

**ARITHMETIC BY  
PRACTICE. FOURTH  
YEAR - SECOND HALF**

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Arithmetic by Practice. Fourth Year - Second Half by Arthur T. Gorton & Leslie O. Lynch  
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**ARTHUR T. GORTON & LESLIE O. LYNCH & RUPERT H. MURRAY**

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PRACTICE. FOURTH  
YEAR - SECOND HALF**



# ARITHMETIC BY PRACTICE

*FOURTH YEAR—SECOND HALF*

BY

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## PREFACE

THIS series of arithmetics has been prepared by the authors to cover certain essential requirements in the teaching of arithmetic.

To secure efficiency in arithmetic it is necessary:

*First.* That pupils have a thorough knowledge of the fundamental processes.

*Second.* That the formal facts of arithmetic, such as the multiplication tables, denominate number tables, and the ordinary factors be thoroughly memorized.

*Third.* That processes should be made as simple and concise as possible.

*Fourth.* That immediate application be made of what has been taught in variety and in amount sufficient to fix the process.

*Fifth.* That continual review be provided in order that the pupil shall retain what he has learned.

It is this plan which has been carefully carried out in preparing the present series of books. Each written lesson is preceded by an oral lesson as a preparation for the work which is to follow; and each new problem is explained in a type lesson, which contains sufficient application to fix the type.

The arrangement of the material in four lessons followed by a review, with a week of review each fourth week, is made in order that the teacher shall follow up the work, week by week and month by month. In this way a teacher may discover the points which need further intensive drill.

It is not intended that the teacher shall feel bound to accomplish all the work laid out in each lesson in a recitation period. The part of the lesson which is not completed should be assigned for home work. If the lessons are used in the order of their arrangement, the new work will be found in the early part of the lesson, and when this is completed the remaining time should be given to such part of the review work of the lesson as needs special drill. If a class masters the type quickly, then part of the new work may be omitted and more time given to the review.

Since many teachers prefer to review particular types topically, an index in the back of the book shows in what lessons the particular topics are to be found. This index shows that the greater part of the time is given to the new work of the grade, but that there is a complete review of the work of all the preceding grades.

The amount of review work in the upper grades is so great that it is not possible to include a large number of problems of each kind in the review; but the important types of the preceding grades have been placed in the back of each book, where they may be used by the pupils who



have difficulty in the solution of problems belonging to the review types.

Drill sheets in all operations have been included. They will be found of value in fixing arithmetical facts and operations, and in securing speed and accuracy. These drills should be used daily, preceding the oral work.

In preparing the problems, care has been taken to avoid impractical and unbusinesslike situations, and to utilize the ordinary arithmetical language of business.

The series is the result of a careful study of classroom conditions by the authors, who have had many years of experience in the teaching of arithmetic; it is their hope and belief that herein teachers and pupils will find present arithmetical difficulties materially reduced.

The authors wish to express their sincere thanks to all their fellow-teachers who by counsel, by assisting in the selection or preparation of problems, and by their helpful and constructive criticisms, have aided so generously in the preparation of the work.



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## TERM PLAN

NEW	REVIEW
1. Long Division by Three Orders. (Type I.) Notation to 1,000,000.	Division of Dollars and Cents. Notation. Numeration. Long Measure.
2. Long Division by Three Orders. Roman Numerals, C to CC.	Addition. Notation. Long Measure.
3. Multiplication with 0 in Tens' Place. (Type II.) Roman Numerals, CC. to CCC.	Notation. Addition. Division.
4. Multiplication with 0 in Tens' Place.	Division. Addition. Problem with Two Operations.

## REVIEW I

5. Addition and Subtraction of Fractions, the Denominators alike, and the Sum Less than a Unit. (Type III.) Teach Numerator, Denominator and Mixed Number.	Writing Fractions. Finding the Fractional Part of a Number.
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