mal system, e. g., "eleven" in no way suggests the figures "11," nor does "twelve" suggest "12." Moreover, in thirteen, fourteen and successive terms, not only is there a lack of suggestiveness of the number expressed, but the first figure suggested is a three or a four, whereas the first to be written is one.

It takes the majority of children a year or more to understand the meaning of the terms from thirteen to nineteen and the change in method of naming, from nineteen to twenty-one. One can see, at a glance, that the proposed system of nomenclature is more rational than that now in use and can be mastered in much less time than is required to master our present system.

For the expression of terms that lie on the right of the Octimal point, a similarity of nomenclature suggests itself. The first place to the right would be called "eths," the second, "etredths;" the third, "etandths;" the fourth, "eths of etandths," and so on. Thus, the following number would be read as indicated: 654.654 is six etred fivet four and six etred fivet four etandths. We would suggest, however, that a system of spelling be adopted for all terms on the right of the Octimal point, for instance, instead of "six etred fivet four etandths," say "point six five four, .6 now means six eighths or eths, a division of the unit more easily comprehended than tenths, being also such a division, as can be readily made with ordinary mechanical appliances.

The fractional names quarter, half, and three-quarters may still be used if desired, but will be smybolized thus .2 .4 .6, the figures representing the actual value of the term, and the equivalent of 2-8, 4-8, 6-8. 1-16 in the present system will be 1-20 in the Octimal, written thus: .04 for calculation, or four etredths equal 4-100 for verbal comparison.

Another saving of labor will be seen in that greatest