to be (1) well balanced, (2) easily derived from preceding patterns. If the triangle is accepted as the typical *three*, and the square as the typical *four*, good patterns may readily be constructed from these two forms with the aid, perhaps, of some linear arrangement. Special care should be taken in the selection of patterns for numbers above five. The patterns placed first in the series on page 4 can be recommended, and analysis will show how they are related to each other, *e.g.*, the patterns for the seven, the eight, the nine and the ten are all developed from the six, the two triangles of the six being separated by a linear arrangement of 4 to make 10, 3 to make 9, etc.

When a number is being decomposed into its elements for the purpose of comparing and measuring it with other numbers, the remaining patterns will be found useful as suggesting new combinations. If some desired combination is not readily seen, it will be made plain by the use of coloured chalks. Pupils must be trained to make patterns for themselves and to discover in them fresh combinations.

Notes for Book I.

Figures in heavy type at the top of each page indicate corresponding pages in the Pupils' Book. Roman numerals and capital letters on a page indicate corresponding exercises in the Pupils' Book.

I. Numbers 10 to 20.

1. The **Ten.** We have now reached the first number that must be considered as another kind of *one*—the *ten*. We write the figure 1 as before, but to show that this 1 contains ten times as much as the simple 1, we move it *one place to the left*, and say this 1 is a ten. The vacant

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