

As red is a favorite color with children generally, and, as it is so frequently found in their dresses, neckties, hair-ribbons, etc., it is likely to be the best color to select as a starting point. Before beginning a lesson on any new color, the teacher should see that as many samples of the color as possible are placed about the room, bits of red ribbon or silk, red worsted, red papers, red apples, red leaves or flowers, anything that can be obtained is valuable to deepen the impression by repeating it over and over.

The teacher may use any colored object to illustrate her lessons, but, as a rule, these lessons on color will be more successful in the case of little children if the color-teaching is done incidentally, that is, if it is given in connection with some occupation or work in which they are engaged, such as paper-folding or paper-cutting, making paper chains, stringing colored beads, etc. Children are very fond of color, but not as a matter for study apart from things in which they are interested. Color is learned naturally by the child in connection with some object, which, it may be, he handles or plays with, naming the color, and so becoming acquainted with it. Later, he should be led to notice other objects of the same color, and as he observes any certain color from time to time and names it in connection with different objects, he gains, by degrees, a distinct idea of the color.

Paper-folding forms a very good basis for these lessons, bringing before the class not only the subject of color, but that of lines and angles as well, giving knowledge of shape, such as square, oblong or triangular, and affording an excellent means of discipline, when well-conducted, leading to careful and exact obedience to dictation. The result of this work from the child's stand-point, too, is satisfactory, as he is left in possession of the colored paper folded into some simple shape such as a picture-frame, a boat, a box, or a pin wheel, etc.

The general plan of the lesson, so far as the color is concerned, should consist simply in drawing attention to the color, and before naming it asking the children to look for other things of the same color. Let them at first carry their colored paper or other object through the room to compare it with other colored things. Later, send them to certain groups of colored material such as worsteds or papers, to select specimens of the color in question without the aid of any guide or sample. When they can do this, the name of the color should be given, and care should be taken to apply the color-name very frequently until word and idea are thoroughly united in the child's mind.

Encourage the children to tell of colored objects in their homes or elsewhere, and be ready to welcome any

small specimens which they may bring of cloth or worsted of the colors they have learned. A bit of worsted tied into a buttonhole, or around the finger for a ring at the close of a lesson, pleases children generally and serves to impress a new color. Good colors can be had in shetland or zephyr yarn, and in berlin wool.

After red is well-known, blue may be given in a similar way, and then yellow, care being taken that the new color is not presented until clear impressions of the old have been received. These three colors should be readily recognized and much used by the children before orange, green or violet are given. When familiar with the six principal colors, the class may be allowed to produce a tint and a shade of each by mixing it with white or black respectively. If paints are not to be had, this may be done with scraped chalk on slates or paper. Hues of different colors, such as yellowish-green, or greenish-blue, etc., may safely be left for a much later period.

For indoor play on stormy days, there are few things equal to "bean-bags." It is a good plan to have one or more bags of each of the six colors, and to require the children to name them occasionally in their play, as "the green bag," "the blue bag," etc. Flannel, which can be had in nearly all the colors, is perhaps the best material to make the bags of, though almost any other goods will do. They are usually of oblong shape, about six inches long and four wide, not gathered, but finished flat, after being half filled with beans.

These bags are easier to catch than balls, making a quieter play, while giving scope for considerable variety of exercise, of which one very useful feature is left-hand practise. It will be evident that the presence of the teacher as a playfellow in these games adds much to their interest and value.

A prism hung in a window (or even a glass pendant from some old lamp or chandelier) where it will catch the sunshine, brightens up a schoolroom and delights the children by the bands of spectrum colors thrown on floor, walls, desks, etc. Possibly a little moral teaching may be suggested as a child tries and tries in vain to catch these fleeting colors,—we can enjoy many things which we may not grasp, for different reasons, viz.: they may not be tangible, or they may be the property of another person, or they may be delicate and easily injured.

" Busy and happy child,
Working with colors gay,
Do your best, your very best,
And do it every day.