

**THOMSON'S NEW MATHEMATICAL
SERIES. ILLUSTRATED TABLE-BOOK,
OR JUVENILE ARITHMETIC,
CONTAINING ORAL AND SLATE
EXERCISES FOR BEGINNERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649499694

Thomson's New Mathematical Series. Illustrated Table-Book, or Juvenile Arithmetic,
Containing Oral and Slate Exercises for Beginners by James B. Thomson

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

JAMES B. THOMSON

**THOMSON'S NEW MATHEMATICAL
SERIES. ILLUSTRATED TABLE-BOOK,
OR JUVENILE ARITHMETIC,
CONTAINING ORAL AND SLATE
EXERCISES FOR BEGINNERS**

THOMSON'S NEW MATHEMATICAL SERIES.

ILLUSTRATED
TABLE-BOOK,
OR
JUVENILE ARITHMETIC,
CONTAINING
ORAL AND SLATE EXERCISES
FOR
BEGINNERS.

By JAMES B. THOMSON, LL.D.,

AUTHOR OF NEW GRADED SERIES OF ARITHMETICS, PRACTICAL ALGEBRA, ETC.

NEW YORK:
CLARK & MAYNARD, PUBLISHERS,
5 BARCLAY STREET,
1880.

One

615021
THOMSON'S MATHEMATICAL SERIES.
C.

I. *A Graded Series of Arithmetics, in three Books, viz. :*

- New Illustrated Table Book, or Juvenile Arithmetic.** With oral and slate exercises. (For beginners.) 128 pp.
- New Rudiments of Arithmetic.** Combining Mental with Written Arithmetic. (For Intermediate Classes.) 224 pp.
- New Practical Arithmetic.** Adapted to a complete business education. (For Grammar Departments.) 384 pp.

II. *Independent Books.*

- Key to New Practical Arithmetic.** (Containing many valuable suggestions. (For teachers only.) 168 pp.
- New Mental Arithmetic.** Containing the Simple and Compound Tables. (For Primary Schools.) 144 pp.
- Complete Intellectual Arithmetic.** Specially adapted to Classes in Grammar Schools and Academies. 168 pp.

III. *Supplementary Course.*

- New Practical Algebra.** Adapted to High Schools and Academies. 312 pp.
- Key to New Practical Algebra.** With full solutions. (For teachers only.) 224 pp.
- New Collegiate Algebra.**
- Complete Higher Arithmetic.** (In preparation.)

* * *Each book of the Series is complete in itself.*

APPARATUS.—Beginners in Arithmetic should be furnished with suitable tools; as slates, blackboards, numeral frames, counters, "counting boards," etc., and *be taught to use* them in learning to count, and in illustrating the elementary combinations and principles of numbers.

Movable objects used for counters, or *unit marks* made by the pupil upon a slate or blackboard, are preferable to the *fixed objects* seen in pictures, or the stationary numbers represented by figures, straight lines, or other unit marks upon charts and wall maps.

The **COUNTING BOARD** is a new and valuable accession to the apparatus of primary schools. Its length depends upon the size of the recitation room, and the number of pupils in the class. When placed against the wall, its width is usually from 15 to 18 inches; the upper surface is divided into parts by distinct marks or strips of wood; the edges are faced with a plain moulding, raised sufficiently to prevent the counters from rolling off. If placed in the middle of the room, it should be twice this width, to allow pupils to stand on either side of it. (*See Cover.*)

JAMES B. THOMSON.

New York, August, 1874.

NOTE.

THE few changes in the fore part of this Edition of the *Revised Table-Book*, will not prevent its use in connection with the former editions.

November, 1877.

COUNTING.

LESSON 1.

1. How many of these little girls and boys wish to learn to count? All that do may hold up a hand.



2. How many hands does each hold up?

One.

3. How many are one hand and one hand?

Two.

4. How many hands have you? How many feet?

5. How many are two pencils and one pencil?

Three.

6. Show me three fingers and count them.
7. Which is your right hand? Which your left?
8. How many thumbs have you on your right hand?
How many on your left hand?
9. How many on both?
10. How many are two fingers and one finger?
11. Three is how many more than two?

LESSON II.

TO TEACHERS.—A child learns much faster by *doing* or illustrating a thing, than by simply *repeating* an explanation which he hears, but does not understand. Hence, the pupil at every exercise, should be called upon to do as much as possible with his own hands. This is the only way to insure rapid progress and a thorough knowledge of numbers.

1. Let each show me two fingers. Three fingers.
2. Clap your hands three times in concert?
3. What comes next after one? After two?
4. Three is how many more than one? Show it with your fingers.
5. Count three, beating time with your right hand.
6. Count from three back to one.
7. Each show three fingers on the left hand? Now the other finger.
8. How many are three fingers and one finger?
Four.
9. How many are three pencils and one pencil?
10. Clap your hands four times in concert?
11. What comes next after two? After three?
12. How many more than three is four? Than one?
13. What comes next before four? Before three?
14. Count from four back to one.

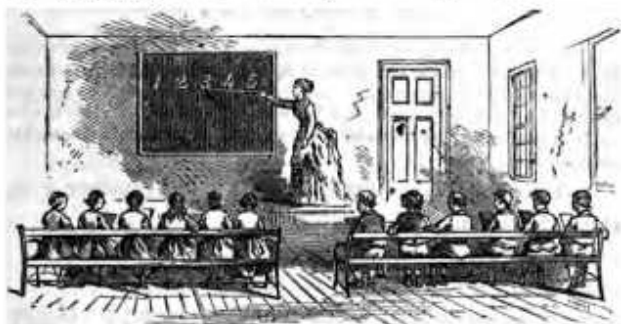
15. How many fingers on your left hand? "Four."
16. Count your thumb with them; how many?
Five.
17. Count five in concert, beating time.
18. Count from five back to one. Twice more.

LESSON III.

1. When we say one, two, three, four, &c., what is it called?

Counting.

2. Count five in concert, beating time.
3. Rap on your slate with your pencil five times.
4. Copy the figures used to express the first five numbers, as I make them upon the blackboard.



1,	2,	3,	4,	5.
one,	two,	three,	four,	five.

5. Five is how many more than four? Show it.
6. Show by your fingers how many things are denoted by the figure 3. By 2. By 4. By 5.

7. George may make five straight marks upon the blackboard; the others, on their slates.
8. Count them, pointing to each.
9. Make another; how many have you now?
Six.
10. Count six in concert, beating time.
11. Show me six fingers.
12. Make six raps on your slate with your pencil.
13. Six is how many more than five? Show it?
14. Six is how many more than one?
15. What comes next before six? Next before five? Before four? Before three? Before two?
16. Count from six back to one.

LESSON IV.

TO TEACHERS.—The division into lessons is not for the purpose of fixing the daily task of pupils, but to point out the groups of numbers which should be taught consecutively. It may be necessary to subdivide some of them into several recitations. But however this may be, the class should not be permitted to pass from one to the next, till the former is thoroughly understood.

1. Here is a pile of six books; if I put another with them, how many will there be?
Seven.
2. Count seven in concert, beating time.
3. Who can count seven alone promptly? Henry may try. Carrie. William. Louise.
4. Let each show me seven fingers.
5. Count from seven back to one.
6. Seven is how many more than six?
7. Show it by counters.