

**ARITHMETIC FOR BEGINNERS:
BEING AN ELEMENTARY
INTRODUCTION TO CORNWELL
AND FITCH'S SCHOOL
ARITHMETIC**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649421329

Arithmetic for Beginners: Being an Elementary Introduction to Cornwell and Fitch's School
Arithmetic by Joshua Girling Fitch & James Cornwell

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

JOSHUA GIRLING FITCH & JAMES CORNWELL

**ARITHMETIC FOR BEGINNERS:
BEING AN ELEMENTARY
INTRODUCTION TO CORNWELL
AND FITCH'S
SCHOOL ARITHMETIC**

Dr. Cornwell's Educational Series.

Just added to the Series, 96 pp., price 1s.,

SPELLING FOR BEGINNERS:

A METHOD OF

TEACHING READING AND SPELLING AT THE SAME TIME.

In this Work the words which have the *same vowel sound* are formed into groups, and each group is subdivided into smaller portions according as the same sound is *represented by different characters*. The meaning of the words is taught by using them in simple sentences, these sentences forming at the same time an easy course for teaching Reading.

Also, 144 pp., price 1s.,

POETRY FOR BEGINNERS:

A SELECTION OF SHORT AND EASY POEMS FOR READING
AND RECITATION IN SCHOOLS AND FAMILIES.

The aim has been to form a collection of such Poems as will be *interesting* to children, and which, while forming a *correct taste*, shall instil into their minds only pure and noble *sentiments* and right *principles*.

With the first poem of each Poet not now living, is given the date of his birth and death; and a few Notes are scattered here and there explanatory of such words as a child might not always find in his dictionary.

 In the Press.

- I.—A SCHOOL HISTORY OF ENGLAND.
- II.—AN ARITHMETIC FOR BEGINNERS.

LONDON:

SIMPKIN, MARSHALL, & CO., STATIONERS' HALL COURT
HAMILTON, ADAMS, & CO., PATERNOSTER ROW;
WHITTAKER & CO., AVE MARIA LANE.
EDINBURGH: OLIVER & BOYD.

DR. CORNWELL'S EDUCATIONAL WORKS.

ARITHMETIC FOR BEGINNERS.

BEING AN

ELEMENTARY INTRODUCTION TO

CORNWELL AND FITCH'S *Joshua* :

SCHOOL ARITHMETIC.

BY THE SAME AUTHORS.

LONDON:

SIMPKIN, MARSHALL & CO., STATIONERS' HALL COURT;

HAMILTON, ADAMS AND CO., PATERNOSTER ROW;

WHITTAKER AND CO., AVE MARIA LANE.

EDINBURGH: OLIVER AND BOYD.

1872.

C
1802. f. 42

PREFACE.

IN preparing this "Arithmetic for Beginners" an endeavour has been made to keep in view two or three simple principles which are suggested by familiar experience in teaching, but which are often overlooked:—

(1) That young children learn the processes and meaning of arithmetic more readily by the help of short, easy problems, than by dealing at first with numbers too large for their imagination to grasp.

(2) That the difficulties of this study should be presented to the understanding of a learner one at a time.

(3) That as soon as each principle or rule has been learned and illustrated, exercises are needed, calling on the scholar to put the rule or principle into practice.

Accordingly, it will be found that the sums and examples in this little book are very simple, dealing for the most part with the familiar computations in use in ordinary life. They are so grouped and graduated that each step is seen to be a very natural sequel to the former. The tables of notation, addition, and multiplication are so divided, that as soon as each small portion of them is learned, a few exercises are given in the use of that portion before the next portion is attempted.

The range of the book includes all the most important applications of the simple and compound rules, and a brief introduction to Fractions, but does not extend to Proportion and Decimals.

CONTENTS.

