NOTATION AND NUMERATION.

"one" and "two." We are not now speaking of numerical relations for we do recognize that such follow in proper order of thought development so that when one has learned the significance of "2" and "10" as numbers, their numerical relation, of which the figures "12" are the expression, follows in natural order. But the name "twelve" used to express the number "12" has not such similarity to the names "one" and "two" as suggests these to be the figures required. As a result, the majority of students make their knowledge of numbers from this point onward, a mere matter of memory. It would seem proper that when a name is used to express a combination of figures, it should clearly suggest those figures in the order in which they are grouped. We are not now concerned with the many other disadvantages of the decimal system, thinking it best to leave the discussion of these to a later paragraph.

In the notation and numeration which we now propose, it is true that, as in the present system, the names and symbols used as far as eight bear no relation to each other, but for succeeding numbers not only are the terms to be next used directly suggested but also the names and symbols are in complete harmony with each other.

We append a brief outline of the Octimal System of nomenclature, giving the numerical equivalent of each name as found in both Octimal and Decimal Notation.

	Octimal	Decimal
	Figures.	Figures.
one	1	1
two	3	$\overline{2}$
three	3	3
four	4	4
five	5	5
six	6	6
seven	7	7
eight	10	ŝ
et-one	11	9
et-two	12	10
et-three	13	11

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