

any rate I should test pupils continually in regard to what they can do with numbers without the presence of objects.

PUPILS with objects before them discover all they can in five. The less the teacher says the better. When pupils have discovered all they can without any help from the teacher, questions may be used. Teacher—Show me four. Show me five. Show me four and one. How many have you? How many fours? How many more than four? How many threes have you? How many more than one three? How many twos? How many ones? How many twos in four? How many threes in five? How many fours in five? What is one half of five? Pupils

will soon discover that they cannot separate five into two equal integral parts. The question is, can they discover that one half of five is two and a-half? Try it. Teacher.—Tell me all the things you can do with five. Let each pupil show the facts with objects, and then tell the facts without objects. Teacher—Show me how many ways you can make five with two numbers? Show me into how many different numbers you can separate five? This latter direction is very awkward, and pupils may not understand. Will some teacher ask it better? Give pupils a great many practical problems in solving the facts in five. Have them make problems.

(To be continued.)

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