

Imaging.

Attention and habit are the fundamental units of Modern Psychology. According to this view Imagination is not an isolated faculty requiring special training *per se*. It is a phase or factor of the attentive act. It is the adaption of former habit to the building up of a new habit which we desire to have. The image is the instrument through which the learner realizes ideas, relations and facts which are beyond the immediate comprehension of the senses.

It is only through images, visual, auditory, tactile, motor that we get beyond mere symbols to the true significance of things. Thus the image is the connecting link between the new and the old. A presentation is of value in direct proportion to the extent in which it symbolizes or stands for something beyond itself.

One characteristic of the truly educated man is that he can bring to bear upon each new experience a vast amount of interpreting machinery. He can think of the right thing at the right time, he has had a valuable experience and knows how to call them up and apply them; in other words, he has formed the imaging habit. The individual who has simply memorized a mass of unassimilated facts does not possess such power of interpretation.

There is a static conception of a teacher's training course which holds that the student is to enter with a fixed quantum of knowledge and experience which can be accurately measured, and that then the business of a Normal School

is to give a certain amount of additional knowledge of methods and experience in teaching, much as one might add more books to a half-filled library, or walk the last two miles of a five-mile journey.

Such a view is based upon false philosophy and has much to do with the failures of some who have passed professional examinations.

What the teacher requires is an insight which will enable him to meet new situations and deal with new problems in the most satisfactory manner.

To gain such power it is necessary (in a sense) for him to become a child again, to reconsider his ideals, to widen his horizon, to take a new view of life.

Every thoughtful teacher must realize how firmly the chain of fixed habit fastens itself upon one with each succeeding year of teaching experience, until at length one desires to remain in the same grade, teach the same subjects under the same conditions, dreading to attempt anything new.

The chief value of a Normal School course is to afford opportunities for culture in the highest and truest sense—a culture which combines discipline and knowledge, which means mastery over self and a power of control which fits the teacher for efficient service in the future.

Such power can be gained only by a firm determination to break the chain of vicious habit and by long continued and wisely directed effort in the solution of well selected life problems.—S. B. Sinclair, Ph. D., Normal School, Ottawa.