

word with which your older children are familiar, "cold" for example. Pass slowly along the line giving to each what would be time enough for you to see the word, and you will hear from many, "I didn't see it." A few will get it, and a few others by association of ideas will perhaps give you the word as "ice", "freezing", "warm", "hot". This shows where the inaccuracy lies. It is not in the structure of the eye proper, for the points of light coming from the letters have fallen as quickly on one eye as on another. In the case of those who did not see the word at all the impediment lies along the sensory visual path which is evidently in an undeveloped condition, as becomes the sensory visual path of a little child. Regarding those who for "cold" substituted a word linked with it by association of ideas, their sensory path was in good working order, or the idea of cold would not have reached the intercentral path connecting the sensory and motor nerves. The difficulty in this instance lies with the intercentral which has passed the message on as "freezing" or "hot".

And with reference to hearing, we have all known more than one child who was the torment of his elders by reason of the "habit" he had of always causing them to repeat what was said. "What did you say, Mother?" "I beg your pardon?" "Which book did you say I was to take?" Then perhaps an incident something like this occurs:—"Fred, will you get Mother her shawl, please?" "What did you say, Mother?" "Never mind dear." "O yes, I know." and Fred brings the shawl. "Thank you dear, but it would have been nicer if you had said 'Certainly Mother,' instead of 'What did you say?'" "But I really didn't hear, Mother." "Then why did you get the shawl?" "I don't know, I just guessed at what you said afterwards." And Fred is not far from the truth. He did not hear at first; that is, the sensory auditory path or the intercentral or both were impeded, and it was a moment or so before the sound travelling along the sensory auditory reached the intercentral and was transferred to the motor. As soon as the intercentral was fairly reached the child knew, though perhaps in a slightly confused fashion, what had been said to him.

To teach the child to see and see quickly, it is well from time to time to show him an object for a few seconds and then have him tell what he believes he has seen. A re-