

**DICTATION EXERCISES. A KEY TO
WALTON'S TABLE FOR
PRACTICE IN THE FUNDAMENTAL
OPERATIONS OF ARITHMETIC**

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Dictation Exercises. a key to Walton's Table for practice in the fundamental operations of Arithmetic by G. A. Walton

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G. A. WALTON

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WALTON'S TABLE

FOR

PRACTICE IN THE FUNDAMENTAL OPERATIONS

OF

ARITHMETIC.

BY

G. A. WALTON,

PRINCIPAL OF OLIVER GRAMMAR SCHOOL, LAWRENCE, MASS.

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P R E F A C E .

THE ready accountant obtains the total of a column of figures at a glance, apparently with as much ease as a good reader grasps the ideas of a sentence. Rapidity and accuracy characterize all his arithmetical operations. How is this efficiency acquired? Evidently by practice. Is it desirable, and is it possible, for the scholar to acquire this mastery over the elementary combinations in numbers? Most assuredly it is desirable; for these combinations are the foundation of all operations in arithmetic: few persons in practical life ever go beyond their simplest applications; and they are peculiarly adapted to interest and develop the mind of the child. And no one can doubt that a child, even, can become highly efficient in combining simple numbers, when he reflects that in Addition less than *one hundred different combinations of two figures each* ever occur, and that these are the key to all arithmetical operations.

And yet there is a radical deficiency with School children in the fundamental operations in arithmetic, which is the fruitful source of many of the numerous errors in the advanced applications of the science. This deficiency is universal, — exhibiting itself in all grades of the Grammar and High Schools, as well as in the Primary and Common Schools.

What is the remedy? Simply practice! To facilitate this practice, this Key and the accompanying Card, WALTON'S TABLE FOR PRACTICE IN THE FUNDAMENTAL OPERATIONS OF ARITHMETIC, have been prepared, and are now submitted to the test of teachers generally, in the confident hope that they will prove as valuable an aid to them as they have to

THE AUTHOR.

(5)

CONTENTS.

	PAGE
ON USE OF TABLE,	5
ADVANTAGES OF TABLE,	6
TO USE TABLE MENTALLY,	6
NUMERATION,	7
ADDITION,	8
SUBTRACTION,	18
MULTIPLICATION,	26
DIVISION,	37
MISCELLANEOUS,	48

ON THE USE OF THE TABLE AND KEY.

See "Written Arithmetic," pages 22 and 336; also, Walton's "Table for Practice in the Fundamental Operations of Arithmetic."

The Table consists of twenty-one columns of figures, numbered from right to left, in twenty-five lines, against which are placed twenty-five letters of the alphabet. By its use all possible combinations of numbers may be repeated many times. The Table is designed for the pupil.

The Key contains above two thousand questions upon the Table, with their answers, arranged in series of from ten to twenty-five examples in the fundamental operations. These are prepared for the teacher, to be used as

DICTATION EXERCISES.

Illustration 1. Let all the pupils add column 1, 2, or 3, etc., or a part of column 1, 2, or 3, etc.

Illustration 2. Let the members of a class number themselves from one to twenty-one; then let each add the column corresponding to his number. Where lines are assigned, as in Addition, Exercise 10, the members letter themselves from A to Y.

Illustration 3. Let two or more columns, or parts of columns, be added in the same manner.

It is unnecessary to multiply Illustrations. The Key contains a great variety of examples in Addition, from the addition of a single column of ten figures to ten columns of twenty-five figures; the examples in Subtraction, Multiplication, and Division, are equally varied.

DICTATION EXERCISES.

NUMERATION.

☞ See Table, or "Written Arithmetic," pages 22 and 336.

EXERCISE 1.

Beginning with line A, let the pupils read in order the first four figures at the right as thousands, hundreds, tens, and units. Thus:—

First pupil, "7,184."

Second pupil, "5,337," etc.

Ex. 2.

Let first pupil take line B, second pupil line C, etc., and read as above the first six figures at the right. Thus:—

First pupil, "995,337."

Second pupil, "872,692," etc.

Ex. 3. Commencing with C, read as above the first 7 figures.

Ex. 4. " D, " " " " " " 10 "

Ex. 5. " E, " " " " " " 12 "

Ex. 6. " F, " " " " " " 13 "

Ex. 7. " G, " " " " " " 14 "

Ex. 8. " H, " " " " " " 17 "

Ex. 9. " I, " " " " " " 19 "

Ex. 10. " J, " " " " " " 21 "

Ex. 11.

First pupil read first period in line A.

Second pupil read second period in line B.

Third pupil read third period in line C, etc.