

**WALTON AND
HOLMES'S ARITHMETICS.
SECOND BOOK**

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Walton and Holmes's Arithmetics. Second Book by George A. Walton & Stanley H. Holmes

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GEORGE A. WALTON & STANLEY H. HOLMES

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BY

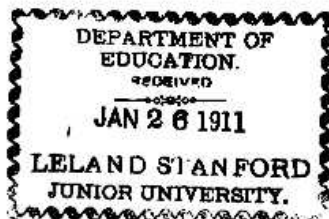
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W. P. I

PREFACE

THIS book, the second of the Walton and Holmes's series of Arithmetics, is designed for the fourth and fifth years in school. It is arranged in two parts to meet the demand of these two successive years. Each part reviews the subjects taught in previous years, and gives applications adapted to the pupils' intellectual development. The arrangement is strictly progressive. The method is illustrative, inductive, and topical, and the aim has been to limit the pursuit of each topic to the interest and capacity of the average pupil.

The nearest approach to completeness in the treatment of any topic is in the fundamental processes of expressing and combining integral numbers. The elementary combinations, in this as in the first book, are systematically arranged and so varied in their applications that they should give the pupil a reasonable mastery of all the combinations and a facility in the use of the more difficult equal to that in the easier. Accuracy and rapidity in the elementary combinations are of prime importance in all subsequent arithmetical work, and the interest of the child in the subject will be found to be in proportion to his *facility in their use*.

A device, original with the authors, by which the pupil makes his own tables and drills himself in multiplying

and dividing will prove to be both a relief to the teacher and of interest to the child. Other devices, especially the diagrams with exercises to teach the relations of numbers, will be of similar service.

Much care has been given to the practice of the four fundamental operations in written arithmetic, especially to Division, the most difficult of all.

An elementary study of Fractions, common and decimal, of Compound Denominate Numbers and Percentage, with a limited application to Simple Interest, is made in Part II of this book.

Exercises and problems, both oral and written, are abundant throughout the book. They will be found to be practical and sufficiently varied; no special attempt has been made to introduce those of a novel character. The oral work should be made prominent as in Book I.

The authors renew their thanks to the many teachers who have contributed suggestions and substantial material to the plan, the processes, and contents of the books of the series, in particular to Mr. Richard W. Nutter, Principal of Center Grammar School, Malden; Mr. Frank J. Peaslee, Superintendent of Schools, Lynn; and Miss A. J. Meadowcroft, Principal of Burnham School, Haverhill, Massachusetts. They are especially indebted to Miss Gertrude E. Bigelow of the Rice Training School, Boston, for a thoroughly critical review of the authors' manuscript, which has been the occasion for important additions and modifications to the book in many of its details.

G. A. W.
S. H. H.

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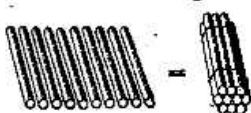
SECOND BOOK

PART I

READING AND WRITING NUMBERS

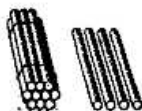
Oral and Written Exercise

1. Count from one to ten.
2. Write the figures from one to ten.



Ten ones make one ten.

We write 1 ten in figures as we write ten 1's, thus, 10.



Ten sticks and four more sticks make fourteen sticks, written in figures, thus, 14.

Ten and 5 more make fifteen, written thus, 15.

3. Ten and six make —.
4. Count from ten to twenty.
5. Read the following numbers:
11 12 14 13 16 15 17 19 18
6. Besides the 1 ten, how many ones are there in each of the numbers written above?
7. Write the figures that stand for the numbers from one to twenty.