

MENTAL ARITHMETIC

In dealing with numbers in primary grades first use objects, then imaginary objects, then numbers in the abstract.

In using imaginary objects always have a definite place such as a table or desk on which the imaginary objects are supposed to be placed and point to them as though they were really there until the children imagine they see them.

Make questions as much as possible in line with the actual experience of the child.

Interest will increase if the pupils are permitted to question the class.

An excellent drill in addition can be had by counting by twos, threes, fours, etc., to 100, e. g., begin with 1 and count by twos to 100; thus, 1, 3, 5, 7, 9, 11, etc., to 101.

Begin with 2 and count by twos: thus, 2, 4, 6, 8, 10, etc., to 100.

In the same way count by threes from 1 to 100, from 2 to 100, from 3 to 100.

Drill in the same way with each of the digits to 9.

Continue this drill until the work can be done very rapidly.

Another excellent drill in addition can be given as follows:—

Add 2 and 2; add 12 and 2; add 12 and 12; add 22 and 2; add 22 and 12; add 22 and 22.

Add 3 and 2; add 13 and 2; add 13 and 12, etc.

It will be seen that an almost unlimited number and variety of exercises of this kind can be given.

Drill in subtraction may be had by reversing the above, e. g., count backward by twos from 100, thus, 100, 98, 96, 94, 92, etc.

Drill in the same way with all numbers from 2 to 9.

In business the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ occur so frequently that even children in the primary grades should be taught their meaning, use and application.