

**WALSH-SUZZALLO  
ARITHMETICS; BY  
GRADES, EIGHTH YEAR**

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Walsh-Suzzallo Arithmetics; By Grades, Eighth Year by John H. Walsh & Henry Suzzallo

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**JOHN H. WALSH & HENRY SUZZALLO**

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ARITHMETICS; BY  
GRADES, EIGHTH YEAR**



# WALSH-SUZZALLO ARITHMETICS

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*By Grades*

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THE WALSH-SUZZALLO  
ARITHMETICS

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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 texts in arithmetic are devised to train children to meet the ordinary demands of life. Practical efficiency, rather than mental discipline, has been the chief aim in their organization. Whatever the average man needs to know in mathematical terms, because of its frequency of occurrence in his life or because of its urgency and importance, has been here included.

This volume gives drill and review of the essentials covered in the preceding books, and adds many special short methods of calculation that increase efficiency, but the chief aim is to extend the child's power to make practical applications of arithmetic to life.

In the upper grammar grades, the child comes to feel at ease in performing the fundamental processes, only to find their applications more complex than ever. Hence the pressing responsibility of the grammar grades is to teach the children to think. They must be taught to understand the important social institutions with which arithmetical processes are associated, for, without this comprehension, they cannot reason out the successive steps to be taken in solving practical problems. Hence a large part of this text is devoted to the simple social and economic applications of mathematics.

Since the dominant problem in these higher grades is different from that of the lower years, it is necessary that the teacher modify the traditional spirit of mathematical teaching. The work should be formal only in the slightest degree. It would contribute greatly to effective instruction if the teacher would constantly remember that economic, as contrasted with formal, arithmetic deals chiefly with applications, and these should be kept vital to the children taught. While many arithmetical processes are very important to all pupils the whole country over, their applications are not. Each process has many varied uses. Every child may need to know every fundamental operation, but not every application of the same.

Recent investigations show that two urgent demands are being made by practically all school superintendents: (1) that fundamental processes be emphasized in the lower grades in order that early efficiency may result, and (2) that the social and economic applications of arithmetic be taught in the upper grades so that grammar school children will have an insight into the typical business practices of modern life. These texts are devised to meet both requirements.



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# ARITHMETIC

## EIGHTH YEAR

### SECTION I

#### HOUSEHOLD PROBLEMS

##### Careful Spending

It has been said that while almost anybody can make money, it takes a wise man to keep it. This does not mean that a man is considered wise because he accumulates money at the expense of proper living; it means that more judgment is required to manage what is earned than to earn it.

##### Apportioning One's Income

The accompanying table gives the average per cents spent for rent, for food, and for clothing by certain city families consisting of two adults and two children, and having yearly incomes as specified:

YEARLY INCOME	EXPENDITURES FOR			
	Rent	Food	Clothing	Total
\$ 600	19 %	43 %	13 %	
\$ 800	18 %	42 %	14 %	
\$ 1000	17 %	40 %	15 %	
\$ 1200	17 %	37 %	16 %	