and 5 are 5; 0 and 7 are 7, &c. Next teach the combinations which make 10, beginning with $5+5=10$. Have this placed on the board where it can remain for the pupils to see. Begin adding with questions containing only fives; thus

$$
\begin{array}{c}
5 \\
5 \\
5 \\
5 \\
5 \\
5 \\
\hline
\end{array}
$$

Follow the method described as to the side row, &c. Next take the two combinations $6+4=10$
$$4+6=10$$

The tables should then be
$$
\begin{array}{c}
5+5=10 \\
6+4=10 \\
4+6=10
\end{array}
$$

In making questions begin at the bottom and write questions involving only those combinations, e. g.:

$$
\begin{array}{c}
5 \\
5 \\
6 \\
4 \\
5 \\
5 \\
6 \\
4 \\
4 \\
6 \\
\hline
\end{array}
$$

Proceed in the same way with the other combinations until the table stands

$$
\begin{array}{c}
5+5=10 \\
6+4=10 \\
4+6=10 \\
7+3=10 \\
3+7=10 \\
8+2=10 \\
2+8=10 \\
9+1=10 \\
1+9=10
\end{array}
$$

Next teach the doubles, thus $9+9=18$
$$8+8=16, \&c.$$

Give an abundance of drill as each new combination is used.

Next teach the combinations which make 9; then 8 and 18; then 7 and 17, down to 1 and 11. This will include all possible combinations of the digits from 1 to 9.

For a full explanation of this method I would advise teachers to secure from the "Educational Pub. Co.," Toronto, a book intitled "Arithmetic Exercises for First Book Classes." Price 20c.

To add questions with two or more columns, e. g.:

$$
\begin{array}{c}
39 \\
47 \\
68 \\
\hline
\end{array}
$$

Place on the table the tooth picks in bundles of ten and in ones, thus 3 tens on left, 9 ones on right; under those 4 tens and 7 ones; then 6 tens and 8 ones. Let the pupils put the 9, 7, and 8 ones together and they will have 24 ones. Let them tie these into bundles with 10 in a bundle and they will find they have 2 tens and 4 ones. The 4 ones should be placed under the column of ones and the pupils will readily see that the 2 tens must be put with the tens, thus making 2 tens, 3 tens, 4 tens and 6 tens which makes 15 tens. Let them tie ten tens together and they will see that the final result will be one hundred, five tens, and four ones, thus the sum will be 154. Deal in the same way with hundreds, thousands, &c., using imaginary bundles until the rule for carrying is obtained. Lead the pupils to see that addition is a simple way by means of figures of putting numbers of objects together and finding how many there are without having to use the objects and without having to count.

DEATH OF INSPECTOR MEAGHER

Mr. F. B. Meagher, for many years Inspector of Schools for Carleton and Victoria Counties, and the upper part of York County, died suddenly at Carleton Hall, Woodstock, on Friday morning, October 3rd, aged fifty-six years. The news of his death has come with a painful shock to his numerous friends, not only in the teaching profession, but also in all walks of life.

The late Inspector was a native of Fredericton, being a son of the late Mr. John Meagher, in his day a well known teacher. Mr. Meagher was educated at the public schools of Fredericton and the U. N. B. He was a most efficient and painstaking official and enjoyed the respect of all his acquaintances. His vacation last summer was spent as a student at Columbia University. Mrs. William Graham, for many years a member of the Milltown School Board, is a sister.

WHY NOT A PUBLIC KINDERGARTEN IN NEW BRUNSWICK?

F. Peacock, Director Vocational Education

Taking an average for the past ten years 23.2 per cent. of the public school attendance of New Brunswick has been in grade one. During the same period grade XI. has held only four tenths of one per cent.; while barely 3 per cent. of all the scholars were in the High School grades. This shows conclusively that the chances of bringing large numbers of pupils under school in-