

developed by leading the children to place colors side by side that look well together. In connection with these lessons in color, work in drawing may be introduced, and the children taught to draw leaves, and even flowers, from nature, using colored crayon for the work. This work is both pleasant and useful.

The second year the work in color should be confined to the consideration of standard colors, tints, shades, and hues of color.

The third year the primary colors should be named, and children should be told why they are called primary colors. Secondary and tertiary colors should be formed from the primary ones by actual experiment. The teacher should *direct* the work of mixing the colors, but the children should do the work. Harmony of color should be defined, and exercises in arranging colors with a view to harmony should be given. In this way these lessons are a cultivation of perceptions, reason, and taste.

*Form.*—The child began the study of geometry as soon as it knew what a straight line was. The lessons in *form* are at first confined almost entirely to objects; considering surfaces, faces, edges, and corners as a preparation for the study of lines, angles, and figures. Ideas of straight and curved lines should be developed, and the different directions of the straight line should be taught. This knowledge should then be applied in drawing.

The second year the work in form should include definitions of the different kinds of angles and of plane figures,—such as triangle, square, oblong, romb, rhomboid, parallelogram, trapezoid, trapezium, pentagon, hexagon, heptagon, octagon, polygon, circle, etc. This work should be applied to drawing, and ideas of halves, quarters, and thirds of lines may be developed.

The third year, work in form should be confined to a simple but perfect description of the more common solids, such as cube, prism, cylinder, cone, pyramid, sphere, and hemi-sphere.

*Size.*—All lessons in size should be given during the first and second years. These lessons should include the proper use of such terms as *express size*.—as large, small, narrow, wide, etc.

The second year this work should include the more common and simple denominate tables relating to size,—as linear measure, dry measure, etc. Ideas of halves, quarters, etc.

*Weight.*—The plan of the lessons on weight is similar to that