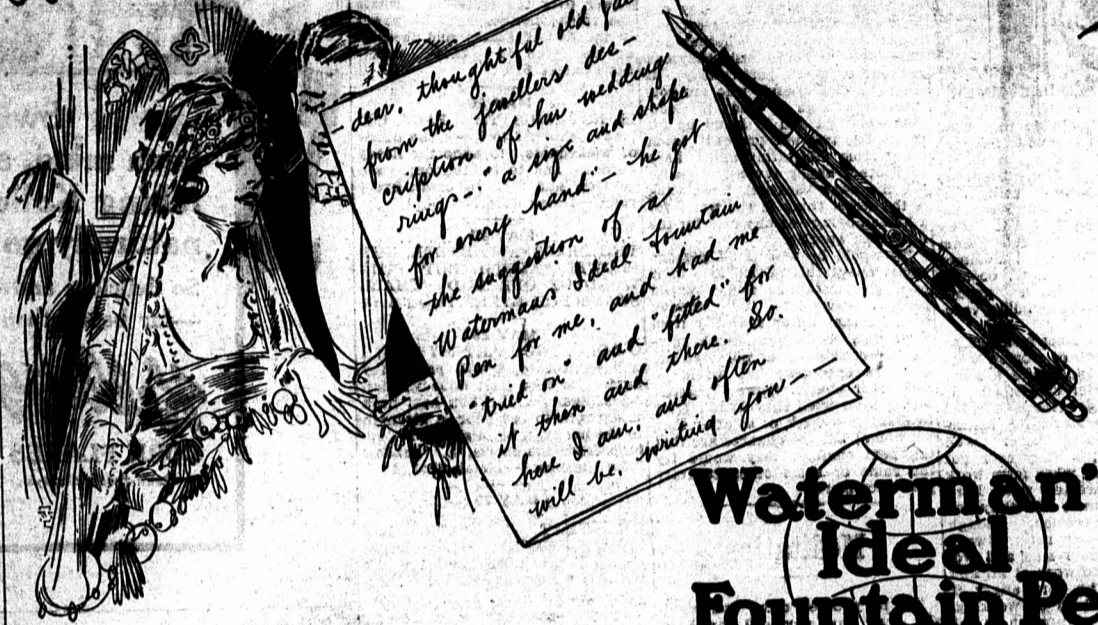


# A Gift for a Bride's hand



**Waterman's  
Ideal  
Fountain Pen**

*Dainty in Gold and Silver*

national  
IN THE PRIMARY  
MAR GRADES  
Miss Mary Gillis,  
the Convention of  
Teachers Federa-  
Charlottetown, April  
earliest times  
occupied on honor-  
courses of study  
pursued.  
has been exalted,  
development; second,  
skill in the practice  
of the science  
of the first usually  
the second was  
prime desideratum in  
arithmetic is the  
accuracy, with  
dexterity and with in-  
be able to apply  
solutions to the problems  
of the funda-  
of addition, sub-  
traction, and divis-  
accuracy and rapidly  
obtained.  
concerning the  
in life that give  
problems in number  
edge of denomina-  
the terms used in  
the relations which  
these, such as, cost  
price, insurance, area  
in interpreting the  
so as to realize the  
operation given, the ques-  
and the operation to  
esses studied are diffi-  
grade to give any  
teaching it is neces-  
the work of each  
sely. On doing so, I  
as far as I deem prac-  
course of studies, as  
the Department of  
this province.  
In Grade I the aim is  
needs in number which  
periences of this stage,  
counting of various  
ing the pages in his  
spine and separating a  
total up to 10. (The  
dies extends the scope  
to 20—which I deem  
I think that to secure  
response to the forty  
ations of numbers up  
that can be demanded  
Children). On the first  
the teacher should  
cept to impress the  
ect. He should, for  
teaching counting have  
count actual things.  
children in various  
should associate the  
the symbol "4,"  
ed four, spoken, and  
have the number of  
ples, or other articles  
of the modes of his  
the number. On this  
mbols and names may  
ed with the actual num-  
bering, particular care  
ken that the number  
associated with the group  
h the individual thing  
ten think of the fifth  
er than the group of  
various facts concern-  
ber are learned the  
ould be used, and drill  
ack-board given in com-  
3-1-4, 2-2-4, 3-3-4,  
4-1-3, 4-2-2, 4-1-1-1-1  
away etc. The re-  
his should be immedi-  
any hesitation, the teach-  
present the number con-  
sult. The combinations  
ations of a new number  
be given until those of  
as on have been master-  
ed. In Grade II, I again  
privilege of questions  
of studies. The direction

