

PREFACE.

There are only two reasons that warrant, in our estimation, the publication of another Arithmetic. There is, first, its own intrinsic merit, which may arise either from the exposition of some new principle or principles, or from some new method of arrangement or illustration. Then, there is its suitableness to local circumstances, it may be, to some peculiarity in the educational or financial condition of those for whom it is mainly intended.

The title of our book sufficiently indicates the grounds of its appearance, — as to which of the above causes it owes its existence.

For a number of years, the educational authorities in the Province have been making an effort to introduce Arithmetic into the common schools at a much earlier period than heretofore. If some children are signalized for their observational powers, even from their youngest years, there are others equally so for their calculating or arithmetical powers; and hence it has been argued, and we think with great cogency, that it is as incumbent on the Teacher to use every legitimate means for the culture of the latter as it is for that of the former. But to teach arithmetic to the young when they enter school, in adaptation to, and for the development of, their intellectual