

The stories should be read aloud and corrected.

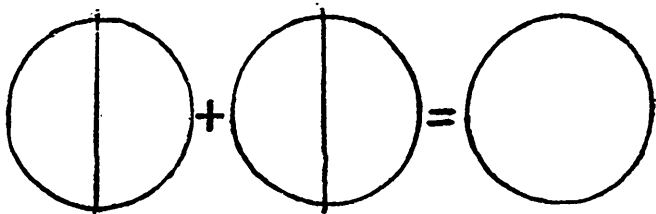
All stories should be commended if the scholars have done their best. The scholars are always interested in the stories and some nice ones are produced. It is well, under the language work, to introduce poems from our standard authors. For instance, if we are studying about snow, read Whittier's "Snow Bound," if about plants, read Longfellow's "Flowers." If these lessons will be any help to my fellow teachers, I shall feel paid for writing an outline of them.

FRACTIONS.

By MISS MARY E. KINGSBURY.

To those of us who struggled through fractions without seeing them practically illustrated, the present method of using objects before figures, often causes the remark, "If I had been taught in that manner I should have understood fractions." I fear many of us see the numerical representation now when we should see the concrete. Realizing this, let us build better for others.

For convenience and simplicity, nothing is better than discs, five inches in diameter, cut from heavy manilla paper. While I believe it is true that a clumsy model made by the child is more truly educative than a perfect one made for him, I do not advise, in this case, that the children make their own discs, unless the class is smaller than those usual to public schools. The ragged edges, and uneven divisions made by the children would interfere with the accuracy necessary to the work. I give them discs carefully prepared beforehand.



I begin the study of fractions in February, usually, with first year children; in other grades it is continuous through the year. I give each child in the group at the table, a disc, and take one myself. I call mine a pie, and the children give theirs a name. Next, I fold mine in the centre, and some one is able to tell me