ATLANTIC PRIMARY ARITHMETIC; SIMPLE NUMBERS

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Atlantic Primary Arithmetic; Simple Numbers by G. L. Demarest

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G. L. DEMAREST

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SIMPLE NUMBERS.

BY

G. L. DEMAREST.

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TO TEACHERS.

The PRIMARY NUMBER-LESSONS, pp. 1 to 27, are intended for the smallest children in the Primary School. It will be seen that they are not mere exercises in counting; and they aim to give the idea of the elementary numbers not only in general, but in detail. The book, so far, is exclusively for the teacher.

For the exercises farther on, commencing with page 28, in graded schools let no preparation by the scholar be attempted beforehand. Let the work be freshly done in the class-room. How closely the drill shall be followed must depend upon the judgment of the teacher. The exercises are afterward to be reproduced by the scholar, for which purpose the book will be needed, as well as for the exercises applying the principles concretely. In the latter cases, the reproduction is to be simply by the figures and signs, as in Exercise 34: $3 + 6 = 9$; $2 + 5 = 7$; $7 + 2 = 9$; $4 + 4 = 8$; $2 + 6 = 8$ &c. In ungraded schools, however, for want of time, previous preparation is a necessity, that the usual class-hour may be devoted to drill.

Please read the Notes on pages 1 and 28, 29, with special attention.

This little book is prepared, not in the interest of those whose number-perceptions are quick, but in that of those who, under the usual regimen of our lower schools, do not readily learn to compute with facility. The compiler has sought to conform his method to the nature of child-mind; and he will be thankful for those conscientious efforts of the teacher, which shall tend to make his work successful. Let nothing be passed until it is thoroughly mastered; and when that is accomplished, make no delay merely for the purpose of adhering to the letter.

G. L. D.

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PRIMARY NUMBER-LESSONS.

NOTE. — It is intended that these Lessons shall be used in the youngest classes of the Primary School, exercises in Number commencing with the earliest school instruction. The child is not to use the book, until he enters upon the second part, page 28. This part is for the use of Teachers only.

In such lessons as these, we can only suggest order and method. They suppose the teacher to address very young pupils; but though they prescribe words, they only commend these in substance, and not in precise form. The teacher will avail herself of the circumstances to draw out correct answers, and will never supply these herself, unless her appeal to the whole class fails. If one scholar answers incorrectly, let others, if they can, make the correction, rather than the teacher, and then let the corrected scholar repeat the proper statement. Expect in the very simplest things a great lack of readiness, and "let patience" — and kindness — "have their perfect work."

APPARATUS. — Blackboard, crayons, slates and pencils, beans, grains of corn, nuts, pins, numeral frame, pebbles, half-inch cubes or wooden blocks.

I.

To develop the idea of ONE, *distinguishing it from several.*

To test whether this lesson is needful, try several of the directions implied in ¶ 6. If any hesitancy or doubt is manifest, apply the whole lesson.

§ 1.

1. What are these? [Pebbles — nuts — grains of corn — beans — pins — hands — fingers — crayons — pencils — balls or marbles (on the numeral frame) — dots (on the blackboard) — marks (do.) — lines (do., right and curved) — cubes (or blocks or pieces) of wood.]

2. Bring me some pebbles — some nuts — some grains of corn — some beans — some pins — some crayons — some pencils — some cubes (or blocks or pieces) of wood. Show me your hands — your fingers. Make (on slate or blackboard) some dots — some marks — some right or straight lines — some curved lines.

3. What is this? [A pebble — a nut — a grain of corn — a bean — a pin — a crayon — a pencil — a cube (or piece or block) of wood — a slate — a desk — a bell — a hand — a finger — a dot — a mark — a right line — a curved line.]

§ 2.

4. Make (on slate or blackboard) a dot — a mark — a right line — a curved line. Show me a hand — a finger — a desk — a window — a boy — a girl. Bring me a pebble — a nut — a grain of corn — a bean — a pin — a crayon — a pencil — a cube of wood — a slate — a book.

5. We say, sometimes, instead of *a* thing, *one* thing: *a* pebble is *one* pebble; *a* nut is *one* nut; *a* slate is *one* slate; *a* finger is *one* finger; *a* dot is *one* dot, &c.

6. Make one dot — one mark — one right line — one curved line. Show me one hand — one finger — one desk — one window — one boy — one girl. Bring me one pebble — one nut — one grain of corn — one bean — one pin — one crayon — one pencil — one cube of wood — one slate — one book.

Continue the lesson until each pupil evidently has clearly in his mind the idea of *One*.

NOTE. — The teacher will dwell on the following lessons as may be needful. It will be seen that they are not mere exercises of counting; but of the usual arithmetical processes.

To avoid repetition of matter, and save room, our questions, as will be seen, are much condensed. They are to be filled out, according to circumstances. Continue each lesson on successive days until the children have mastered the idea to be developed by it.