

what inspiration you can from the literature of to day : from Emerson and Ruskin, Sartor Resartus, Rabbi Ben Ezra. And, to sum up all, I can only repeat : whatever happens, do not, for any mistakes in the past, or perils in the future, attempt to live without an ideal at all. That is the one fatal thing to do. — *Mary A. Woods.*

CHARACTERS OF GIRLS.—A unique test was recently made on a class of young girls by a teacher in one of the city schools. The pupils, whose ages averaged thirteen years, were directed to describe from memory a certain object, such as a picture or a room. The information which was sought from their answers was their powers of perception, of inference and of imagination. The most noteworthy result was that due to a faculty which may be described as emotionalism. The emotional girls, who in their description used such adjectives as "beautiful," "lovely," "sweet," etc., showed a deficiency in more valuable traits of character, and it would seem that in these cases emotion superseded thought. These tests would, *The World* believes, prove valuable if made in every school, and we are inclined to think that if it were possible to extend this system of tests to the higher intellectual faculties and thus supersede the ordinary competitive examination method of selecting candidates for public appointments, we should have fewer square pegs in round holes. — *Toronto World.*

THE TEACHING OF HISTORY.—One of the most popular lectures delivered at the last Oxford summer meeting was that on the "Teaching of History," by Mr. Wells, of Wadham College. His main points may be summarized thus : History teaching should be (1) civic—teaching the duties of citizens ; (2) patriotic—in-

spiring love of England ; (3) antiquarian—leading the pupil to take an interest in his surroundings : architectural, monumental, etc. It should be, if possible, in the hands of specialists. A manual or handbook should be used with all but the youngest classes. Lecturing should not supersede oral teaching ; the main function of the teacher is to instruct the pupil how to read, what to skim, and what to perpend. Lastly (and here we are most at variance with the lecturer), the teacher should confine himself to England, and eschew all attempts at universal history. So long as a boy's first lesson in history is from the Old Testament, and his second lesson, if he belongs to the middle classes, is on Greek Heroes, we cannot, if we would, exclude universal history. — *The Journal of Education.*

CULTIVATE THE SENSE OF HONOUR.—My experience is that a very large majority of children have no sense of honour ; we have to cultivate the sense ; by our dealing with them we have to develop in them a spirit of honesty, fairness, truth and straightforwardness. We must not be surprised if, to accomplish, this takes a long time, and if we are often disappointed. Masters, in boys' schools, sometimes accuse us women teachers of putting too great a strain upon our pupils by our appeals to their honour, and of making them unhappy and doing them a real moral injury by exaggerating childish faults into breaches of honour. I think there is some truth in the charge. Many an act, which would be mean and wrong in us, is not so in a child ; it is simply the natural outcome of an unenlightened moral sense, which it is our task to enlighten. We are right in appealing to a child's sense of honour up to the limit of its strength, but we must be careful not to exceed that limit. Above all, we must be very careful