

for practice, but also as *bona fide* transcripts of real transactions connected with persons and places familiar to the pupils, thus giving the book a local and living interest, calculated to enhance its usefulness.

Care has also been taken throughout, to render the study of Arithmetic auxiliary to the *acquisition of language*—the chief object of deaf-mute education—by arranging, varying and repeating the phraseology of the questions, so as to extend the pupil's vocabulary, and impress the various kinds of expression and forms of construction upon his memory.

It has not been deemed proper to encumber the work with lengthy explanations or demonstrations of the *principles* of the Rules. For the deaf and dumb, with their meagre knowledge of language, these would be almost useless, while even for ordinary children their utility is very questionable. And, in any case, the "intelligent teacher" can supply such demonstrations by means of blackboard and oral instruction, more easily and effectively than the best text-book. In a manual for the pupil, the principal desideratum is a collection of graduated practical exercises on each rule, sufficient if thoroughly worked, to furnish both the *kind and amount* of practice necessary to produce a ready and accurate Arithmetician.

In conclusion, while the book was originally prepared, and is now printed, expressly for the deaf-mutes of the Halifax Institution, it is believed that the features of simplicity, gradation, and copiousness which characterize the Exercises, would make it scarcely less serviceable for junior classes in the Common Schools of the Province.

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