

**AN ELEMENTARY  
ARITHMETIC, WITH ORAL  
AND WRITTEN EXERCISES**

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An Elementary Arithmetic, with Oral and Written Exercises by Geo. W. Hull

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**GEO. W. HULL**

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ARITHMETIC,

WITH ORAL AND WRITTEN EXERCISES.

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## PREFACE.

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It is evident to every thoughtful instructor of mathematics that a great many processes are taught in arithmetic to-day which neither furnish the mind with useful knowledge nor develop in it a high degree of culture.

The "Committee of Ten on Secondary School Studies" appointed at the meeting of the National Educational Association, July 9, 1892, recommend, in their report, the omission of a number of processes usually found in elementary arithmetics. In harmony with this report, it has been made an object of this book to eliminate all these unnecessary operations, and to enrich the subject with a large number of exercises in simple calculations and concrete problems. The young pupil will thus be enabled to master the elements of arithmetic with ease and to acquire skill in the use of numbers.

GEO. W. HULL.

MILLERSVILLE, Pa., }  
December 28, 1894. }

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# ELEMENTARY ARITHMETIC.

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## SECTION I.

### ELEMENTARY RESULTS.

---

#### THE NUMBER ONE.

● 1.

1. SHOW me *one* finger; *one* hand; *one* arm.
2. Show me *one* block; *one* book; *one* pencil.
3. Point to *one* chair; *one* table; *one* window.

The *figure* 1 represents *one*.

Make the figure one.

#### THE NUMBER TWO.

● ● 2.

1. How many hands do you have? How many arms?  
How many wings has a bird? How many eyes?
2. Show me *two* fingers; *two* hands.

The *figure* 2 represents *two*.

Make the figure two.

3. Show me one block. Put one more block with it.
4. How many blocks do you now have?
5. How many blocks are 1 block and 1 block?

6. How many horses are 1 horse and 1 horse?
  7. How many are 1 and 1?
  8. Show me two blocks. Take away one block.
  9. How many blocks are left?
  10. Two blocks less one block are how many blocks?
  11. How many horses are 2 horses less 1 horse?
  12. How many are 2 less 1?
- 
13. Take one block; now take one more. How many times have you taken one block?
  14. How many, then, are 2 times 1 block?
  15. How many are 2 times 1?
- 
16. If there are 2 apples, how many boys can each have 1 apple? How many ones in 2?

## THE NUMBER THREE.

● ● ● 3.

1. Show me 2 blocks. Put one more block with them.
  2. How many blocks do you now have?
  3. Show me *three* fingers.
- The *figure* 3 represents *three*.
4. How many blocks are 2 blocks and 1 block?
  5. How many horses are two horses and 1 horse?
  6. How many are 2 and 1?
- 
7. Show me three blocks. Take one block away. How many are left?
  8. Take two blocks away. How many are left?
  9. Take three blocks away. How many are left?
  10. How many are 3 less 1? 3 less 2? 3 less 3?

11. Take 1 block; take 1 more; and then 1 more. How many *times* have you taken 1 block?
12. How many, then, are 3 times 1 block?
13. How many are 3 times 1 horse?
14. How many are 3 times 1?
- 
15. If there are 3 peaches, how many girls can each have 1 peach? How many *ones* in 3?

## THE NUMBER FOUR.

● ● ● ● 4.

1. Show me 3 blocks. Put one more block with them. How many blocks do you now have?
2. Show me *four* fingers.

The *figure 4* represents *four*.

3. How many dots in each of the following groups?

●      ●      ● ●      ●      ●  
 ●      ● ●      ● ●      ● ●      ●

4. Copy these groups, and write under each group the figure representing the number of dots in the group.

1            2            3            4

5. Copy these figures, and make as many dots under each figure as it represents.

- 
6. How many are 3 blocks and 1 block?
7. How many are 3 horses and 1 horse?
8. How many are 3 and 1? 1 and 3?
9. How many are 2 blocks and 2 blocks?
10. How many are 2 and 2?