

sions, have enabled us to realize more vividly both their character and their greatness, and have thus extended the horizon of our sympathies and interests. The figures of illustrious colonial statesmen are being familiar to us. Men formed in Indian and colonial spheres are becoming more numerous and prominent in our own public life. The presence in England of a High Commissioner from Canada and of Agents-General from our other colonies, constitutes a real though informal colonial representation, and on more than one recent occasion our foreign policy has been swayed

by colonial pressure. These young democracies, with their vast, undeveloped resources, their unwearied energies, their great social and industrial problems, are beginning to loom largely in the imagination of Europe. They feel, we believe, a just pride in being members of a great and ancient empire, and heirs to the glories of its past. We, in our turn, feel a no less just pride in our union with these coming nations which are still lit with the hues of sunrise and rich in the promise of the future.

(To be continued.)

NOTES FOR TEACHERS.

INSIGHT. — Healthy development cannot go on without some amount of direct sympathetic insight on the part of the teacher. It is not only that the wrong words must not be spoken, but the teacher must learn how to make his influence felt by his mere presence. There is a force in character which underlies and is superior to all spoken words. And, indeed, words are only useful in so far as they correctly embody this subtle force. A teacher can never be successful who does not consciously or unconsciously develop this force in himself, and learn how to use it.—*The Journal of Education.*

There is danger of overdoing the matter of illustration in teaching. Illustrations should appeal to something in the mind of the pupil; it is intended as an aid to apperception, or the process of mental assimilation. Since illustrations appeal to what the child knows, the less the child knows the less use is there for illustrations. Hence, in primary work, illustrations

should be few, very simple, and exceedingly direct. The multiplying of illustrations is very apt to produce confusion of thought, and the single point of the lesson be wholly lost in the multitude of illustrations. When presenting a new fact or thought to a child, it is better first to present it in its simplest form, in the most direct manner, giving the mind of the child time to try to grasp it in that form by its own processes; then in case of failure add the simplest possible explanation or illustration, and then firmly hold the child's mind to the new fact or thought until he grasps it. "Examples may be heaped until they hide that which they were made to render plain."—*Ex.*

But training is, of course, not everything; figs cannot grow on thistles—there must be the inborn character of a teacher. What, then, is the special gift, the differentia, or the criterion of a teacher?

I think it is as clearly marked as that of the painter or the musician;