

**THE APPLETON  
ARITHMETICS,  
SECOND BOOK**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649060139

The Appleton Arithmetics, Second Book by J. W. A. Young & Lambert L. Jackson

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**J. W. A. YOUNG & LAMBERT L. JACKSON**

**THE APPLETON  
ARITHMETICS,  
SECOND BOOK**



# THE APPLETON ARITHMETICS

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*SECOND BOOK*

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NEW YORK  
D. APPLETON AND COMPANY

1911

Edue T 119.12.890 B:K2

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JANUARY 26, 1924

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## P R E F A C E

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THE present volume of THE APPLETON ARITHMETICS covers the work usually taught in the fifth and the sixth grade, beginning with a brief review of the work of the primary grades, and then providing a course that covers the essentials of elementary arithmetic.

Like the other Books, this text is for the *pupils'* use, and as such possesses certain well-defined features. Important definitions, principles, and processes are introduced inductively by means of a series of questions and illustrations labeled "Preparatory." A natural and easy approach to the subject is thus provided for the pupil, without, however, placing hard and fast limitations on the teacher's method. When a principle or process has been developed and stated, it is put into practice through easy Oral Exercises which are followed by Written Exercises, of gradually increasing difficulty and including applications that require somewhat extended calculations.

In addition to giving proper attention to the culture value peculiar to the exact reasoning of school mathematics, this book fully recognizes the utility of arithmetic. The problem material is rich in data drawn from the pupil's experience. School subjects like manual training, domestic art, geography, nature study, and drawing have furnished many problems; and the everyday occupations and industries of the average community

are made to contribute their share of applications. Finally, the larger interests of the community, such as production, transportation, communication, and government, have not been neglected as sources for problems of interest and value.

In all of this, arithmetic is made the subject of study and the core of the instruction, without, however, sacrificing the pupil to abstract number drill; and the whole subject is classified and labeled in harmony with a logical development.

It is thought that the classroom work will be facilitated by the oral and written work, properly labeled; the well-balanced abstract and concrete drill; the frequent and systematic reviews; the classified tables of measurement, and the attempt to supplement and strengthen the text by careful typography and effective illustration.

THE AUTHORS.

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