themselves on slates in parting any number of marks into twos, threes, fours, &c., but by proper directions—showing them the way. This would very much hasten their advancement.

At this stage a number of promiscuous questions should be daily given them. The following will suggest to you many more.

I have *four pence* in *one* pocket, and *seven pence* in the other: how many pence have I in both? I had nine dollars, and spent three: have I any left? I bought *four candles* and paid for each *two cents*: how many for the *four*? I paid ten pence for two books: what was the price of one?

Such exercises as these, if intelligently, judiciously, and well followed up, will familiarize them at the very BEGINNING of this branch of study with the *principles of the ground rules of arithmetic.* But fail not to make fine work as you proceed; and see that NOT ONE thus exercised is LEFT BEHIND, in UNDERSTANDING what is taught. Now much of the labour of teachers—earnest teachers too—is purposeless, because those, endowed with less mental power, or of less readiness to comprehend, are not justly dealt with, or their APTITUDES, not sufficiently considered when training them!

The teacher who overlooks *one such child*, allowing him to lag behind fails in his duty, adds to his own future labour, mystifies his school work, discourages him in his first school efforts in learning; thus, throws serious hinderances in the way of his future advancement; and which may become the cause of his never being able to arrive at even an *ordinary knowledge* of any of the essential branches of a common education.

Table 11, review lesson on numeral words, and combinations.

PRIMITIVES.	COMBINATIONS BY ADDITION.		
One.	Eleven	Irregular forms.	One and ten.
Two.	Twelve	Irregular forms.	Two and ten.
Three.	Thirteen	More regular formation. The termination, *teen*, means ten.	Three and ten.
Four.	Fourteen	More regular formation. The termination, *teen*, means ten.	Four and ten.
Five.	Fifteen	More regular formation. The termination, *teen*, means ten.	Five and ten.
Six.	Sixteen	More regular formation. The termination, *teen*, means ten.	Six and ten.
Seven.	Seventeen	More regular formation. The termination, *teen*, means ten.	Seven and ten.
Eight.	Eighteen	More regular formation. The termination, *teen*, means ten.	Eight and ten.
Nine.	Nineteen	More regular formation. The termination, *teen*, means ten.	Nine and ten.
Ten, circle of ones.	Twenty, two circles of ones.		Two tens.

After the teens, or tens, or combinations of ten, and the first nine names, a new series of combinations are formed by multiplication, from twenty up to ninety, in the following manner:

Table 12.

PRIMITIVES.		COMBINATIONS BY MULTIPLICATION.		
One	Multiplication by ten. =	Ten	Analyzed. =	One repeated ten times.
Two	Multiplication by ten. = =	Twenty	Analyzed. = =	Ten, and ten.
Three	Multiplication by ten. = = =	Thirty	Analyzed. = = =	Three times ten.
Four	Multiplication by ten. = = = =	Forty	Analyzed. = = = =	Four times ten.
Five	Multiplication by ten. = = = = =	Fifty	Analyzed. = = = = =	Five times ten.
Six	Multiplication by ten. = = = = = =	Sixty	Analyzed. = = = = = =	Six times ten.
Seven	Multiplication by ten. = = = = = = =	Seventy	Analyzed. = = = = = = =	Seven times ten.
Eight	Multiplication by ten. = = = = = = = =	Eighty	Analyzed. = = = = = = = =	Eight times ten.
Nine	Multiplication by ten. = = = = = = = = =	Ninety	Analyzed. = = = = = = = = =	Nine times ten.
Ten	=	One hundred	=	Ten times ten.

Examine them on this and the preceding table, in adding, multiplying and dividing, till both are well understood.

Table 13.

This table is intended to show the denary increase of the digits by placing ciphers, (0,) on their right.

1	A cipher placed on the right of each increases it ten times.	=	10
2		=	20
3		=	30
4		=	40
5		=	50
6		=	60
7		=	70
8		=	80
9		=	90
10		Made ten times more.	100

The cipher stands for 10, or a round of *ten ones.* The digits tell the number of rounds of ten.

Question thus, how many rounds of ten in 30, in 70, 80, 20, &c.? Take away the 0; what would each digit be? &c.

Go minutely into explanations; and as soon as they understand how 0 increases each digit ten times when placed on its right, then exercise them on each step of the series of tens, backwards and forwards, always showing them how each differs by tens. When the regular increase by tens is well understood, make them prove it by marks. Name the figures of the series, as 50, 80, 90, &c., and repeat successively the nine digits till *stereotyped* in their minds; then exercise them on their varied combinations, separately; thus,—*two* tens and *five* tens, are *seven* tens; one ten and *eight* tens, are *nine* ten &c. On digits, in the same way: *three* ones and *five* ones, are *eight* ones, *seven* ones and a *one*, are *eight* ones; on slates, or the blackboard, thus:

Com. of tens.							
+ × 30	50	8,0 tens	2 tens	15 tens	+ × 70	80	15,0 tens	1 ten	56 tens
+ × 40	30	7,0 tens	1 ten	12 tens	+ × 50	60	11,0 tens	1 ten	30 tens
+ × 80	20	10,0 tens	6,0 tens	16 tens	+ × 60	40	10,0 tens	2 tens	24 tens
+ × 90	10	10,0 tens	8 tens	9 tens	+ × 20	50	7,0 tens	3 tens	10 tens
+ × 10	70	8,0 tens	6 tens	7 tens					
Added .									
Dif.....									
Multip....									

Questions.—Four tens and three tens, how many? Five tens