be such that most, if not all, the words on the answer sheet shall be French, e. g.,to test the candidate's knowledge of the verb he might be required to rewrite short stories in different tenses; the writing of short stories on simple topics would test both his vocabulary and knowledge of syntax. Translation is the work of an expert. If it is to figure in examinations, why not require sight translation, allowing the use of a dictionary and setting a time limit?

These lines have not been written in any spirit of unkind critism. They set forth, clumsily no doubt but truthfully, existing conditions, and indicate the path of improvement. This is done in the hope that it may hasten the day when English-speaking students will be graduated from our Educational Institutions with that knowledge of French—historically first, legally the second language of our country—to which as Canadians they have a right.

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N. B.—(1) For a careful treatment of French phonetic read: Churchman's "An Introduction to the Pronounciation of French," University Press, Cambridge, Mass.; also "Elements of French Pronounciation and Diction," J. M. Dent & Co., London, England.

(2) Teachers not familiar with direct method will find "Oral Lessons in French," published by Renouf Co., Montreal, very helpful. These are in five parts, Teachers' manual, each part, 40c., corresponding pupil's book, 10c.

(3) As book of reference for class room, "Jack's International Dictionary," French and English (Phonetic), is of great service. Pupils will find Nugent's "Pocket Dictionary of the French and English Languages, Musson Book Co., a good book at small cost.

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### METHODS FOR TEACHING FRACTIONS

Inspector Amos O'Blenes, M. A., Moncton

To divide a fraction by a whole number.

Take six-eights of an apple and ask the class to divide the $\frac{6}{8}$ equally between two pupils, that is, to divide $\frac{6}{8}$ by 2. Express thus $\frac{6}{8} \div 2$. Q. How many pieces are there? A. 6. Q. How many pupils are to get the six pieces? A. Two. Q. How many pieces will each pupil get? A. 3. Q. What kind of pieces are they? A. Eighths. Q. What has each pupil? A. $\frac{3}{8}$. Express thus $\frac{6}{8} \div 2 = \frac{3}{8}$.

By questioning get from the pupils the rule: To divide a fraction by a whole number divide the numerator of the fraction by the whole number to get a numerator and use the denominator of the fraction as a denominator.

Divide three quarters by 2. Express thus $\frac{3}{4} \div 2$. Q. Can this be done by the rule just used? A. No.



Q. Why not? A. Because the numerator of the fraction cannot be exactly divided by the whole number.

Cut an apple, stick, string or some article into four equal pieces. Place three of the pieces on the table. Send two pupils to divide the three pieces equally between them.

They will generally each take one quarter, and cut the remaning quarter into two equal parts, and each take one piece. Question until the class can see that each pupil has one quarter and one-eighth.

Q. Can the quarter or the eighth be changed so as to have all the pieces alike? A. The quarter can be cut into two equal parts and thus made into eighths.

Q. What has each pupil now? A. $\frac{3}{8}$. Express thus $\frac{3}{4} \div 2 = \frac{3}{8}$.

Q. Why is $\frac{3}{8}$ only half of $\frac{3}{4}$? A. Because the eighths are only half as large as the quarters and there is the same number of eighths as quarters.

By examining the work lead the pupils to give the rule: To divide a fraction by a whole number multiply the denominator of the fraction by the whole number to get a denominator and use the numerator of the fraction for a numerator.

Give a thorough drill on the multiplication and the division of fractions by whole numbers, using all the rules given.