would
Ne on $\frac{1}{1}$ teach Asithmetie.
This mar fer the dd
wang, mint it is the viva, in which Shave been mod sucectiful. Hint, tach first and sicand readers Scholars to cont, and lead and nite numbers when miters in figures, but do not give then an arithmetic book till they ear scad in the third seades; then give them one yeas in mental Asith mizetic (some mould require 1 than a yeas before taking mitten arithmetic!. Plaice using the mental arithmetic as the only textbook on arithmetic, Q8 mould
teach then to add. Subtsac/, multifily, and divide numbest on the slate and blact-boadd but ©B would molstach all four of them at ane fut mould give trent of exercises in addition before taking simptraction क maned not quit on evisumencing the written work brit would continue the mental arithmetic as a sep aviate study motile the furvils ere able to solve ann Lsoblem in Iftoddasdic (or some similar work)
seafily, mithout a penail; and Sthen they would be well frefiased to commence the stwdy of algebra. TO think all of this woik in arith. metic canvbe completed. br a fripili of a vesage abilith in fous yeasd fsom the tinne he eommeneed the mentar asithmetie fisovided he casvies the mental withmetic along witt mitten mosko until he acquuses the ability A sider oidinat
mentac froblesno
seadily.


[text]
[first page]
How I would teach Arithmetic.
This may be the old way, but it is the way in which I have been most successful. First, teach first and second reader scholars to count, and read and write numbers when written in figures, but do not give them an arithmetic book till they can read in the third reader; then give them one year in mental Arithmetic (some would require more than a year) before taking written arithmetic. While using the mental arithmetic as the only text-book on arithmetic. I would

## [second page]

teach them to add, subtract, multiply, and divide numbers on the slate and black-board but I would not teach all four of them at once but would give plenty of exercises in addition before taking subtraction. I would not quit the mental arithmetic on commencing the written work but would continue the mental arithmetic as a separate study until the pupils were able to solve any problem in Stoddard's Intellectual arithmetic, (or some similar work)
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readily without a pencil; and then they would be well prepared to commence the study of algebra. I think all of this work in arithmetic can be completed, by a pupil of average ability, in four years from the time he commences the mental arithmetic, provided he carries the mental arithmetic along with written work until he acquires the ability to solve ordinary mental problems readily.
[reverse of first page]
Sparks
[reverse of third page]
Geo. Sparks
Arithmetic 1897

