Condensed Directions Teaching Arithmetic.

1. Train beginners from five to six years of age on combination of numbers, not exceeding ten, in addition, subtraction, multiplication, and division. Begin with counters such as small blocks of wood, shells, corn, beans, or pebbles, and use them for two or three months, until the pupils can make the combinanations without the aid of objects. Grube method.

2. After from three to six months extend the combinations to twenty. . 3. Teach figures and the forms of written arithmetic in connection with the mental work.

4. Chi'dran under ten years of age should be limited to operations in addition, subtraction, multiplication, and division, in order to secure accuracy and readiness. Problems and analysis come properly when the reasoning faculties are more developed.

5. If a text-book is used by the pupils, omit all puzzling and complicated problems, and all questions involving large numbers.

6. After the first year, teach decimals in connection with whole numbers, at least, to the extent of adding and subtracting and of multiplying and dividing them by whole numbers. Limit: First step, tenth; second, hundredths; third, thousandths.

7. In the second and third years, teach common fractions, limited mainly to halves, thirds, fourths, etc., to twelfths. Illustrate simple operations in the four rules by means of apples, crayons, or lines upon the blackboard.

8. Use the blackboard yourself for the purpose of giving explanations or models of methods.

9. Drill your papils at the boards, sending up one-half the class while the other half is engaged in slate work. Give both divisions the same exercises, and insist on good figures and neat work.

10. Circ frequent drills in addition the operation in which more mistakes are made than in any other.

11. Fix every new operation, or principle, by long continued and frequently repeated drill.

12. Do not take more than one hour a day for arithmetic.

13. Depend mainly upon slate and black board drill in school, rather than upon problems to be worked at home.

14. Seldom assign home lessons in arithmetic.

portant than rapidity.

16. Mental operations should, in general, precede written arithmetic. The two should be taken together.

17. The essential operations in arithmetic which all pupils should understand are the four rulescommon and decimal fractions, the tables of weights and measures, and interest. All the rest of the textbook may be omitted without much loss by all but high-school pupils.

18. A great deal that passes in school books under the name of arithmetic consists largely of school master's exercises, of neither practica! nor disciplinary value. John

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