

Against this some have murmured. But no injustice is done to them. They are paid *five-sixths of a full term's salary*, which is all they earned. The rate per day of the Grant for teachers of the 1st grade, became under the Regulation 50¢ instead of 38¢; and for 99 days in the one case, the same amount was allowed as would have been allowed for 129 in the other. A teacher is allowed to do a week's work in five days, because that is held to be as many days out of the seven, as he can teach with safety and profit to himself and his school. But he is not allowed a premium for turning round and defeating the whole object of the Regulation, by teaching six days out of the seven. If it were believed that teachers could successfully teach six days a week, they would be required to do so, and the distribution of public moneys regulated accordingly.

It is freely admitted that there may be cases in which some other day of the week might be more suitable for the holiday than Saturday, and probably ere long there may be permission granted to substitute, to a limited extent, Saturdays instead of teaching days given as holidays. But in no case will there be any departure from the principle that five days of teaching per week is as much as can be undertaken with the sanction of law.

SCHOOL DESKS.

THE attention of Trustees is directed to the advertisement of Mr. Edward Curry. The specimen of his desks and chairs to be seen at the Education Office, is excellent. The cost of these articles is less than that of imported ones. Not only every section competing for the Superior School Grant, but every section desirous of providing comfortable and durable furniture, should obtain the "Patent Desk." If Mr. Curry is careful to allow no desks but such as are of the best material and workmanship to leave his establishment, he will undoubtedly receive extensive patronage.

INSPECTORS are requested to forward to the Education Office without delay all accounts and returns, pertaining to the Winter Term.

TEACHERS' AGREEMENTS.

IMPORTANT Official Notices will be found on page 93. The special attention of Teachers and Trustees is directed to No. II. Every thoughtful mind will readily perceive the wisdom of the provisions of the law in reference to the distribution and employment of the fund raised by county assessment, and the necessity which exists for a faithful and impartial enforcement of these provisions. Under their operation the people of each section are directly encouraged to exert themselves in order that no children may grow up without the blessings of an education, while every teacher is regarded not as a speculator, as in times past, but as a member of an accredited profession. His sphere of usefulness is correspondingly enlarged. Ardent devotion to his work, and the exhibition of a deep interest in the education of all around him, will not be regarded by the people as other forms of selfishness and covetousness. This noble vantage-ground now assigned to every teacher by the law ought not to be bartered as a thing of nought. Self-respect, a high regard for the honor of the profession, and a genuine desire that all persons be made to recognize a personal responsibility in the unlimited diffusion of the means of education, should preserve any teacher from allowing the indifference or ignorance of the people to become the occasion to him of committing an offence against himself, his profession, and the cause at large. We trust that where Local Associations of Teachers exist, this matter will be well discussed, and the importance of the interests involved clearly apprehended and impressed upon every member.

COLOR.

WE are glad to learn that some teachers having charge of elementary departments in our public schools, are turning their attention to the giving of oral lessons on color. No subject can be better adapted to awaken the powers of observation and comparison in the young, and to fix in

their minds, at the very outset of school life, the important truth, that education and nature are in sympathy and harmony with each other. The earth and sky will put on beautiful garments and become life-long instructors to those whose eyes have been unsealed by the living teacher.

To assist those who desire to know more of this subject, that they may the more successfully conduct the course of lessons which they have proposed to themselves, we subjoin the following extracts from "Calkins' Object Lessons." An outline of a series of lessons on color will be given in a subsequent number.

IMPORTANCE OF TRAINING THE EYE.

The senses are the doors and windows of the mind, and through them all its knowledge of the world is obtained. Through these same avenues all instruction must pass, if it ever reaches the mind. Some kinds of knowledge are designed for entering at the doors, while others must pass through the windows. It becomes those, then, who would communicate with mind to consider how it can be most successfully reached, and which of the avenues is adapted to the kind of instruction that is desired to be conveyed. It would be folly to attempt to pass through a window that which was designed only for a door, or to carry through a door that which could more easily be passed through the window.

Strange though it may seem, just such foolish things are attempted daily by methods of instruction in common use. Efforts are continually made to pour into the ear knowledge which God designed should enter at the window of the soul. To this error may justly be attributed most of the unsatisfactory results in education.

Sight is the most nearly perfect of all our senses; its conception of whatever properties or objects can be seen are more vivid and complete than when ideas of the same properties are conveyed to the mind by any one of the other senses. Horace understood the importance of this sense when he sung:

"Sounds which address the ear are lost, and die
In one short hour; but that which strikes the eye
Lives long upon the mind: the faithful sight
Engraves the knowledge with a beam of light."

This principle should be heeded especially by instructors of the young, and greater attention paid to teaching from things by sight, and less from words by hearing. Nevertheless, both should be combined, as one serves to aid the other, but never should one be allowed to take the place of the other.

The subject which we now present is emphatically one for the sense of sight. A knowledge of color must pass through the window, or never reach the mind.

One of the most striking qualities of objects of which sight takes cognizance is that of color. To teach this the colors themselves must be shown. No descriptions will convey any idea of them to one who has never seen a color.

A blind man once told us that the best idea of black which he had ever received was from a remark made to him one day by his little sister. She was describing some object that was black. Her mother, hearing her, remarked, "Your brother does not understand you; he does not know what black is." "Don't you know how black looks brother? It looks like the darkest night you ever saw." Nothing could have been more simple and better adapted to convey the idea of black to a blind man, yet to his mind it was only like something that could not be seen; it gave him no definite conception of black.

Notwithstanding a knowledge of color is important in the various avocations of life, and a nice discrimination of it is a source of great pleasure to the mind, yet the subject is entirely neglected in our schools, whereas it should have a prominent place in primary instruction.

It is a well-known fact that individuals possess in very different degrees the power of distinguishing not only shades of the same color, but the colors most strikingly opposed to each other. Indeed, the same color will be called by entirely different names by different individuals. Comparatively few persons can distinguish a scarlet from a vermilion, or a crimson from a carmine. Many confound a blue with a green.

Public attention has of late been directed to this subject of the