FOUR THINGS ABOUT EACH PAIR OF ADDENDS.

(*a*) The *addition* of *pairs of addends* ("wholing").

(*b*) The *subtractions* by *resolution* ("parting") *into pairs of addends.*

Addition and Subtraction should be taught together; so Multiplication and Division, as already mentioned.

Pupils should be required, when they reach Multiplication and Division, to tell you all they know about each combination, as in Addition and Subtraction; *e.g.*, the Combination three times four are twelve ($3 \times 4 = 12$).

THREE *times* FOUR *are* TWELVE ($3 \times 4 = 12$).

FOUR *times* THREE *are* TWELVE ($4 \times 3 = 12$).

THREE *into* TWELVE *goes* FOUR *times* ($12 \div 3 = 4$).

FOUR *into* TWELVE *goes* THREE *times* ($12 \div 4 = 3$).

FOUR THINGS ABOUT EACH PAIR OF FACTORS.

(*a*) The *multiplications* of *pairs of factors.*

(*b*) The *divisions* by *resolution into pairs of factors.*

When pupils are familiar with the *multiplications* and *divisions*, have them give *all the pairs of factors* which make up a given number; *e.g.*, the number 36:

$$3 \times 12 = 36$$
$$4 \times 9 = 36$$
$$6 \times 6 = 36$$
$$9 \times 4 = 36$$
$$12 \times 3 = 36$$

also

$$2 \times 18 = 36$$
$$18 \times 2 = 36$$

By means of the Number-Forms, pupils may be led to a better understanding of the Multiplication Tables; *e.g.*, Five Times: