be given that the older boys and girls leaving the school should have their interest in the school maintained by practical forms of continuation work.

Already preparation work is in process for School Fairs next year. Lines of direction are being suggested. They will aim to promote general school interest. As soon as plans are completed they will be circulated.

List of School Fairs 1918:—

Sept. 2   McQuades (Dist. No. 21, Moncton).
Sept. 7   Middle Coverdale.
Sept. 12   Sunny Brae.
Sept. 14   Sussex (9 Districts participating).
Sept. 16   Jacksonville (3 Districts).
Sept. 17   Hampton (4 Districts participating).
Sept. 18   Rothesay.
Sept. 18   Andover (3 Districts).
Sept. 19   Kingston.
Sept. 20   Lower Millstream and Apohaqui.
Sept. 20   Blackville (3 Districts).
Sept. 21   Campbellton.
Sept. 23   Hartland (4 Districts).
Sept. 25   Chatham (Town and 1 District).
Sept. 27   Sackville (Town and 1 District).
Sept. 28   Woodstock.
Sept. 30   Young's Cove Road (3 Districts).
Oct. 1   Cambridge (5 Districts).
Oct. 3   Bass River.
Oct. 4   Richibucto.
Oct. 4   Petitcodiac.

R. P. Steeves, M.A., in N. B.
Rural Educational Monthly.

METHODS FOR TEACHING FRACTIONS.

(Continued from November)
Inspector Ames O'Blenes, M.A.
ADDITION OF FRACTIONS

Imagine you have a number of apples all of the same size and shape. Imagine them to be placed on the table and by pointing to the place where you imagine them to be and by pretending to handle them, cut them, pick up the pieces, and in other ways work with them they become almost real to the pupils. In fact the cultivation in the pupils of the habit of imagining they are handling objects is of great value in much of the work in arithmetic, especially when you wish to teach the measurement of area, capacity, volume, etc.

Imagine a number of apples each to be cut into say eight equal pieces. Have all the pieces placed in one pile. Take from the pile 3 pieces and put them in one place, 5 in another, 7 in another, 6 in another. Have these fractions placed on the board thus: $\frac{3}{8}$, $\frac{5}{8}$, $\frac{7}{8}$, $\frac{6}{8}$. Tell them that you wish to add these fractions, that is simply to put them all in one pile and find out how much they all make.

Express this on the board thus: $\frac{3}{8} + \frac{5}{8} + \frac{7}{8} + \frac{6}{8}$.

By questioning lead them to see that if 3 pieces, 5 pieces, 7 pieces and 6 pieces are all placed in one pile there will be 21 pieces, and as all the pieces are eighths, the operation can be expressed thus: $\frac{3}{8} + \frac{5}{8} + \frac{7}{8} + \frac{6}{8} = \frac{21}{8} = 2\frac{5}{8}$.

Repeat with other fractions having the same denominator until the pupils can give a rule for adding fractions having the same denominator, thus: Add the numerators for a numerator and use the common denominator for a denominator.

To add fractions with different denominators, take for example $\frac{1}{2} + \frac{1}{4}$. Lead them to see that we have 7 pieces but that since the pieces are not alike we do not know how many pieces to put together to make a whole apple and therefore we cannot tell exactly how much we have.

There are two ways in which the pieces may be changed, that is by putting two or more pieces together to make larger pieces or by cutting the pieces into smaller pieces. Since in fractions the pieces must be equal, if we put pieces together we must put the same number of pieces together in each case, and if we cut the pieces into smaller pieces the smaller pieces must be kept equal, which can be done by cutting each piece into two equal