

## ARITHMETIC IN GRADE I.

BY A PRIMARY TEACHER.

*Continued from the August Number.*

The important preparation for work in subtraction is a thorough realization of the relative value of numbers. Which is the greater (or the most) 7 or 9; 8 or 2; 10 or 6? Do not hope for success unless this is understood. There may be a show of success, but the next teacher will find your class weak where it might just as well have been strong.

We invented an arithmetical sign—a long dash—meaning “you can’t do it.” I give several lessons on work requiring no definite answer, only “It can be taken away,” or “you can’t do it.”  $4-6=$  —;  $7-3=$  √. Then followed three other sets of cards with questions which can’t be done sprinkled in occasionally.  $8-3=$  ;  $10- =7$ ;  $-5=4$ . Of these the first is the important set. When the class has conquered this, any other work will be easy.

Now you say: “How shall I correct all this?” That too is easy. Each card is numbered with red ink. On a sheet of paper I keep the answers for each set. Either opposite or under the number of the card are its answers. In a few days your eyes learn to fly down these answers and compare them with those on the children’s slates. If you wish to keep a record of the children’s advancement, these results afford a very truthful standard.

Following these six sets come the mixed questions not requiring results of more than ten in any part.

Occasionally I give a question which becomes impossible before the end.  $2+4+3-7+1+3-5=$  —. At first I tried to see that a pupil never had the same card twice. Later I decided that a casual shuffling was all that was necessary.

I do not make out cards for the multiplication and division required in Grade I, but have a second set of mixed questions requiring a knowledge of the four processes.  $4+5-7\times 3+4\div 5+6=$ .

When I have reason to fear that the work is not done quickly enough I dictate a card of the mixed set leaving out the first number of each question till the last as  $+5-7\times 3+4\div 5+6=$ . In this way the clever pupils are kept from starting before the others.

I receive much practical help from each issue of your excellent paper.—L. W.

## A LEGISLATIVE HISTORY OF NEW BRUNSWICK EDUCATION.

JOSEPHINE H. McLASKY.

*Continued.*

XII. And, etc., “That the several persons who shall have credibly passed through any of the said Training Schools, shall apply for and obtain a license to teach from the Lieutenant-Governor, etc., previously to their being re-engaged in any School District.”

XIII. And, etc., “That from and after the passing of this Act, it shall be lawful for His Excellency, the Lieutenant-Governor, etc., by and with the advice of His Majesty’s Executive Council, to appoint, from time to time, as occasion may require, two competent School Inspectors, whose duty it shall be to inspect once in each year, every school in the Province and to report on the state and condition of the same, according to the mode and forms which may be prescribed for the purpose by the Provincial Board of Education.”

XIV. Each inspector so appointed. . . . shall be entitled to receive £200 per annum.

XV. And, etc., “That the said Board of Education shall and may by Regulations to be by them made, sanction, require and enforce a system of instruction and education illustrated at the principal Model and Training Schools, established under this Act, and may after due inquiry select and determine the set of books and apparatus to be used therein, prescribe to teachers and school inspectors, such forms as may be considered necessary for showing the number of pupils in daily attendance, with their attainments in the several branches of education, and with such other matters as may be deemed worthy of notice, and also may appoint and establish forms of Registers, wherein may be entered the names, ages and the attendance of pupils and their progression in learning, and may in general take such charge of all schools established under this Act as shall lead to the prevention of abuses and the promotion of a good practical education.”

XVI. And, etc., “That the sum of £1,000 shall be placed at the disposal of the Provincial Board of Education, for the purpose of providing books and apparatus for the use of Parish Schools to be placed in charge of Persons to be appointed for that purpose in the respective counties within the