

progress, and thus has rendered it expedient to try some other means more likely to effectuate the object; and this has been the issuing of the following work.

These are the principal causes that have led to the publication of the *Nova Scotia Arithmetic*. As to the plan pursued, or the way in which the work is done, it does not become us to speak. We may, however, say a word or two on a few of its more prominent features.

It will be seen that an unusually large space has been devoted to the discussion of what is generally termed the fundamental rules, viz.: Addition, Subtraction, Multiplication and Division. Under Multiplication, a considerable number of contracted rules has been given, which, it is hoped, will be found not only a pleasing feature of the work, but well adapted for mental culture.

Mental exercises follow the exposition of each rule. These will not only make the pupil familiar with the principle involved, but enable the teacher readily to see whether the pupil has thoroughly understood its application.

Decimals, to a limited extent, have been introduced immediately after the fundamental rules. There is no reason why a child may not work decimals up to a certain stage, as well as integral numbers. And the sooner he becomes acquainted with these the better, now that our currency is based on this form of notation.

The more important Tables of Weights and Measures, &c., are presented in a collected form, at the end of Part First. In Part Second, they are treated separately, and at considerable length, in their origin, history and application; and this on the principle that the pupil ought to be