

**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.**

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