

**ORAL ARITHMETIC, BY GRADES:
BOOK ONE, DESIGNED FOR THE
USE OF CLASSES IN THE SECOND,
THIRD, AND FOURTH YEARS OF
THE PUBLIC SCHOOL COURSE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649536184

Oral Arithmetic, by Grades: Book One, Designed for the Use of Classes in the Second, Third, and Fourth Years of the Public School Course by Alfred Kirk & A. R. Sabin

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Cover @ 2017

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ALFRED KIRK & A. R. SABIN

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NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY

Edw T 118.94.487

REPRODUCED FROM THE
COLLECTION
OF THE
MISSISSIPPI ARCHIVES
SEP 13 1941

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OR. A. H. ONE.

Printed by
William Wilson
New York, U. S. A.

PREFACE.

FOR the presentation to the public of a new work on Oral Arithmetic, no apology is needed—no apology is offered. The recognized importance of the subject as a disciplinary study, and its value in the practical computations of every-day life and as a preparation for an intelligent apprehension of the higher phases of mathematics, are ample justification for submitting this work for public use. This work is prepared in two parts, Books No. 1 and No. 2, and is offered confidently to the favorable judgment of teachers, who are conscious of the obvious fact that not all that is desirable, or even possible, is being gained from the study of Arithmetic in the schools of to-day.

The study of the underlying principles, and the reciprocal relations of like quantities as expressed in numbers, is seemingly ignored to the extent that this department of mathematics has lost its virility. No thought power is gained, nor is there acquired an ability to reason to legitimate conclusions. It is believed that the time has come to call a halt along these lines, to readjust our forces, and to substitute more intelligent methods of procedure

and more rational modes of discussion, based upon the central underlying principle of the *relations of quantities*.

Arithmetic is but the science of the relation of quantities as expressed by number. To know, for instance, that 3 apples and 4 apples equal 7 apples is to know that 7 apples less 4 apples equals 3 apples; and to know that A's money equals $\frac{1}{2}$ of B's money is to know that other relation that B's money equals twice as much as A's; and further to know that C's equals $\frac{3}{4}$ of D's is to know that D's equals $\frac{4}{3}$ of C's.

This, it is believed, will be found to be the distinguishing feature of the work, and upon this feature its claim for indorsement is submitted. It is the outgrowth of years of study and trial in the class-room,—the crucial test of every work of this kind,—and is sent forth to seek favor in other class-rooms.

SECOND GRADE.

1

2

3

4

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SECOND GRADE.

LESSON I.

1. A boy spent 2 cents for paper and 2 cents for pens. How much did he spend for both?
2. A girl paid 4 cents for a ball and 2 cents less for needles. How much did she pay for the needles?
3. A pupil gave 3 cents for a pencil and 2 cents for a top. How much did he give for both?
4. Mary paid 5 cents for a bottle of ink and 2 cents less for a postage stamp. How much did the postage stamp cost?
5. A ton of coal cost four dollars (\$4), and a load of wood two dollars (\$2). What was the cost of both?
6. A quart of milk costs 6 cents, and a pound of sugar 2 cents less. What is the cost of the sugar?
7. A man traveled 5 miles by rail and 2 miles afoot. How far did he travel?
8. A yard of lace costs \$7, and a yard of velvet \$2 less. What is the cost of the velvet?
9. A dealer sold 3 barrels of flour to one man, and 3 barrels to another. How many barrels were sold to both?
10. James read 6 pages of history, and John read 3 pages less. How many pages did John read?
11. A wagon has 4 wheels, and a tricycle has 3 wheels. How many wheels have both?
12. A girl is 7 years of age, and her brother is 3 years younger. How old is the brother?
13. A boy had 5 marbles left after losing 3 marbles. How many marbles had he at first?