

stance which gave them to him and apply them more generally, and for a long time he has only the names of complex ideas, an imitative rather than an intelligent use of them. When, without training, he attempts to write down his thoughts, they are so little under his control that he finds it impossible to accommodate their production to the mechanical process of writing them down, and the result is much disjointed and absurd unintelligibility. When he does succeed in getting a few thoughts down on paper, they are strange, unfamiliar creations to him, and want that finish of existence that a better acquaintance with himself would give them. These are some of the troubles of a child's mind, and observation will find out many more. Begin to teach him to judge and to speak, that is, to compose, as soon as he comes under your care. Let the composition exercise be at first merely transcription of the reading lesson, which probably begins with his introduction to that noble animal, the ox. This is an ox. O do you see the big ox? Is it an ox? Give him such ideas as these: these are sentences; when you or any one else speaks you or they make sentences; also, each sentence begins with a capital or large letter, and a period or full stop marks its end. Show them each and all these things on the blackboard. Get this much, at first, thoroughly into his understanding. As a more advanced addition, let them compose orally similar sentences about objects you show them; as, that is a pen, etc., from which you can proceed to the plural form, these are pens, etc. These should be short lessons—ten or fifteen minutes at a time. When he has emerged from his monosyllabic-book, the next one will introduce him to more extended sentences and greater continuity of thought. Tell the pupils to close books and recall their sentence as well as they can, which will be at first very imperfectly done; but give the lesson over, and now that they understand what you ask of them, they will do it much better, and these lessons will teach them concentration. After a while ask for their sentences in their proper sequence, orally as yet. Elliptical sentences as nearly like those to which they are accustomed as possible, may be given them to write; as, John and Thomas are two ——— boys. They ——— to the mill-pond to catch ———. Oral sentences similar to those in their books, about their surroundings, may again be required of them.

By this time he has some notion of the fact that he has a mind, that thoughts are made in and brought forth from his mind, and now you must get him to feel that his spoken and written thoughts