WALSH-SUZZALLO ARITHMETIC: BY GRADES, FIFTH YEAR

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Walsh-Suzzallo Arithmetic: By Grades, Fifth Year by John H. Walsh & Henry Suzzallo

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WALSH-SUZZALLO ARITHMETIC: BY GRADES, FIFTH YEAR

Trieste

WALSH-SUZZALLO ARITHMETICS

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By Grades

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THE WALSH-SUZZALLO ARITHMETICS

Three-Book Course

I. Fundamental Processes
II. Essentials
III. Business and Industrial Practice

Two-Book Course

I. Fundamental Processes
II. Practical Applications

Course by Grades

I. Third Year Arithmetic
II. Fourth Year Arithmetic
III. Fifth Year Arithmetic
IV. Sixth Year Arithmetic
V. Seventh Year Arithmetic
VI. Eighth Year Arithmetic

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PREFACE

THESE books will develop all the mathematical power needed by the average person in the accurate control of his affairs. The purpose has been to teach first the most important topics of arithmetic and last those least frequently used. In consequence, the teacher may feel that the child who is leaving school at the end of any particular grade has been taught whatever would be most useful to him, considering that his schooling had to stop just then. Nothing in the next grade beyond is more important than what he has just studied.

These books are so constructed as to complete the fundamental processes of arithmetic by the end of the sixth year of school life. No pupil studying from this course through the first six years will be left without an essential mathematical power. With this foundation, he can proceed by himself, as need confronts him, to learn shorter or more convenient methods of calculation and to make new applications of the processes learned.

Furthermore, it may be said that in attaining a higher social utility in the arrangement of these books, nothing of teaching efficiency has been sacrificed. In completing the fundamentals in six school years, nothing radical or experimental has been done! Every topic in arithmetic

which these books require to be taught at a particular time in the fourth, fifth, or sixth year is now already successfully taught at that period in some progressive school or school system. The authors have merely combined the successful practices of many efficient schools into a unified scheme of procedure, now urgently demanded by all who understand the needs of those who cannot remain in school eight years.

In addition to giving the child all the fundamental skills of calculation, room has been found for the introduction of those simple institutional applications which are likely to be among the immediate needs of those who leave school early. Every child who completes the sixth grade will know something of being accurate and business-like about his own earning, spending, and saving. He will comprehend the simplest methods of accounting which are to aid him in his own modest affairs, whether these relate to the industrial payroll, the farm income, the household expenditure, or the savings in the bank. Thus every real economy in the teaching of arithmetic has enhanced efficiency.

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ARITHMETIC

FIFTH YEAR

SECTION I

INTRODUCTORY REVIEW

Oral Counting Drills

1. Counting by 7's.
   - *a.* Beginning with 7, count by 7's to 98.
   - *b.* Beginning with 6, count by 7's to 97.
   - *c.* Beginning with 8, count by 7's to 99.
   - *d.* Beginning with 9, count by 7's to 93.
2. Counting by 8's.
   - *a.* Beginning with 8, count by 8's to 96.
   - *b.* Beginning with 7, count by 8's to 95.
   - *c.* Beginning with 9, count by 8's to 97.
   - *d.* Beginning with 6, count by 8's to 94.
3. Counting by 9's.
   - *a.* Beginning with 9, count by 9's to 99.
   - *b.* Beginning with 8, count by 9's to 98.
   - *c.* Beginning with 7, count by 9's to 97.
   - *d.* Beginning with 6, count by 9's to 96.

NOTE. — A minute or two should be given daily to these drills. The teacher says, "Count by 7's; beginning with 7." Successive pupils say, "14, 21, 28," etc., until 98 is reached. Then the teacher says, "Begin with 6," and successive pupils say, "13, 20, 27," etc., until 97 is reached.