L'ENSEIGNEMENT PRIMAIRE

only one at a time and grades them properly. In subtraction, for instance, if each figure of the subtrahend is smaller than the corresponding one of the minuend, as 44 - 22, there is no difficulty. But if a figure of the minuend is smaller than the corresponding one of the subtrahend, as 44 - 28, there is a difficulty and the child should be taught to overcome it by borrowing. If the minuend contains a naught, or zero, as 40 - 28, the difficulty is greater, and the child should be brought to see the advantage which there is in substituting the method by compensation to that by borrowing. In teaching the other operations a similar plan is followed; if difficulties are standing.

The teacher will observe the same progressive and well graded order in teaching all other parts of the course. Suppose that, in teaching fractions, an apple, a sheet of paper have been cut, first into unequal, then into equal parts. By intuition, by handling the portions of the sheet, by exercises of superposition, pupils can be easily led to see and to understand that 3 equal parts of a sheet of paper which has been divided into 4 equal parts, are equal in quantity to 9 equal parts of the same sheet cut into 12 equal parts; this fact once perceived, it is but a step to the understanding of the rule that: when the terms of a fraction are multiplied by the same number, the value of the fraction does not change; a very slight effort will carry pupils over this step. When the pupil has learned intuitively that thirds cannot be compared directly with fourths, another slight effort will enable him to understand that these fractions can be compared, when they have been changed into twelfths, for twelfths can be compared with twelfths, and from this to the reduction of different fractions to the same denominator, for purpose of adding or subtracting fractions is but another step.

Enough has been said to indicate the manner of proceeding in teaching all the different parts of the course, without entering into further details, which would take up too much space. It is the teacher's duty to make himself thoroughly acquainted with the method so far explained and to

It is evident, however, that the first principles of numeration should be acquired intuitively, that is by means of objects: beans, pencils, kindergarten sticks, representing units, and others representing tens. The pupil should take an active part, in each lesson; it is not a question of teaching him much at a time, but of developing in his mind the idea of number, of rendering him able, in the shortest possible time, to form, read and write numbers, with confidence. This result is reached only in one way, by very numerous exercises. At first the young pupil counts objects, individually and collectively from 1 to 10; then by two's; then from 10 to 1, etc. Similar exercises are afterwards given in counting from 10 to 20, from 20 to 100. It is absolutely necessary that this first study of numbers should be thorough. It is especia'ly important that the pupil see and understand that 1 ten is