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## HOW TO TEACH THE MULTIPLICATION TABLE.

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I pray you, my readers, not too hastily to attribute to me a certain arrogance of mind because I venture to think this subject one that deserves attention for a little while, even amid the many very important subjects that engage your attention as educators. It is one of the beginnings of teaching,—the beginnings where I venture to affirm all the difficulties lie,—the beginnings that are despised by shallow people and neglected by careless people. Frankly I hesitate whether to say that the multiplication table is not taught in schools generally, or to say that it is generally ill-taught in schools. To every rule there are exceptions; but while I must admit that the multiplication table is learned in many schools, I cannot but say that in very many either it is not taught at all, or it is taught badly.

Beecher's rule for making good coffee was "Find out how coffee is made in the principal hotels and restaurants, and then make it the other way." As preliminary to our discussion shall we endeavour to find out how the multiplication table is taught, if taught at all, in

most schools, and approve or disapprove as sound educational principles may demand? One method, not yet I understand wholly abandoned, is to put a table-card into the hands of a little pupil with the injunction "Now learn from here to there," "at your seat" or "at home" as the case may be. Then later in the day or on the next day, the teacher hears the pupil recite with all the intelligence and pride of a parrot, seven times one are seven, seven times two are fourteen, seven times three are twenty-one, seven times four are twenty-eight. If painstaking the teacher asks questions upon the table in an irregular order, eliciting some such astounding information as that "seven times three are fourteen, no twenty-eight," and then with more or less sympathy with childhood's troubles, the teacher sends the poor bewildered child back to his seat to learn the lesson better. Do I caricature the method? Will some writer more skilful than I describe the method, so as to bring out more clearly than I can the excellence of its results. Far down the street while approaching a school on a drowsy