

earliest years, long before we are able to form definite abstract notions, and that we also learn to use them long before we realise their meaning. Also this meaning attains to very different degrees of clearness with different persons. It seems pretty certain that there are persons who have a very slight, if any, notion of beauty or goodness; it is difficult to impart to some children notions belonging to these two regions of thought and feeling; whereas there are others whose sensation of the beautiful and the good is so strong that it seems almost inborn. The whole of this subject therefore opens out a large view of individual psychological differences and peculiarities, and forms a wide field for psychological observation.

We will therefore in the first instance limit ourselves to the one question, How does the idea of Truth enter the child's mind? It certainly seems easier to convince others of what is true or untrue in any individual case than to attain agreement with them as to beauty, goodness, or the opposite. This is borne out by the fact that there exists no human tribunal which decides as to what is beautiful or good in the higher sense, whereas the courts of justice are mainly occupied in ascertaining truth in matters of fact, and generally arrive at practical agreement: on the other side, the verdict of beautiful is proverbially considered to be a matter of individual taste; and the question of moral goodness is one which every person must, as we say, settle with his own conscience which is his highest tribunal.