apparent in the conversation and correspondence which are absolutely necessary for business, and to meet the demands of society. The habit itself is productive of the power that arises from the practical use of knowledge. The best period for the acquisition and improvement of the habit is that in which the knowledge is acquired, be it as early in life as it may. The best plan to be pursued in the acquisition is that which is most conformable with the practical use of the knowledge both in the school and among the relations of responsible life. It may be admitted as incontrovertible truth that there can be no better method upon which the thinking, reasoning faculties may be developed and strengthened than that which is afforded in their practical use. Nor is this use of the reasoning faculties either oppressive or laborious when the mind becomes accustomed to its exercise. The difficulties arising from mental pursuits of any kind appear in the incipient stages of the learner's progress. It is labor to think when the mind does not perform the operation of thinking freely. And the mind does not work freely in thought before the habit is formed; but when the habit is formed, and the thought moves freely, there is little else in life that can afford equal satisfaction.

Want of Time -Teachers frequently, almost constantly, object to the occupancy of time at composition which they say must be devoted to other pursuits. When teachers so object they do not properly appreciate the value of the free use of the thinking powers. The time successfully expended in such employment is never lost. The school periods can never be better occupied. It is the lack of power in this relation that makes trouble for both learner and teacher. It may require the expenditure of a little more time than is needed for the mechanical pursuit in the beginning of this form of intelligent study, but when the mind gets the start, it will progress much more rapidly than it can possibly do without it. It is because sufficient time and labor are not expended in reaching the intellectual starting-point that both teacher and learner are obliged to labor on so slowly and unsatisfactorily in working the desired progress. Cost

what it may of labor and time, this point should be attained. With the start it affords, the learner may pursue the way of knowledge with comparative ease, and in the experience of much pleasure. Without such start the weary way must be dragged along in tiresome stages, and must appear much longer and more fatiguing than that of the free inception of intelligence and extensive use of the mind's own powers and abilities.

Practical Pursuit of the Art of Composition.—The practice of composing thought into words may be begun with the child as soon as it is capable of apprehending the use of words, or at least as soon as it can read in words of two letters. Take the little lesson of the primer: Is he up on it? Is who up on it? The boy. Suppose it were a girl, would you say he? No! What would you say? I would say she. Suppose the boy is lying on the floor, would you say he is down. Suppose the boy is on a fence, would you say he is on a horse? No! What would you say? I would say he is on a horse? No! What would you say? I would say he is on a fence. Suppose he would fall from the fence, would he be up? No! Where would he be! He would be down. How would he come down? He would fall down.

Such changes of thought are of great value in the ordering of habit, and they are as pleasant to the child as the dull solution of the rote lesson is oppressive. In the continuous arrayal of new forms of thought new pictures are formed upon the mind, and in the rapid use of those pictures in the ever-changing review, there is pleasure. There is hardly such thing as weariness to be named in such exercises.

Arithmetic.—The plan generally pursued in schools of studying Arithmetic is faulty. It is liable to serious exceptions in the difficulties with which it impedes the learner's progress. It is known that the slate practice is almost entirely mechanical, and to obviate the difficulties in the way of rendering it intelligent, systems of mental arithmetic have been provided. In the plan upon which the studies