

(11) Reparation for violations of international law.

(12) The establishment of some international organization to supersede war for the settlement of disputes.—*Charlottetown Guardian*.

NOTATION AND NUMERATION

Amos O'Brien, M.A., Inspector.

To teach the notation and numeration of numbers above ten a few hundred tooth-picks can be conveniently used.

Get the children to tie them up in bundles with ten in each bundle.

Speak of these bundles as tens.

Ask the children to bring you one ten, three tens, six tens and so on until they clearly understand what you mean by the term tens.

Other objects tied in bundles of ten such as pens, pencils, etc., should also be used to show that the term is of general application. Call the single objects ones or units. Ask a child to bring one ten in the left hand and four ones in the right hand. Have the one ten and the four ones placed on the table in the same order, the one ten on the left, the four ones on the right. Have the figures 1 and 4 placed on the board in the same order, thus—14. Have the children speak of the number as one ten and four ones.

Proceed in the same way with the numbers from 11 to 19 inclusive.

Next place one of those numbers on the board, say 16, and ask the pupil to bring the number which the figures represent in tens and ones. Proceed in the same way with the others. Lead them to see that the ones are always on the right and that the tens are to the left of the ones.

Ask a pupil to bring one ten and no ones. Lead him to see that he cannot place the ten to the left of the ones on the board since he has no ones.

Teach him that we use a figure called nought (0) which means nothing and which may be placed where the ones should be. The one ten would be represented thus—10. To teach the names of those numbers, have them brought in tens and ones and placed on the board in a column thus:

14
16
19
17

Point to the 4 and then the 1 in 14, and pronounce four ten then fourteen. By pointing in the same way to the other numbers the child will name them without assistance.

He may call 15 fiveten and 13 threeteen, but you can soon show him that the pronunciation is modified to

fifteen and thirteen, as is also 11 to eleven and 12 to twelve.

Next have the pupils bring the objects and place the numbers on the board from 10 to 19 in consecutive order and read them until they can count to 19.

To teach numbers from 19 to 100 proceed as follows:

Let the pupil bring 4 tens and 3 ones and place the figures on the board in the proper order thus—43.

Place the letter t between the 4 and the 3 thus 4 t 3. Point to them and have the children pronounce from left to right, thus four t three. By pronouncing rapidly they get the name forty-three.

Deal in the same way with the numbers between forty and forty-nine, sixty and sixty-nine, seventy and seventy-nine, eighty and eighty-nine, ninety and ninety-nine.

As with fifteen, thirteen, etc., the numbers between twenty and thirty-nine and between fifty and fifty-nine have the pronunciation modified.

Ask for six tens and no ones. Place on the board thus 60. Place a, t between the six and the nought, thus 6 t 0.

The pupils may read it sixty nought. Tell them that since nought means nothing the nought is not pronounced. Thus the number is called sixty.

Proceed in the same way with 70, 80, etc. Drill on the numbers between 20 and 99 by having them placed promiscuously on the board and read and in each case having the tens and ones which the number on the board represents brought by the pupils and placed in proper order on the table i.e., with the tens on the left and the ones on the right.

Then reverse the order, by having the objects placed on the table in tens and ones and then have the numbers which represent them placed on the board in figures and read.

Next give out numbers without using the objects, have them placed on the board and read by the pupils.

To teach counting from 20 to 100 in consecutive order place in a column:

20
30
40
50
60
70
80
90

and have them repeat, twenty, thirty, forty, etc., until they remember the order for counting. Then have them count any objects referring to the column on the board when necessary. To teach notation and numeration above 100, have the pupils tie ten of the tens in a bundle.