

with the number of objects in the group. The question might be, "How many in this group?" This would call for the same answer. The objects should have a name. If the teacher is unable to draw a simple object such as a flat representation of an apple, vertical lines, all of the same length, may be used. If vertical lines be used, you might have them to represent soldiers, and ask the pupils such questions as "How many soldiers in this group?" "How many in that?"

After having exercised in this way for some time, and when the pupils are able to answer readily, "How many apples (or other objects) are in this group?" "How many in that?" put only one group on the board and ask how many in it, and vary the exercise by putting the different groups in irregular order and asking the same question. By repeating this exercise, varying in other ways that will suggest themselves, very young children can, in a short time, readily name the number in a group—that is, how many. When a pupil fails to tell how many in a group, the teacher should point at each object in the group, saying one when pointing out the first object in it, two when pointing out the second, and so on. This exercise is, to some extent, a training for the eye. The pupil learns to recognize the group as a whole. The teacher, however, should frequently count as above. At this stage, or earlier, the pupils should be asked to put a group of three, or any other number not greater than six, (apples, strokes, or other objects) on their slates, or on the board. The resourceful teacher will vary these exercises, and those suggested further on, in many ways.

After having got so far, put the groups on the board as first directed, and under each (or above) write the numeral corresponding to the number of objects in it. The children's training in script should at this time enable them to write the numerals from 1 to 6, or more, with some facility. If they are able to do so, put any one of the groups on the blackboard (without any numeral) and ask them to put the numeral, answering the question, "How many in this group?" on their slates. In a short time they ought to be able to do this with rapidity. When they are able to do so, they have a very good notion of what "How many?" means.

Put two sets of objects on the board about six inches apart, say one object in first and two in second set. Ask a pupil to erase the first object and put it close up with the two objects. (It would perhaps

be well that the teacher would do this several times before asking the pupils to do it, taking different groups). When the objects are so arranged, ask how many in the resulting group. Explain that one and two make three (apples or other objects). By this exercise addition is learned.

Having an idea of what "How many?" means, and knowing, and being able to write, the numerals from one to six, the following exercises in addition may be taken up: 1 plus 2, 1 plus 3, 1 plus 4, 1 plus 5, 2 plus 3, 2 plus 4, 3 plus 3, 1 plus 2 plus 3, 2 plus 2 plus 2, 3 plus 3, and others.

Here explain the sign +, so that when you put on the blackboard $2+3+1$, the pupil will understand that it is an exercise in addition. The answers to such questions should be given mentally. Give oral exercises. Say aloud, $2+3+1$? Vary the exercises.

Pupils should not be permitted to answer all together. When a question is asked, it should be understood that all who think they are able to give the correct answer should show hands. Then the teacher can call on the pupil that he desires to question. When it may be desirable that as many as can should answer together, the teacher can have the pupils do so by an understood signal, or by simply uttering the words, "Any one."

Not more than twenty minutes at one time should be spent in any one of the above exercises. The numbers as far as twenty can be taken up in the same way. Before advancing beyond the number six, subtraction, multiplication and division should be taken up, and their respective symbols explained. In some classes it may be advisable, at first, not to go as far as the number six; in others the teacher may go beyond it. Don't try to get over too much ground.

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He—I may be poor, but there was a time in my life when I rode in my carriage.

She—Yes; and your mother pushed it, too.