

After a clear understanding of the fractions mentioned has been obtained by the actual dividing of objects such as sticks, strings, apples, etc., and the handling and naming of the parts by the pupils, suitable questions should be given involving the adding, subtracting and multiplying of those fractions.

The questions should be at first solved by the pupils with real objects, then with imaginary objects and lastly with abstract numbers. Some such simple method as the following should make the work clear to the pupils:—

Find the cost of $\frac{3}{4}$ of a yard of ribbon at 20 cts. a yard.

Use a strip of paper to represent the ribbon. Have the 20 cts. in coppers. Divide the paper into four equal parts and the money into four equal piles. One pile of money pays for $\frac{1}{4}$ yard of ribbon, then three piles of money pay for $\frac{3}{4}$ yards.

The pupils should be led to do the above work by the teacher using the proper mode of questioning.

The ordinary weights and measures and pieces of money should be handled and used in the mental work for even primary grades.

Pieces of card board can be cut out to represent the various pieces of money in use, as coppers, 5 cent pieces, 10 cent pieces etc., and these should be handled in making change in the buying and selling questions which are given.

For ordinary measuring a foot-ruler and a yard stick marked off in inches will be sufficient.

The questions given to the primary classes should be graded in difficulty to suit the advancement of the class.

By following the foregoing suggestions any primary teacher should be able to make questions for her classes.

The following exercise is given as a sample. In it will be found questions suitable for primary grades.