

nation, should not be confined to small children, but should be continued throughout the school course. Without this faculty of constructing mental pictures, much education, so called, amounts to a mere cramming of words. The pupil apprehends the meaning of words only, when he succeeds in calling up a corresponding mental picture. If he is unable to do this, the words are to him merely empty sounds. The teacher should see to it that the pupils have primary concepts from which to build up pictures, such as city, plateau, harbour, &c. Children should be thoroughly drilled in the Geography of their own neighborhood, so they can apply it to that of foreign countries. For example, a pond gives the idea of lake, the imagination magnifying the pond to the necessary dimensions. In the same way, a brook gives the idea of river, and hills, of mountains. When a pupil describes a river, though never having seen it with his physical eyes, he should, with his mental vision see the country through which it flows, the towns on its banks, the navigation on its waters. He should be so trained, that the words he is repeating, call up corresponding mental pictures, which are so vivid, as to enable him to give a graphic description, and his hearers to gain a clear conception of the object described.

History lessons can be made more interesting than they usually are, if the imagination was appealed to more frequently. If pupils were taught to see mentally the battles described, the kind of house in which the people lived: that period they are studying, the style of dress, manner of living, and so on, history would mean more to them than a dry catalogue of facts and dates, and in all probability would be retained longer, than if they memorized a number of pages, whose words convey no ideas to their minds.

The same rule applies to reading lessons. Children get into the habit of reading lessons, without looking for ideas, and consequently, find it very uninteresting; while, if the details were brought out and imagined, the reading lesson, would, in very many cases wear a new aspect.

Imagination frequently comes to our aid

in mathematics. Very often, by constructing a diagram and imagining the result, we can get a clue to the solution of the problem, which would have taken far more time if worked out abstractly. In nearly all the public-schools, the imagination may be used advantageously.

We have considered in some of its bearings on every day life. Could we pursue the subject further, we would find that we are indebted to this faculty, for many of our brightest hopes and aspirations. It broadens our mental vision. It reveals to us possibilities, and thus becomes a condition of progress. If our imagination did not soar, we would always be content to remain on one dead level, never trying to rise higher than our present position. By the help of this faculty, we form ideals or set up a standard, towards whose attainment we bend all our energies. It helps us over many rough places and urges us forward, by picturing out to us what lies before.

THE PENCIL THAT SQUEAKED.

[A FABLE.]

VICTOR S. BAKER.



ONCE upon a time in a great city there was a small shop in which the owner sold nothing but pencils—lead pencils, chalk pencils and crayons. In this shop there was only one hard slate pencil encased in gilt paper, all the others were soft and did not have any gilt paper on them, so this made the hard slate pencil very proud of his clothes and himself, but he had another great fault, he was squeaky. One day a great lover of pencils came into the shop and asked to see some slate pencil's. The box with the