

In counting, do not rest satisfied with the mere naming of numbers in succession, for a child may do this and have no idea of the meaning of the words used. *One, two, three*, may be to it a mere succession of sounds, like *do, re, mi, etc.*, without embodying any idea of collections. Children have been known to run off these words very glibly, even as far as a hundred, without being able to select a dozen grains of corn from a pile.

Children should be required to count with objects. The *Arithmometer* is the most convenient for this. Counting exercises should be continued until the pupils can count readily, and have definite ideas of numbers. Pupils should be taught to count *backwards as well as forwards*. This will be advantageous in learning to subtract.

Arithmetical language is the method by which we express numbers. It is both *oral* and *written*; the former is called *Numeration*, the latter *Notation*.

When the pupils have acquired a little familiarity with the *oral* language of Arithmetic, they should be taught its *written* language. As soon as they have learned a few names of numbers, they should learn to express them in written characters.

Begin with the *nine digits*, and drill the children in naming and writing them until they are perfectly familiar with these characters. They may then use the characters in solving simple problems in Addition and Subtraction, the Teacher giving no problem that involves a number greater than *nine*.

Next proceed with exercises from *ten to twenty* from *twenty to thirty*, etc., to *ninety-nine*.

The *hundreds* come next. The pupils may be taught to separate numbers into numerical periods, and to name and remember the periods. Vertical lines may be drawn, and the columns headed *units, tens, hundreds*, etc.,

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