I have made it into two halves. I give them each two halves, and they lay them upon the whole one and find that they fit. Then I get the statement, "My cake has two halves," "My orange has two halves," etc. We have had the object, next comes the picture.

I give each one a paste-board disc, one inch and a half in diameter (purchased at Dennison's, Franklin street, Boston) a lead pencil, a colored pencil, a short card-board measure, and a piece of common manilla paper. I have drawn a short, heavy mark at the top and bottom of the disc, to insure accurate divisions into halves.

I place my disc on my paper, mark round it with my lead pencil, (marking towards the left as in drawing a circle), place a dot above and below, to show where the division line is to be, lay aside the disc, draw a division line by the help of the card-board measure. A short distance to the right of this circle I draw another, divided in the same manner, to the right of this, another, not divided. I place the sign of addition between the first and second circles, the sign of equality between the second and third. I color the left half of the first and second circle, and the whole of the third. The picture reads $\frac{1}{2}$ and $\frac{1}{2}$ are one whole. (See illustration.) The children work with me upon their own paper, each tell me what his picture says, and the group go to their seats to repeat the illustration below the one made with me. At first the work will be imperfect, and the colored pencil marks will exceed the limit of the drawn circle, but in a few weeks tolerable accuracy is attained. The work is also made of ethical value as when the divisions are inaccurate, I say, " We want this circle to tell the truth and really be one half."

The next time the group come to me for a lesson, two halves are given them and named as before. I ask them to put one half behind them or to cover it, " What is left ?" I ask a few practical questions bearing upon this fact, then we represent $1 = \frac{1}{2} + \frac{1}{2}$.

At the next lesson fourths are given the groups and they are led to see $\frac{4}{4} = 1$, $\frac{2}{4} = \frac{1}{2}$. Since the last lesson I have made the divisions on their discs necessary for dividing into fourths. With the exception of the paper, the materials for the work are kept in the box fastened to each desk as described in *Primary Education* for September. It involves some labor to keep the colored pencils in good order, and I have tried to wax crayons, but did not find them satisfactory.