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In the afternoon most all the members of the club took part in the different races, plays and patriotic drill that had been prepared.

A sum of \$100 was voted by the

council of the Municipality of Tache as rewards for the members of the club.

By four o'clock all dispersed, the parents delighted over the success of their children, and the pupils greatly encouraged by the prizes won, and all resolved to do better still another year.

Yolande Gendron

Special Articles

A METHOD IN ARITHMETIC

A request has been made by young teachers, who have had no training, for something to help them in their work. What they ask is suggestions as to method of presenting the ordinary studies of the school programme. The Normal School is issuing bulletins to meet this need, and three of these may be had on application. They cover Reading of the first year, Spelling and Music. Other bulletins will appear in due course.

The following suggestions on the teaching of primary arithmetic will have little value for such teachers as have had regular Normal School training. These had better keep to the system they have learned, since it is impossible to combine two systems satisfactorily.

It will be recognized that there are several modes of introducing number, all perhaps equally worthy of commendation. It is quite likely that arithmeticians, like musicians, are so constituted that each is sure his method is the only right one even to the minutest detail. No such claim is made for the course here outlined, but yet it may be of value for those who know nothing better.

When to Begin

In early life children have experiences in counting objects, dividing them into equal groups, or into threes and fours. As they change money they become acquainted with certain number relations, particularly such facts as $5+5=10$; $25+25=50$; $4 \times 25=100$;

$2 \times 10=20$, and so on. They also learn most of such combinations as the doubles of numbers up to $10+10=20$, and even a few higher combinations such as $12+12=24$. Add to this, they learn that a pie=two half-pies, and that an apple divides into four quarters. From personal experience at meal times, and from observation of their surroundings they pick up and remember some facts such as $3+1=4$; $3-1=2$, and so on. In some cases, also, they are fortunate enough to learn the value of arithmetical terms such as **and, times, less than, more than**, and perhaps get a rough idea of relationship between standards of measurement, such as 7 days make a week, 24 hours make a day, 60 lbs. of wheat make a bushel, 4 quarts make a gallon and so on. Children entering school vary very greatly as to the knowledge they have. It is found that those who have practically no knowledge of the kind referred to can do little in formal number study. Because of this, a teacher may find it necessary to devise games and plays to supply young pupils with experiences that will be of value to them as a foundation for the study of number.

Until children are seven years of age their study of number should be purely informal, derived from daily experience. After that time they may begin to systematize their knowledge. Experience has shown that pupils gain time by attempting the work of grades I and II in the second year. Six-year-