with the inches to take the place of tape measures.

(d) Various strips of paper twine, ribbon, etc., of no definite length.

##### 2. Liquid measure.

(a) Water.

(b) Pint and quart measure.

(c) Other vessels of larger size.

### Lesson

"Children, I am going to keep a grocery store; you may come and buy from me. Who is ready?"

May—"I want a pound of sugar."