

somehow, is a matter for which he has a responsibility to his government, and to his fellow-citizens, as well as to his God. If he continues to shirk that duty, the condemnation will be his which comes to every shirker of duty in the final sentence: "Inasmuch as ye did it not"—

There are other duties of citizenship

that accompany the duty of voting, but this duty is fundamental to them all. Let no citizen fail of his duty as a voter, unless he is willing to stand out as a monument of ingratitude in a citizenship for which he has reason to rejoice, and for fidelity in which God will call him to account.—*The Sunday School Times.*

CULTURE OF THE IMAGINATION.

SYLLABUS OF AN ADDRESS BY PROF. GEORGE A. COE, OF NORTHWESTERN UNIVERSITY.

INTRODUCTION.—Evidence that the imagination of the young is neglected. Three questions proposed, namely:

I. WHAT IS IMAGINATION?

1. It is the process or function of producing representative images of past sense-experience. The term image, as used in psychology, applies to reproduced sense-experiences of all kinds. E. g., to "think a melody" is to have a series of sound-images. 2. The entire material of imagination is derived from sense-perception. "Creative imagination" can only recombine elements of previous experience. Illustration: centaurs, dragons, ghosts. 3. There are two grades of imagination—a. Reproductive, which represents previous experiences in their original settings; b. Productive, which combines the elements of previous experiences in new ways.

II. WHAT PART DOES IT PLAY IN NORMAL HUMAN LIFE?

It is not a luxury, but an essential constituent of all developed mental activity. 1. It is essential to the development of sense-perception. We know things only as we assimilate new sensations to the images of old ones. Illustration: shag-bark hickory. 2.

It is the necessary vehicle of thought. Illustrations: $2 + 2 = 4$. Though the thought is not the images but what the images mean, yet thought cannot proceed without images. Teachers should know their pupils' stock of images. Illustration: teaching geography. 3. It is of special importance in many occupations, as scientific investigation, the mechanic arts, and the fine arts. 4. It is one of the chief sources of rational pleasure.

III. HOW IS IT TO BE CULTIVATED?

1. By developing the habit of observation. See 1, 2. To observe is not merely to have sensations, but also to analyze them, giving attention to one or more parts and to the relation of these parts to others. Illustration: maple leaves and oak leaves. Even young children can be taught to observe well, and thus lay a foundation for scientific knowledge and a rich imagination. Illustration: horses and cows; seed-envelopes. Advanced students should pursue at least one natural or physical science. The child's attention should be directed to the beauties of nature. 2. By training in imitation. Clay-modeling, drawing and painting, singing and