

THE BEGINNER'S ARITHMETIC

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The Beginner's Arithmetic by D. C. Heath

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D. C. HEATH

**THE BEGINNER'S
ARITHMETIC**

THE BEGINNER'S
ARITHMETIC

PUPIL'S EDITION

BOSTON, U.S.A.

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1905

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PREFACE

THIS book develops the study of numbers in series and with the aid of constructive work. With these two ideas as main centres the book presents:—

1. Knowledge of numbers and their relations one to another.
2. Knowledge of facts arising from combination or separation of numbers.
3. Knowledge of processes.
4. Knowledge of measures, weight, capacity, surface, volume, time.
5. Comparison of units of value, number, magnitude, time, and degree.
6. Variety of applications of number in concrete problems.

It is distinctly a book for the child rather than a manual for the teacher. The type used is as large or larger than that found in the reading books used by children of similar grade. Throughout the book care has been taken to keep the vocabulary and the sentence structure simple enough to be easily read by the pupils.

Class work and seat work alternate. The manner in which different number facts are grouped has been determined by successful experience. It is believed that the easy and natural transition provided from one part of the subject to another will prove to be attractive to teachers and helpful to classes.

Those who read the work in manuscript and in proof are agreed that it presents the best of the newer ideas concerning primary number teaching and concerning the philosophy of

number, and at the same time retains the best of the older methods. Hence the book is not radical either in its omissions or in its methods.

Among the many good qualities which the authors have sought to incorporate are the helpful use of magnitudes, correlation with the occupations and interests of children, the demand made upon the pupil to *do* as well as to *say*, and to do *before* saying, the provision of exercises calling into use the pupil's judgment and affording appropriate training in judging. The concrete problems are not confined to buying and selling; in the main they call for the measurement of quantity, time, activity, etc., instead of dealing largely with commercial transactions. While the work calls for a great amount of measuring, placing, laying, etc., on the pupil's part, it does not call for expensive material or for elaborate preparation by the teacher.

Among those who have contributed largely to its present excellence are: Principal G. M. Phillips, State Normal School, West Chester, Pennsylvania; Principal J. E. Klock, State Normal School, Plymouth, New Hampshire; Miss Sarah J. Walter, formerly teacher of mathematics in the State Normal School, Willimantic, Connecticut; Miss Gertrude E. Bigelow of the Boston Normal School; Miss Ellen M. Reed, formerly principal of the Training School, Springfield, Massachusetts; Miss Josephine B. Stuart, formerly principal of the Training School, New Bedford, Massachusetts; and Mr. John H. Walsh, Associate Superintendent of Schools, the City of New York.

A teacher's edition gives practical directions for the various lessons, and will prove suggestive to those using the book for the first time.

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PART I

