

Little problems in mental arithmetic should accompany the *mechanical* work.

“In mental work, rapidity, correct language, and logical order of thought and statement must be constantly aimed at.”

In giving practical problems in mental work, suit the problem to the rule in hand :—

Addition—*e.g.*, John has 3 marbles in one pocket and 4 in another ; how many marbles has he in both pockets ?

Subtraction—*e.g.*, Tom had 9 marbles and lost 4 of them ; how many has he left ?

Afterwards, when the pupils have become acquainted with both, use a combination of the two ; *e.g.*,

Jim got 4 candy-sticks from his father and 5 from his mother ; he gave 6 away to his sister ; how many had he left ?

Similarly in the other two rules.

In teaching the Fundamental Numbers as they are represented upon the Calculator, perhaps drawing the chalk through the number, so as to make the partitions, would be preferable to hiding each addend (of the pair of addends forming the number) with a piece of card-board, as already described. Both methods may be employed to advantage.

Rapid mental work must be given to assist the mechanical work ; *e.g.*,

$$2 + 5 \times 7 + 1 \div 5 \times 6 + 3 \div 7 \times 9 + 9, \text{ etc., equals what ?}$$

In introducing Addition and Subtraction, perform the work by means of the balls, having the pupils to assist you.

Exercises in Nos. 1 to 11 in “Desk-Work in the Simple Rules,” are intended to supply an ample amount of “desk-work” for the pupils, in the mechanical operations ; but, in the earlier stages, the pupils should have practice in making and varying the number-forms ; writing out all the Combinations of each number, and in the Numeral-Frame and Schedule Combinations.

Teach thoroughly the *Fundamental Numbers*, as on these the con-