

children will raise their hands to "make it true," and tell her what it is. By this indirect process, quite analogous to that by which they learned at first to talk, the children acquire a written vocabulary sufficient to express many simple thoughts, without having the elements, the letters, or the words directly pointed out to them, or exalted into objects of primary attention. The written words become a direct medium, and may be used in the expression of any thought coming within the experience of the pupils, or that they can comprehend, and "make true," with the full assurance that such words perform their legitimate function as language.

All the forms of expression used in the first two steps are now used in writing. New words are added to the vocabulary as the necessities of the child require. The pencil and the crayon are put into the hands of the children, and they are soon able to write the sentences quite legibly, and with the same accuracy that has characterized the teacher's work.

ANALYSES.

First Analysis.—Very soon an important discovery is made. As the teacher writes, it will be found that the children recognize the separate words. Sentences that have heretofore been to them wholes are discovered to be made up of parts, each one of which is common to many of the sentences they are accustomed to use. As this is a discovery of their own, made incidentally, there is little danger of their being exalted into primary objects of attention, and thus reversing the natural order which has thus far been preserved. They, however, now make use of these elements as steps to reach the thoughts expressed by new combinations, but they do not stop upon them nor enunciate them until the thought is complete and clearly defined. It is found that mis-

takes made by the teacher in writing, either repeating a word or using a wrong one, putting in a wrong letter and leaving one out, will as effectually arrest the class as if they were ignorant of the entire sentence. If the mistake be an obvious one, the children will correct it, when they will read without hesitation.

Second Analysis: Letters.—As the children observe the writing of the teacher, and practise writing themselves, they soon discover that the words are made up of parts. The teacher does not hesitate to talk as if these parts were known, and the children come into possession of the names of the letters unconcernedly, and soon are able to use them in the formation of words.

It is thus seen that this method is practically the reverse of the old one. Sentences are first recognized as wholes. By the first analysis, words are obtained out of which new sentences are formed; by the second analysis, letters are obtained out of which new words are constructed; the whole being in accordance with the law of mental action, which shews that wholes are cognized first, and that exact and completed knowledge of objects is obtained by successive analyses.

Results.—The direct results are as follows: *First*, perfect naturalness of expression without drill. Our teachers never read for the imitation of the children, and the children never give a wrong inflection or a wrong emphasis unless they mistake the meaning.

Second, the habit is formed of getting the thought of the author directly from the printed or written expression, and for looking first and always for a complete thought. It is not reading to them, if they are not able to understand what is written.

Third, the exact thought requiring exact expression. The children acquire a knowledge of words and a