	PAGE
SIMPLE NUMBERS AND THEIR NAMES	5
COUNTING	6
NUMBERS COMPOSED OF TENS	6
COUNTING	8
ADDING AND SUBTRACTING	12
HUNDREDS	15
THOUSANDS	19
THE MULTIPLICATION TABLE AND ITS USES	21
MILLIONS	28
LONG MULTIPLICATION	30
DIVISION	34
SIGNS AND THEIR USES	40
EXERCISES IN SIGNS	41
MISCELLANEOUS EXAMPLES IN SIMPLE RULES	42
MONEY	44
MONEY TABLES	46
ADDITION AND SUBTRACTION OF MONEY	47
MULTIPLICATION OF MONEY	54
HOUSEHOLD ACCOUNTS AND SIMPLE BILLS	58
SIMPLE REDUCTION AND OTHER USES OF MULTIPLICATION	60
DIVISION OF MONEY	62
REDUCTION AND OTHER USES OF DIVISION	66
MISCELLANEOUS EXERCISES	68
WEIGHT	69
LENGTH	72
SURFACE	75
CAPACITY OR BULK	79
TIME	81
INTRODUCTION TO FRACTIONS	85
MULTIPLICATION AND DIVISION BY FRACTIONAL NUMBERS	87
ANSWERS TO EXERCISES	90

ARITHMETIC FOR BEGINNERS.

SIMPLE NUMBERS AND THEIR NAMES.

NAME OF THE OBJECTS.	NUMBER OF THE SPOTS SHOWN.	
	SPOTS.	IN WORDS. IN FIGURES.
●	One	1
● ●	Two	2
● ● ●	Three	3
● ● ● ●	Four	4
● ● ● ● ●	Five	5
● ● ● ● ● ●	Six	6
● ● ● ● ● ● ●	Seven	7
● ● ● ● ● ● ● ●	Eight	8
● ● ● ● ● ● ● ● ●	Nine	9

EXERCISE I.

- ☞ (1) Say what is the name of each figure :—
4, 7, 3, 2, 6, 5, 7, 1, 9, 8.
- (2) Write the figure for each number :—
Nine, three, four, seven, five, six, three, eight, two.

COUNTING.

[Nine counters, marbles or pebbles, should be used, and the learner may be allowed to use the fingers for finding each result.]

1. Count how many fingers you have on your hand.
2. Take two away, and how many remain?
3. How many letters are there in the word "Number"?
4. If I have five shillings in my purse, and put three more in, how many have I?
5. There are eight children in a class, and four go away; how many are left?
6. Begin with the number nine, and say the numbers backwards, taking away one each time.

(7) Place under each of the following pairs of figures the sum to which they amount:—

4	6	5	2	5	7	4	6
3	2	1	7	3	1	2	3
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—

(8) Place under each of the following pairs of figures the difference between them:—

8	7	6	4	5	9	8	7
2	4	3	3	3	4	5	3
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—

NUMBERS COMPOSED OF TENS.

1. When a figure stands in the second place to the left, it means ten times more than if it stands in the first. Thus,—

11	Ten and one	eleven
12	Ten and two	twelve
13	Ten and three	thirteen
16	Ten and six	sixteen
19	Ten and nine	nineteen
24	Two tens and four	twenty-four

57	Five tens and seven	fifty-seven
63	Six tens and three	sixty-three
88	Eight tens and eight	eighty-eight
14	Ten and four	fourteen
47	Four tens and seven	forty-seven
93	Nine tens and three	ninety-three
65	Six tens and five	sixty-five
72	Seven tens and two	seventy-two
99	Nine tens and nine	ninety-nine

EXERCISE II.

(1) Give the figures for these numbers :—

Thirty-four, seventeen, sixty-five, forty-three.
 Eighty-seven, twenty-five, seventy-six, fifty-two.
 Ninety-six, eighty-four, twenty-six, thirty-nine.

(2) Give the numbers for these figures :—

12, 34, 29, 64, 83.
 25, 52, 95, 72, 81.
 13, 62, 94, 31, 24.

2. A cipher or 0 is used to show that there is no number to fill a vacant place. Thus,—

10 means ten.
 20 " two tens, or twenty.
 30 " three tens, or thirty.
 50 " five tens, or fifty.
 70 " seven tens, or seventy.

EXERCISE III.

(1) Put into figures these numbers :—

Seventy, ninety, twenty, eighty, forty, ten.

(2) Put into words the figures—

20, 50, 80, 30, 70, 90, 10.

(3) Write out in order the whole of the figures from one to ninety-nine.