to teach the rapid addition, and subtraction of small numbers is very vague. Let me suggest that we drill on the combinations learned in the previous grade and teach the rapid addition and subtraction of numbers to 20. I also question the advisability of learning the multiplication tables to 6 times. When he has learned the combinations of each number thoroughly the pupil will have little difficulty in tabulating his facts and learning to repeat them in order. This child who has learned to repeat 5 eleven, 6, 5 twelves are 72, eleven, he has no conception what ever of what 66 or 72 is, only has learned to make certain noises in a certain sequence.  
Besides the mastery of numbers to 20, the writing and recognition of symbols to 1000, the teacher should use orally such fractions as 1/2, 1/3, 1/4, in connection with objects and numbers, as 1/3 of 6 is 2, etc. Here also the use and relation of inch, foot, and such simple denominate numbers, as come within the scope of the child's activities should be taught. The problem work should be simple and always oral in this grade. Grade III.—In this grade we begin addition involving carrying within the notation limits. When a new application is developed it is always better to begin by using small numbers, and increasing gradually to larger ones. For example, in the addition of 35 and 15, the pupil readily sees that when he adds the numbers in the first column, 5 and 5, he gets 10 units and 1 ten, which is to be added to the tens in the second column. The same principle should be applied to the teaching of subtraction, which should also be taken up in this grade. The multiplication of numbers within the notation limits by numbers not exceeding 12 will not give difficulty if the child is shown that this is but a shortened form of addition, that is, that 15 x 8 means the same thing as the addition of nine 15's.  
In division the child should be shown clearly the different ways of expressing the operations as 35 divided by 7 equals 5, 17 of 35 equals 5, 7 into 35 goes 5 times. The use of denominate numbers is continued. The pint, quart, gallon, inch, foot, yard, ounce, pound, hundredweight being made familiar and easy one-step problems given thereon. The relation of these units should be established by actual use of the units, and by reference to situations involving them rather than by the memory of a table. Thus the pupils should measure their desks in inches, their desks in feet and inches, and the desks in feet and inches, and the blackboard etc. in yards feet and inches and should express their measurements in the different denominations. As 3 yards, 1 foot 9 inches, so that the relation is established by

repeated use. The use of unit fractions may be continued in association with division and grouping. Besides this the work of this grade involves the study of notation to 1,000,000.  
Grade IV.—In grade IV the special work is the mastery of long division, as well as a thorough understanding of processes of addition, subtraction, and multiplication.  
Long division should be begun with divisors having small numbers in the units and placed so that the difficulty in getting the trial divisor is approached gradually. The use of checks in the four fundamental operations should be encouraged. Simple applications of fractions should be continued, although no formal teaching of operations with fractions can be expected in this grade. The pupils should be given simple applications in connection with multiplication, and division.  
The problem work should not be hurried, but the teacher should endeavor to get clear, oral statements of what is known, what is required, and what operation is to be used. The pupil should not be discouraged in the use of original

methods unless they are erroneous. The teacher should rather lead him gradually to see the shorter or better method.  
Teaching of notation to include millions and Roman notation as needed for dates will present no difficulty here or elsewhere. Grade V.—In grade V, the progress and accuracy in the four fundamental operations can only be maintained by constant systematic drill. The teacher should obtain and make use of some standard test for the pupils in this and the higher grades.  
The more difficult units in denominate numbers and reduction are taught here. The teacher should avoid giving the pupils problems involving changes not likely to be needed, such as, reducing acres and square miles to square inches.  
The process of the finding of the area and volume of rectangular solids should be developed by the pupil measuring actual things. Thus, in finding the number of square inches in the cover of a book, 6 inches by 4 inches, the child should be taught to see that if he makes each inch of the six

inches square he will have four rows, six square inches, and 4 times 6 square inches equals 24 square inches. If the pupils gives the answer 4 inches times 6 inches equals 24 square inches the demonstration has failed to impress the conception of area, and the problem must be presented concretely again.  
In fractions the relations of 1/2, 2/4, 3/6, 1/3, 2/6, 2/12 should be taught with addition and subtraction. One of the several methods for presentation of fractions is the use of a line. The pupils may draw a line say 12 inches long. They divide it into quarters, and write down the number of inches in one quarter, then two quarters. Beginning again in the same manner they find the number of inches in 3/4 of the line. Their value is compared and that of other fractions similarly.  
Bills and accounts may be taken up in this grade, emphasis to be laid on neatness, systematic form and accuracy. As much of the calculation as possible should be done mentally.  
(Continued on Page 10)

Head Cold  
Sorely; Just Use  
This Pure Cream  
months are closed, your  
stressed, or your head is  
nasty catarrh or a cold,  
little pure, antiseptic, germ  
cream into your nose  
penetrates through every  
soothing inflamed  
membranes and you get  
relief.  
Your head it feels, Your nostrils  
Your head is clear. No  
wring, sneezing, or  
sling for breath. Get a  
tube of City's Cream Balm  
drugists. Colds and  
and hold the magic. Don't stay  
in bed. Relief is here.

## It always Bakes the Same



Sometimes your home-baking does not turn out quite so well as usual. A variation in the quality of the flour will cause trouble.  
Home bakers who use Quaker Flour always get the same good results.  
Quaker Flour does not vary. It is tested every hour during the milling process. It is always the same—it always bakes the same.  
Home-made bread is easy if made the Quaker way. Write for our tested recipes. They are free.

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Every sack of Quaker Flour is guaranteed to give absolute satisfaction.

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Sold by best Retail Dealers in Prince Edward Island  
Wholesale Distributor, Ch...  
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