two. Six eights may be made to lean upon five eights, for six eights is one eight more than five eights. But five eights are forty: eights are fortytherefore, six eight. It is well however, to discuss the six eights as the seven eights are discussed. Of seven eights, five eights can be made up into tens by taking five twos, that is by taking the sixth group of eight and two from the seventh group, leaving six of the last group. So then s ven eights or eight sevens are re-arranged into five tens and six, that is fifty-six. A similar examination and rearrangement of eight eights leads to sixty-four. The few remaining threes may be easily taken by observing that three threes are one less than ten. Therefore, four threes are two more than ten. Six threes are two less than twenty, eighteen; and seven threes are one more than twenty, twenty-Because three fours are two one. more than ten, four fours are six more than ten, sixteen. Six fours are four more than five fours, but five fours are twenty, therefore, six fours are twenty-four. Similarly seven fours are two fours more than twenty, are m fact, twenty-eight. Of the table there remain to be considered only six sixes, six sevens or seven sixes, and seven sevens. Among the various ways that may be proposed of dealing with these, possibly the best is to build them up from five sixes which are thirty, whence six sixes being six more than five sixes are thirty-six; seven sixes are six more than thirty-six, that is are forty-two; and finally sevén sevens are seven more than six sevens, are indeed forty-nine.

It is quite possible that a better order of taking up the table may be suggested—especially that a better way of treating particular combinations of numbers may be chosen; but I cannot admit that any way of beginning to learn the table is right, except that of consciously re-arranging into groups of ten the groups as given.

The first recitations οf the multiplication table must be deliberate, so that pupils may consciously take the several steps necessarv to the re-arrangement, and make no mistakes in replies. Pupils must not be hurried, because that tends to promote guessing, which is far worse than sil-Correctness being insistence. ed on from the beginning, corrections when needed being made by retracing the process with the pupil, not by merely telling him what is the correct answer, speed will soon follow as a result of constant repetition.

Teaching thus, you will be following the important educational method of appealing first to the understanding in presenting complex truths, and repeating the appeal until the results are without consciousness of effort given to the keeping of memory.

The proper teaching of the multiplication table encourages pupils to search for foundations. to ask for reasons. to analyze complex presentations, to re-construct the complex in the understanding, to commit to memory exact truths and then to reproduce them exactly.

The well taught pupil, being asked how much six nines are, replies at once "fifty-four"; being further asked how he knows, says