marked in large letters, Rio, 35 cts. per. lb., an another, Java, 28 cts. per. lb., on another Mocha, 35 cts. per. lb., and on another Porto Rico, 25 cts. per. lb.

After a short conversational talk about different kinds of coffees, how and where they grew, and the causes of difference in quality, the teacher said she wished to buy some coffee, and that Herbert might be grocer, while the rest told what she must pay.

Herbert took his place at the table on which were the scales and coffee. The teacher said "Good morning, Mr. Grover; I wish to get some mixed, brown coffee. I should like two pounds of Rio (Herbert now weighed two pounds and put it into an empty box), one pound and five ounces of Java three-fourths of a pound of Mocha, and one and a fourth pounds of Porto Rico (H. weighing as before). (To class). How much is this mixture worth a pound, and how much must I pay?"

The class, seeing on the bags what each was worth a pound, worked on their tablets the example.

During the recitation, a little lesson on honesty in giving exact weights was given.

After working several examples of different nature, but all under alligation, the teacher asked what they had been doing in all these examples? They readily said they had been mixing things of the same kind, but of different quality, and finding the cost of the mixture. The teacher asked if they knew what this finding the value per pound, bushel, etc., of a mixture was called in arithmetic, saying that it was given a name. As none knew, she told them it was alligation.

At another time I witnessed a lesson in fractions. The teacher wished to develope the idea of the least common denominator, though the pupils had probably never heard the term. He folded a piece of paper into halves; then, without unfolding, folded it into thirds. Opening it, he asked the pupils what they saw. Various answers were given, as, "I see six parts;" "I see two threes in six parts;" "I see three twos in six parts," etc.

He then gave each several pieces of paper (using good-sized tablet paper) and asked them to take a piece and fold it into halves; to lay them aside and take another piece and fold it into fourths. He said, "How many times did you fold the paper to get fourths?" (Answer, "Two times.") Now, fold first piece into fourths; how many times did you just fold it? (Answer, "One time.") Why fold this only once and the other twice to get fourths? (Answer, "The first piece has been folded before into halves, and the half of a half is a fourth.")

"Take another piece; fold it into halves. Lay that aside; take another piece and fold it into sixths. How many times did you fold the paper to get sixths? (Answer, "Three times." Fold the first into sixths, how many times did you just fold it (Answer, "Two times.") Why fold this only two times and the other three to get sixths? (Answer, "Because the first piece had been folded into halves before, and one-third of a half is a sixth.") Take another piece; fold it into halves. Now, take another and fold it into eights. How many times did you fold the paper to make eighths? (Answer, "Three times.") Fold the first piece into eighths; how many times did you just fold it? (Answer, "Two times.") Why only fold this two times and the other three times? (Answer, "It had been folded into halves, and a half divided into four parts give eighths.")

The teacher wrote upon the board:

$\frac{2}{4}+\frac{2}{6}+\frac{2}{8}$

"First we want to fold for fourths. Every time we fold for a number we will write it on the board. Take a new piece of paper and fold it into halves. Into how many parts did we fold it? ("Two parts.") We'll write down the 2. Fold the same paper into fourths. Into how many parts did you separate halves? ("Two parts.") What shall I do? ("Write down the 2.") Show your folds; open your paper. These folds we call factors. Now, we'll fold for the eighth. Take another piece; fold it into halves. I will put down the factor 2 again for the halves. Fold it into fourths. Into