

and six tens, how many tens?—40 and 30, how many? 60 and 40, how many? 20 and 50, how many?

COMBINATIONS OF DIGITS.

± 8	9	19	One ten and seven.	One.
± 7	3	10	1 ten.	Four.
± 2	5	7	7	Four.
± 6	3	9	9	Three.
± 2	9	11	One ten and one.	Seven.
± 3	5	8	8	Two.
± 6	4	10	One ten.	One.
± 8	7	15	One ten and five.	One.
		Total	Tot. tens.	Differ.

Questions.—How many tens in 7 and 8; how many in 9 and 2; how many in 8 and 9; any in 3 and 5? Continue such exercises till they can quickly and understandingly give results, and state reasons. Such exercises continued never fail to ground them in the elements of fundamental processes.

Table 14, serieses of digits repeated under the serieses of increasing tens.

Series of tens	10	20	30	40	50	60	70	80	90	Digits.	Tens.	Digits.	Tens.
	9	9	9	3	5	1	3	1	1	2		8	
	8	8	8	2	6	9	5	2	3	5		1	
	7	7	7	5	7	8	8	3	2	3		1	
	6	6	6	6	4	7	1	4	5	7	10	2	10
	5	5	5	1	2	5	2	5	4	1		4	
	4	4	4	4	3	3	4	6	7	2		3	
	3	3	3	7	9	6	6	7	6	10		1	10
	2	2	2	8	1	4	7	8	9	4		9	
	1	1	1	9	8	2	3	9	8	0		1	
	45	45	45	45	45	45	45	45	45	30	30	30	30

Their advancement now should admit of their being trained to add single columns of ones, twos, threes, &c., up to nine with correctness and considerable facility. In training them, the adding up and down—not naming the figures—should be repeated till done without hesitation, thus, 1, 3, 6, 10, 15, 21, 28, 36, 45, down,—9, 17, 24, 30, 35, 39, 42, 44, 45. Then, make them give the differences of totals, as 9 from 45, 36 remain; 10 from 15, 5 remain; 28 from 36, 8 remain, &c. When they understand this process, make them *regularly* subtract one figure after another down and up, in this way: 9 from 45, 36 remain; 8 from 36, 28 remain; 7 from 28, 21 remain; 6 from 21, 15 remain; 5 from 15, 10 remain; 4 from 10, 6 remain; 3 from 6, 3 remain; 2 from 3, 1 remain; 1 from 1, nothing is left. At first, they may not be able to go through this process of subtracting but slowly; but let it be *repeated—repeated*, and by and by, they will be able to add and subtract with equal facility. The two columns on the right are intended to show them how the digits can be so used as to give, when added a total of 10 always. Such an exercise will help to show them how numerating goes on in circles of tens.

Children cannot be taught at too early a stage of their education a practical, well grounded knowledge of our numerating circle. TEN being the utmost extent of our numeration. Its very limited range admits, therefore, of being taught children at an *early* age, provided this is done by ways sufficiently clear and simple—level with their capacity. In doing this let it never be forgotten that *explanations and practice must ever go hand in hand.*

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

OFFICIAL NOTICES.



DIRECTOR, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 7th instant,

1. To detach from the School Municipality of St. Louis de Lotbinière, in the County of Lotbinière, the parishes of St. Edouard and Ste. Emélie and to erect each of these into a separate school municipality, with the same limits as are assigned to the said parishes respectively by His Excellency the Governor General's Proclamations of the 1st December, 1862, published in the *Canada Gazette*, No. 51, Vol. 21.

2. To detach from the School Municipality of St. Canut, County of Two Mountains, the following territory, and to erect it into a separate municipality for school purposes, under the name of the *School Municipality of St. Canut No. Two*, viz., All that portion of territory divided from the Parish of St. Jérôme and the Parish of Ste. Scholastique for religious purposes and comprising all the lands and ground situate between the *Montée Guenet* or *Montée Ste. Marie*, on the south of the River du Nord, and the land of Alfred Roy inclusive, also all the lands and ground situate on the north side of said river, between the land of Prosper Valiquet, and the point called *Pointe-d'Antoine Duquet*, both inclusive.

3. To erect the Township of Beresford, in the County of Terrebonne, into a school municipality under the name and with the limits of the said township.

His Excellency the Governor General in Council was pleased, on the 21st instant, to erect into a municipality for school purposes, that portion of territory known as *Pointe-aux-Esquimaux*, situate in the Seigneurie of Mingan, on the Gulf of St. Lawrence, and bounded as follows: On the east by Clear Water Point; on the west by the River Mingan; on the south by the waters of the Gulf of St. Lawrence, and extending over a mile in depth towards the north, from the shore of the said Gulf of St. Lawrence.

APPOINTMENTS:

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 21st August last, to make the following appointments of School Commissioners, viz.:

County of Wolfe.—Wolfestown: Messrs. Procul Olivier and Augustin Boucher.