

similar things making up a larger unity. Ignorance or neglect of this primary distinction will vitiate the whole course of instruction in arithmetic. To quote Professor Dewey : "This distinction between a unity and a unit may seem somewhat fine spun for practical purposes, yet I venture the remark that the conscious recognition of it, or the unconscious acting upon it, makes the difference between a right and a wrong method in beginning the study of number. According to the way the mind naturally works, every unit is always (from the synthetic standpoint) one *factor* of a qualitative whole, or (from the analytic standpoint) one *element* into which a whole is divided. Any true method of instruction will recognize this normal action of mind : the wrong method will set up an independent, fixed unit, and thus violate the law of mind." Yet we are told by a recent writer on number teaching that it is anything but folly "to spend much time on the number one—the child must *begin* the study of numbers and advance step by step, the *one* being assuredly the teaching, both primary and advanced.

first step. The development (!) of the number *one* forms ample opportunity for much drill, etc." Surely it is high time that something should be known about the psychology of number—the process by which the mind constructs its ideas of numbers—a the basis of a right method of number.

It may be worth while in a future article to develop these fundamental ideas somewhat more fully, and thence to show the absurdity of many of the current "maxims" in primary number teaching ; and to point out the factitious difficulties which inevitably follow in advanced work, as, for example, in the treatment of fractions. It can be shown, for example, that the rule which is practically followed by so many teachers, "Devote most of a year to the number five and most of two years to the number ten," violates the soundest principles of modern psychology ; and that the difficulties and "mysteries" connected with fractions, arise from an almost total misconception of the nature of number, and of the wrong methods to which such misconception gives rise.

THE CLAIMS OF CLASSICS.

BY PROF. G. A. H. FRASER.

(Continued from Oct., 1893.)

LONG before Matthew Arnold had made the phrase proverbial, Swift had said that "the two noblest things in the world are—sweetness and light," and long before Swift had formulated the truth the Greeks had lived it.

Vos exemplaria Græca

Nocturna versate manu, versate diurna,

said Horace, and the advice is as sound as when it was written. To no

other people in the world's history has so fine and delicate an artistic sense been given ; and the same ideal beauty which glows in their inimitable works of art animates their peerless literature.

The consummate finish of their workmanship is no more than equal to the eternal truth of their thoughts. The unstinting care with which the ancients elaborated their writings re-