

PREFACE.

The complaints that business men are making of the lack of accuracy and thoroughness in the rising generation, would indicate a lack of system in presenting the subject of arithmetic, or insufficient drill to firmly ground the principles presented. We have perhaps been taking up too many subjects, taking them up at the same time, and in the same lesson, and the result is unsatisfactory. We have been taking up subjects that require faculties which are not developed and do not naturally mature at an early period of the child's life. The old rule, *One thing at a time, and that done well*, is being discarded, and we are of the opinion that this is being done at the sacrifice of the true development of the child.

In the two little "School Helps" which we now place before the public, we have endeavored to supply a set of questions so graded that, under the supervision of the teacher, the pupil himself will take step after step with little "telling,"—so logical as to be natural—so difficult as to call for effort—so full as to be thorough. The pupil will thus be led to have a confidence in himself, and be so thorough that he will not need to stop and think to tell how much 6 times 9 is. The province of the teacher has not been invaded by inserting pages to explain how to add or subtract; but the questions suggest the successive steps in the presenting of the subject, and the books can be used in the teaching of it.

In the few pages at our disposal we have included over 20,000 questions, covering the whole field of public