

The pupils must feel that in addition to all the teacher knows, she is instinct with love and kindness for them. The darker the day and the more restless the pupils the more she must exercise a gracious tact and let the light of sympathy shine in her eyes, even when the sternness of discipline is required. The teacher must so carry herself that every little girl on the street will feel when she passes her teacher that she passes an uplifting presence, so that the highest deal of the boys and girls will be,

that when they are men and women they may be "just like that."

If I were hiring a teacher to-day for children who were dear to me, for whom I wanted to do the very best I could, I would choose—not to teach Latin a man who knew nothing about it—I hope I should not do that—but first of all I would choose a man who was a gentleman in heart, life, manners, instincts, dress, habits. He must be fine and high in all his thoughts and imaginations of his pupils.—*The Academy.*

EXPERIENCE.

WE have heard much of late about the value of "experience"; and more than once it has been held up for our admiration as the all-in-all for every one, and only second to training—if not indeed its equal. But speakers and writers take little trouble to define what they mean by the term. It has a "practical" sound; and that would seem to be enough for most people. But a very little thought will show that, as commonly used, its meaning varies considerably. Sometimes it is evidently nothing more than the passing of a certain period in the presence of certain things, or being present while some process is being carried out, however difficult and delicate that process may be. In this case we shall have to consider the caretaker at the Natural History Museum as experienced in natural history, the policeman at the National Gallery as experienced in art, and the attendants at a hospital as experienced in surgery and medicine. No doubt, when stated in this bald manner, almost every one would at once reject such a conclusion. And if we asked, Why? the answer would probably be that, at any rate in the case of the

hospital servant, knowledge of the nature of the problems being worked out is lacking, and that until some of this knowledge has been acquired and some little guidance given as to what to look at and how to look for it, the processes carried on must continue to have no meaning, or very little meaning, for the on-looker. But how is this knowledge to be acquired, except by observation and experience? Observation—true observation—is certainly the best, the most necessary, part of the process of gaining knowledge; but there have been other, and perhaps better, observers and thinkers than ourselves, and these should not be neglected; and, in addition to this, it should be remembered that our time for observation is not inexhaustible, and the range and the scope of what comes before us are both necessarily limited. Moreover, observation is not mere looking-on. It is intelligent well-directed attention; and attention cannot be intelligent and well-directed until there is some knowledge of how to observe and what to observe, and some power of interpreting what is observed; while the whole process is quickened and