

him as to the fact, and ask him or another to "tell it in a different way," or "in a better way." Let the child who made the error repeat what he said in the better form. Cordially approve the new statement. *Not merely to see that a thing is done, but to see that it is done in the best way*, is the indispensable office of the teacher. The child is not to be interrupted or contradicted. Without any spirit of censure, with tact, politeness, and gentleness, he is simply to be shown the right way.

4. The lessons should be brief. Twenty minutes would be too long, even for a class of forty children.

5. Choose unlike objects for consecutive lessons. Vary the plan pursued.

Two or three talks about objects with which the children are comparatively familiar may be followed by a few picture lessons on domestic animals, or two or three lessons in distinguishing sounds, recognizing colors, and testing weights. The following scheme of lessons will be suggestive to the teacher, and may be modified in any way which will adapt it to the needs of individual classes, provided it be remembered always that,—

*To educate the senses and cultivate perception is as great a service as to train the lips to speak. That—*

*To help the child acquire ideas is more valuable than to teach him to use words. That—*

*Pictures appeal to but one sense, and cultivate imagination rather than perception, give erroneous ideas of relative size, and give no ideas of sound, weight, and other sensible qualities; and that picture lessons must therefore alternate constantly with lessons on Sound, Color, Size, Weight, Form, Drawing, Minerals, Plants, and manufactured objects.*

To keep in view that in all these things *the child is a discoverer*; that *the eye, the ear, the hand, and the tongue are to be impartially trained*; it would be better not to think or to speak of these early lessons as *Language Lessons*, but as exercises in getting acquainted with things.

**Color.** Make a collection of bright-colored crewels, knots of silk, samples of ribbon, straws, bits of tissue-paper, beads, feathers, and whatever will add interest, or variety of application, to the lessons. During the first year, teach the children to recognize and name the prominent colors; as,—

RED,	YELLOW,	BLUE,
GREEN,	VIOLET,	ORANGE,
BROWN,	WHITE,	BLACK.

**Plan.** 1. Place the materials of various colors before the class. Select two objects, as two blocks, straws, or feathers, which *differ in color but are alike in every other respect*. Have the two objects named.

2. Hold up one of them, and ask who will come to the table and find one *just like it*. Another. Another. In each case have the class agree that they are alike.

3. When all have been found, still ask them to find another. If they say there are no others, select one which differs in color only, and ask why that would not do. What color are these?

4. Who can find anything else on the table that is *red*? Repeat this until all the things that are red have been found. In each case have the child show the object to the class, and tell what he has found, and what color it is; as, "*I have found a bead*," "*This feather is red*."

5. Find something elsewhere in the room that is red; or, Bring something to school to-morrow that is red.

**Cautions.** 1. When the objects are not in use, it is better to keep them out of sight. *Novelty* furnishes half the interest of the lesson.

2. Each color should be represented in different material, and in various tints and shades.

3. If the children say "*light blue*," "*dark green*," etc., accept and use the terms; but do not attempt to teach them to distinguish or name the different tints, hues, and shades.

4. Take care to *place together the colors which harmonize*; as red with green; yellow with violet; and blue with orange.

5. Test every child in the class to discover if any be color-blind. When one color has been learned, make on the blackboard a small square or other design in crayon of that color, and let it

remain. After red, teach the class to recognize green. Review red and green together, and add the design in green crayon. Place elsewhere on the board the design in orange and blue, and in yellow and violet, when those colors have been learned.

After several colors have been taught, call upon the children to name a flower, a fruit, a bird, or other absent object, and tell what color it is. To be sure that all in the class are thinking of the same color, have the child who names the object point out something in the room that is of that color. If only a part of the object be of that color, as the breast or neck of the bird, or the centre of the flower, have the child state what part is of the color chosen. If the thing named varies in color—as, roses red, white, yellow—lead the class to state that. When the children differ about the color of any object, let them look at it before the next lesson, and report what color it is. The colors in a bouquet, in a picture, in the plumage of a duck or peacock, in the rainbow, or in the landscape seen from the school-room window, may be used as a lesson in review. The name of each color written over the color-square on the blackboard will be learned by the word-method before the close of the year.

**Size.** By the comparison of sticks, strings, lines, strips of paper, pieces of tape, and various other objects, lead the children to pronounce and use correctly:

1. Long and short,
2. Long and longer,
3. Long, longer, and longest,
4. Short and shorter,
5. Short, shorter, and shortest.

**Plan.** 1. To develop the new idea and teach the word, present two objects, as two strings, which differ in length and are alike in every other particular. Have the class say what you have; how many you have; how many you put on the table; which string you put down, and how they can tell which it was when the two are together.

2. Apply the new word, or words, to lines on the blackboard and to the objects in the school-room.

3. Have them name things seen out of school that are *short*; *long*. Name two that are long, and tell which is the longer, etc.

**Cautions.** 1. Teach the children to measure, and not to guess, to find out which is longer or shorter.

2. Present new objects, and vary the tests given and the applications required, in order to promote interest and to secure variety in the language used.

Take a few lessons on some other subject; as *Weight*, or *Sound*. Then review the above, and teach:—

6. Broad and narrow,
7. Broad and broader,
8. Broad, broader, and broadest.

**Caution.** If a child use a correct word, as *wide*, accredit it, and commend him. Ask who knows another word that means the same, and accept, or teach *broad*.

9. Two words to describe the same thing; as, "a *long, narrow* brook," "a *long, broad* street," "a *short, narrow* lane," "a *broad, short* aisle."

10. Thick and thin.
11. Thick, thicker, and thickest.
12. Thin, thinner, and thinnest.
13. Two words to describe the same thing; as, "a *short, thick* pencil," "a *long, thin* board," "a *broad, thin* ribbon."

**Caution.** Aid the children to express themselves in full statements; as, *The stove-pipe is long. A piece of paper was wrapped around it. I have the thickest coat.*

**Note.**—If there be time, the teacher may add lessons on things that are *large, small, deep, high, tall, low. Shallow, slender*, and words as difficult as these should be deferred till much later.

**Weight.** Furnish, in addition to the objects which the class see and handle, a few packages which look alike, but differ in weight.