TABLE 9.*

Tens.	Ones increased to ten.	Added.	Added.	Tens.	Ones increased to ten.	Added.	Added.	Tens.	All one to ten.	Added.	Added.
1	10			2	10			3	10		
1	9		=1 ten and 9 over.	2	9		=1 ten and 9 over.	3	9		=1 ten and 9.
1	8			2	8			3	8		
1	7		=1 ten and 5 over.	2	7		=1 ten and 5 over.	3	7		=1 ten and 5.
1	6			2	6			3	6		
1	5		=1 ten and 1 over.	2	5		=1 ten and 1 over.	3	5		=1 ten and 1.
1	4			2	4			3	4		
1	3			2	3			3	3		
1	2		=1 ten.	2	2		=1 ten.	3	2		=1 ten.
1	1			2	1			3	1		
Added=10 tens.		4 tens & 15 over=1 ten & 5 o.		20 tens.		4 tens & 15 over or 1 ten, 5 left.		30 tens.		4 tens ; 15=1 ten and 5 over.	

Extend this table to 100, or 10 tens; show how each column of tens is increased by 10 more; but that the unit columns never after,—always 5 tens and 5 ones over; 5 tens and 5 ones over.

This table is well suited to exercise them on the four fundamental rules. How easily can they be exercised on multiplying and dividing by the columns of tens, thus, ten times one, gives *ten; ten* takes in ten *ones; two*, said *ten times*, or *twice* ten, is *twenty;* in twenty, there are *two tens*, or *ten twos; ten threes*, or *ten times* three are thirty; *thirty* is the same as *three tens*, or *ten times three*. In this way they can be exercised also on the digit columns. Twice two, two and two, or two twos, how many? How many *twos* are in *four?* Three, and three, and three, how many? How many threes are in *nine?* Take nine from ten, how many left? Take five away from seven,—any left—how many? But as you drill, simplify and vary; come on their minds from *different points*. This will help to secure attention, quicken thought, and concentrate their ideas.

Most of these exercises are understood to be gone through orally; but *slate* exercises must not be neglected; neither must *self-drill*. Self-drill does wonders when spiritedly conducted.

To enable children readily and understandingly to add the columns of units, a simplicity of arrangement has often to be studied. Figures have to be so placed, or taken, when mentally exercised, as to enable them readily to throw them into tens. The following arrangement will show what I mean:

On the blackboard or slate.

8	7	2	3	4	6	9
2	3	6	1	2	3	1
—10	—10	2	1	3	1	—10
7	2	—10	4	1	—10	1
3	1	5	1	—10	7	9
—10	7	3	—10	5	1	—10
1	—10	2	7	1	1	2
9	5	—10	2	2	1	4
—10	5	7	1	2	—10	3
6	—10	1	—10	—10	8	1
4	8	1	3		1	—10
—10	1	1	6		1	
	1	—10	1		—10	
	—10		—10			

Orally.

How many are 3 and 7; 2, 4, 4; 5, 3, 2; 1, 5, 3, 1? &c.

Would 3 and 4, make ten?- if not, how many more would you add to make the ten? How many does 4 want to make ten; 6 to make ten; 2 to make ten; 7 to make ten? &c.

Thus simply, exercise on the other fundamental rules, that as they advance, it will be with a knowledge of the different processes of adding, subtracting, multiplying, and dividing, from the beginning.

Let your reviews be frequent. In revising vary your questions, but be sure to use language sufficiently simple to be by them understood. I give a few examples.

Name the figures 1, 2, 3. &c., up to 10. How many figures between 3 and 8; between 7 and 1; between 4 and 10?—Join 4, 5, 7, 9 and 10 with objects you see, as 1 bench, 2 windows, &c. Join them with objects you do not see, as 3 rivers, 4 hills, &c. How many are three books and two books; four windows and six windows; five spoons and three spoons?—How many desks in the schoolroom? Count them aloud. How many buttons on your coat? —What figure comes after 7? Name some animals that have *four* legs; some that have *two;* and some that have none. How many ears have three horses? How many legs have five horses? How many feet has a snail?—Make a row of marks on your slate, and write above them the *figure* that tells their number.—How many letters in *hand, finger, mountain, Montreal*, &c.?—Take away *k* from book, how many letters left? How many are *six* less than *nine?* Of *nine* boys in a class, order *four away:* how many would remain? Name any *two* figures, which, put together, would make ten; any two subtracted, to leave three; *two* multiplied by figures to make 6, 8, and 10.

Jane had 7 pins, and dropped 2 of them, how many were left? Shut both your thumbs; how many fingers remain open?

Add 1, 3, 8, 4, 3, 1: how many tens in their sum?—How many figures have we from which tens are got? Arrange 1, 2, 3, 4, 5, 6, 7, 8 and 9, that each division added will be two tens, as 3+8+7+2 = two tens; 6+9+5 = two tens; 4+1+8+7 = two tens.

Table 10, for farther illustrating the principles of multiplication and division.

DIVIDING.		MULTIPLYING.	
Two strokes ..... ‖	=One two	Two ones	= 2
Four strokes..... ‖ ‖	=Two twos	Twice two	= 4
Six strokes..... ‖ ‖ ‖	=Three twos	Twice three	= 6
Eight ..... ‖ ‖ ‖ ‖	=Four twos	Double four	= 8
Ten ..... ‖ ‖ ‖ ‖ ‖	=Five twos	Double five	=10
Twelve ..... ‖ ‖ ‖ ‖ ‖ ‖	=Six twos	Six twos	=12
Fourteen ..... ‖ ‖ ‖ ‖ ‖ ‖ ‖	=Seven twos	Twice seven	=14
Sixteen ..... ‖ ‖ ‖ ‖ ‖ ‖ ‖ ‖	=Eight twos	Twice eight	=16
Eighteen ... ‖ ‖ ‖ ‖ ‖ ‖ ‖ ‖ ‖	=Nine twos	Nine counted twice	=18
Twenty... ‖ ‖ ‖ ‖ ‖ ‖ ‖ ‖ ‖ ‖	=Ten twos	Twice ten	=20

* This table is to be considered as the *first* of a series of similar tables, which the teacher should draw up for exercise. This table illustrates the simplest multiplying and dividing of numbers. Tables similarly drawn up should have an extension of divisions—of threes, fours, &c.; and when divisions of even numbers, as of 2, 3, 4, 5, &c., are understood, divisions having remainders should be given. Children at this stage should be taught how to exercise