

**THOMSON'S NEW MATHEMATICAL  
SERIES. ILLUSTRATED TABLE-BOOK,  
OR, JUVENILE ARITHMETIC,  
CONTAINING ORAL AND SLATE  
EXERCISES FOR BEGINNERS**

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**JAMES B. THOMSON**

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FOR  
BEGINNERS.

By JAMES B. THOMSON, LL.D.,  
AUTHOR OF NEW GRADED SERIES OF ARITHMETICS, PRACTICAL ALGEBRA, ETC.

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## PREFACE.

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In order to pursue the study of Arithmetic with pleasure and success, two things are essential. First, the *elementary* principles and *Tables* must be *thoroughly understood*; Second, their application must be *made perfectly familiar*.

The *Revised Table Book* is designed to assist both the teacher and the pupil in the accomplishment of these important ends. It is constructed on the following plan:

1. As soon as a child learns a fact or principle in arithmetic, he is taught its *application*, and begins to *practice* it. In this way an interest is awakened in the subject, and the pupil is relieved from the irksomeness of learning and repeating abstract results and principles, while *ignorant* of their *nature* and *use*.

2. The pupil is taught to *illustrate* and *form* the *Simple Tables* for himself. A child gains a much clearer idea of a thing by doing it himself, than by having his teacher do it for him.

3. Alternate Mental and Slate Exercises are interspersed throughout the book. These exercises are carefully adapted to the capacity of beginners, and to the principles they are designed to illustrate. They should therefore be made perfectly familiar by *personal application* either at home or at school. In this way the pupil will learn how to *study*, how to *think*, and how to *reason*.

4. Special pains have been taken to correct the *Tables of Weights and Measures*, according to present Law and usage; the obsolete denominations and those not used in the United States being carefully excluded.

**APPARATUS.**—Beginners in Arithmetic should be furnished with suitable tools; as slates, blackboards, numeral frames, counters, "counting boards," etc., and be taught to use them in learning to count, and in illustrating the elementary combinations and principles of numbers.

*Movable objects* used for counters, or *unit marks* made by the pupil upon a slate or blackboard, are preferable to the *fixed objects* seen in pictures, or the *stationary numbers* represented by figures, straight lines, or other unit marks upon charts and wall maps.

The **COUNTING BOARD** is a new and valuable accession to the apparatus of primary schools. Its length depends upon the size of the recitation room, and the number of pupils in the class. When placed against the wall, its width is usually from 15 to 18 inches; the upper surface is divided into parts by distinct marks or strips of wood; the edges are faced with a plain moulding, raised sufficiently to prevent the counters from rolling off. If placed in the middle of the room, it should be twice this width, to allow pupils to stand on either side of it. (*See Cover.*)

JAMES B. THOMSON.

New York, August, 1874.

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## NOTE.

THE few changes in the fore part of this Edition of the *Revised Table-Book*, will not prevent its use in connection with the former editions.

November, 1877.



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# COUNTING.

## LESSON I.

1. How many of these little girls and boys wish to learn to count? All that do may hold up a hand.



2. How many hands does each hold up?  
**One.**
3. How many are one hand and one hand?  
**Two.**
4. How many hands have you? How many feet?
5. How many are two pencils and one pencil?  
**Three.**

6. Show me three fingers and count them.
7. Which is your right hand? Which your left?
8. How many thumbs have you on your right hand?  
How many on your left hand?
9. How many on both?
10. How many are two fingers and one finger?
11. Three is how many more than two?

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## LESSON II.

To TEACHERS.—A child learns much faster by *doing* or illustrating a thing, than by simply *repeating* an explanation which he hears, but does not understand. Hence, the pupil at every exercise, should be called upon to do as much as possible with his own hands. This is the only way to insure rapid progress and a thorough knowledge of numbers.

1. Let each show me two fingers. Three fingers.
2. Clap your hands three times in concert?
3. What comes next after one? After two?
4. Three is how many more than one? Show it with your fingers.
5. Count three, beating time with your right hand.
6. Count from three back to one.
7. Each show three fingers on the left hand? Now the other finger.
8. How many are three fingers and one finger?  
*Four.*
9. How many are three pencils and one pencil?
10. Clap your hands four times in concert?
11. What comes next after two? After three?
12. How many more than three is four? Than one?
13. What comes next before four? Before three?
14. Count from four back to one.

15. How many fingers on your left hand? "Four."  
 16. Count your thumb with them; how many?  
*Five.*  
 17. Count five in concert, beating time.  
 18. Count from five back to one. Twice more.

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### LESSON III.

1. When we say one, two, three, four, &c., what is it called?

*Counting.*

2. Count five in concert, beating time.  
 3. Rap on your slate with your pencil five times.  
 4. Copy the figures used to express the first five numbers, as I make them upon the blackboard.



<b>1,</b>	<b>2,</b>	<b>3,</b>	<b>4,</b>	<b>5.</b>
one,	two,	three,	four,	five.

5. Five is how many more than four? Show it.  
 6. Show by your fingers how many things are denoted by the figure 3. By 2. By 4. By 5.