

IV. Writing. The possession of these exercises by the scholars will tend to preserve his handwriting—it prevents the mad rush in copying questions from dictation.

V. Understanding of Terms. Without giving formal definitions of terms, problems are specially constructed to fix in the pupil's mind a thorough understanding of the technical terms of Arithmetic.

VI. New Problems. The great majority of the problems of the series have been written specially for these "School Helps." They are not simply a re-arrangement of old, stereotyped problems.

VII. Problems Grouped. The problems are not arranged in the ordinary "hit and miss" fashion, but are grouped according to types, and carefully graduated in degree of difficulty.

VIII. Time Tests. The purely mechanical operations of addition, subtraction, etc., are intended to be done at a pupil's best speed, a specified time being allowed as the teacher's experience finds suited to the ability of his class.

IX. Book of Exercises. This series is not in any sense designed to displace either the teacher or the authorized text. There is no attempt to show how to teach; this is taken for granted. It merely furnishes ready to the teacher's hand bright, crisp, new problems with which to enforce his teaching.

THE AUTHORS.

Toronto, August, 1897.

(
62
312
76
512
76
12
(
36
212
622
524
458
468
697
644
329
518

line
to)