EDUCATIONAL REVIEW

DEVICES IN PRIMARY NUMBER WORK.

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Instead of putting the questions for seat work on the blackboard, occasionally allow the children to make up their own questions on their slates or on paper. Ten examples are enough to begin with. As soon as the children have made up their questions let them exchange slates with one another. I have found that children love to play teacher and this device gives them a chance. This scheme is especially good for multiplication, as the children will write the most catchy combinations of factors. No child must leave a question unanswered if he can find that answer by using sticks. If a bright child finishes before the close of the seat work period, let him make up some questions and answer them himself.

Another plan for arithmetic seat work which has been successful is this. Go through the arithmetic text book the children are using and pick out several questions on different pages. Give each child a list, or make a list on the blackboard, of the numbers of the questions to be • worked, and the page numbers.

During the mental arithmetic period let the children represent numbers, and when the teacher says " $2 \times 3 =$ " the children named "6" will stand. Any child failing to stand must go to prison, namely, the blackboard, till he finds out what two threes make. The children named 20, 30, 40, etc., will need one of the digits beside them sometimes. For instance, $2 \times 12 = 24$. The children named "20" and "4" will have to stand. When the teacher is ready for the answer, she repeats her question " $2 \times 12 =$ " and the children named "4" say "4," and together they say $2 \times 12 = 24$. Anything in the form of a game appeals to children.

In teaching division to beginners try this plan. Tell the children to take six sticks out of their bundle (burnt matches or tooth picks are a good substitute for regular counting sticks.) Next, tell the children to deal those round among six people, making thus six piles of one stick, each on the the desk. They will see immediately that each person will receive only one stick. Let the children write down the question and answer on their slates or on the board. Suppose they have twelve

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sticks to divide among four people; tell them to deal the twelve sticks round to the imaginary four people, and in this way they will have four bundles of three. Call the sticks candies, marbles, oranges, by way of variety. If the children are puzzled about the absence of the people let them represent the people with sticks or letters and then they can pile the bundles of candies underneath.

This scheme can be used in teaching long division. Suppose 15 is the divisor and 50 the dividend. Deal 50 sticks among 15 people and the children will discover that the 50 sticks will only allow each person three sticks, and five sticks will remain. So many children have an idea that there should be no remainder, and they will finish up a question in this way.

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ENGLISH AS TEA DRINKERS.

Why the Custom has Grown in a Few Years.

One remarkable feature of English domestic life has been the increase in tea-drinking. In 1876 the consumption of tea per head of the population in the United Kingdom was four and a half pounds. In 1913 it was six and three-quarter pounds. The increase has been all to the good from the point of view of the nation's sobriety. It represents a real change in habit.

Formerly it was customary for business men to clinch a bargain over a glass of wine or ale. Now this custom is far more honored in the breach than in the observance. In busy cities tea is the beverage. The clerk, the foreman, the operative, the working woman, all drink tea, greatly to the advantage of health and pocket.

The great increase in the consumption of tea is very largely due to the efforts of British planters in India. Formerly all tea came from China. Fortunately, however, it was discovered that the tea shrub is a native of Assam, one of the Indian provinces. Energetic Britons started planting in Assam. The present-day Indian planter is a very different individual from the luxurious gentleman of "Tom Cringle's Log" and the romances of Marryat. His life is one of assiduous toil, sweetened by all too brief furlough.

Luxury and extravagance are very far from being inevitable concomitants of his existence.

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In Darjeeling or Kotagiri he enjoys that sweet half-English air of which the poet sings. In the Terai, which stretches at the foot of the Himalayas, he has to contend against all the iniquities of a fearful climate. Always and everywhere he is the same cherry and resolute fellow facing with equanimity alike the risks of disease, the difficulties inseparable from