

thought, it is essential to consider what may be done in school to develop the child's earlier means of sharing his thought with others—oral language. We might, indeed, go a step further back and ask what means are to be taken to develop habits of logical thought; and this would introduce an enquiry which should antedate the last;—how train the child in correct habits of observation? But these enquiries, although entirely pertinent in a thorough study of the subject, are hardly within the scope of this limited paper.

In brief, there are three directions in which the little child is to be trained. His mind is to be stimulated to healthful activity; he is to be encouraged to express himself with freedom and is to be critically watched, and tactfully led to make his expression clear, correct, and complete; and finally he is to have much practice in arranging written work upon the page with some degree of knowledge, accurate so far as it goes, of paragraphing, the use of capitals and punctuation.

How are the habits of correct oral and written expression to be formed? For unless they are habits, the child is always to be hampered in the practice of composition. The ability to write properly when an especial effort is made is one thing, the habit of writing properly is another.

The habit of expressing thought in clear, accurate, complete sentences may be formed, as many of us know from experience, with very little children when they are only beginning their school life. If in every lesson in which answers consisting of complete sentences are desirable, the teacher requires such sentences every time, rejecting slipshod answers when they are given and occasionally rewarding good answers with judicious praise, the little folks will soon grow

ambitious in the matter and the habit will take care of itself.

Habits in written work are more slowly but just as surely acquired. The first sentence which the child is allowed to write on his slate should be correctly written as regards arrangement, spelling, capitals and punctuation. The same care should be taken with the next statement and with every succeeding statement until the habit is formed.

This seems a very small matter and one easily accomplished, but it is wonderful how many teachers know how not to do it. In the first place, the teacher should use great care about her own written work on the board, not only that which the children are to copy, but that which they are to see and gain impressions from. It is a very trite saying that we learn to do things correctly by doing them correctly, but one worth repeating here. A child never learns to make good sentences by using careless English which the teacher accepts without protest; neither does he learn to write in correct form when left to himself to tell "what he remembers about the pretty story," being permitted the liberty of his own untrammelled imagination as to arrangement, punctuation, etc. Not only does he fail to form good habits, but he distinctly succeeds in forming bad habits, which some future teacher must strive to counteract with labor and sorrow. Neither will the child whose work is seldom examined and never corrected form good habits. He may be kept busy (even this is a question when one considers the weakness of poor human nature in performing unrecognized duties), but that he will form habits of correct written expression which are to stand by him in the serious business of written examinations and essays is well-nigh hopeless.

There are yet other simple and