

And does not the conduct of both, that of the Reformer and that of the Apostle, recall the example of Him whom they and we call Lord and Master? Knowing what awaited Him at Jerusalem, seeing clearly the betrayal, the trial, the cross outside the city walls, "He steadfastly set His face to go to Jerusalem." That example, an example which the great apostle so heroically followed, is our inspiration and encouragement to tread bravely the path of duty, even when ease or safety seem to lie another way.

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TEACHER TRAINING

By Professor Walter C. Murray

XVI. INTELLECTUAL CHARACTERISTICS OF YOUTH

The puzzle interest "culminates sharply at 12 and declines rapidly after that." What is the significance of this fact?

Before the rise of constructive imagination the boy is content to receive ideas in the order in which they come, and in that order they are stored in the memory. But when he begins romancing and "castle building in Spain," he breaks up these associations and recombines the ideas in new ways. This work of reconstruction is the forerunner of reasoning. Here images are the counters; in reasoning words take the place of images.

The puzzle passion indicates a delight in making new combinations to attain a certain end. Perhaps not yet is the reasoning abstract. Images not words, may still be the counters. But delight in puzzles is an indication of the rapid development of the reasoning powers.

Dr. Starbuck also says that Mrs. Barnes, in her study of the historic sense, found that the ability of the boys to make proper inferences from a historical incident showed a rapid increase at 12, a falling off at 13, and a rise again at 14.

He also reports that a boy's ability to make an abstract interpretation of a picture after seeing it for a short interval, shows a definite improvement at 12, a decided falling off at 13, and great improvement at 14. (Psychology of Religion, p. 36.)

Dr. Coe says the youth becomes a "con-

scious logician"; a "remorseless critic"; "he will settle everything by rigorous logic." Consistency is his foible. He is less concerned about facts than about consistency. He accepts certain premises and remorselessly draws the most startling conclusions. His reasoning is in the deductive stage.

A boy's reasoning power develops rapidly after it has begun. One is rather apt to underrate his skill and to continue to treat him as a child long after he is capable of better things. I have heard two boys, the elder not sixteen and the younger not more than fourteen, discuss the questions of miracles and predestination and free will with much of the skill of an advanced critic. Many of the most serious difficulties, which confront every defender of the faith, were advanced by them, apparently as their own discoveries. Their words and phrases were not the hackneyed terms of the schools.

There are three fairly well marked stages in the period of youth which are of special significance with respect to doubt. The stage of ferment, from 12 to 16, when the new wine is straining the leather of the old bottles: the crisis, 16 to 18, the leather bursting, the spill; the reconstruction, 18 to 24, the new bottles. The acme of the doubt period is about 18 for boys and 15 for girls.

Starbuck says that a period of doubt, when religious authority and theological doctrines were seriously questioned, was experienced by 79 per cent. of the men and 53 per cent. of the women whose religious experiences were made known to him. The cases of 100 men and 150 women were considered. Dr. Burnham reported that 75 per cent. of his cases were troubled with doubts. Similarly Coe found that 23 out of 100 men and 2 out of 24 women passed through a period of doubt.

From these and many similar facts Dr. Coe draws the following conclusions: (1) "Some sort of intellectual movement and ferment is the natural correlate of the new birth of the physical organism;" (2) "Reconstruction must come in one form or another"; (3) "We are not to expect intellectual rest and contentment in youth" Starbuck says that "adulthood (or youth) is, for women, primarily a