

fluence to-day than the shadowy names of history. We hold it in the form of the great treatises on philosophy, government, and the sciences, the very condensation and crystallization, as it were, of the human intellect. We hold it in the world's Bibles, the legacy of the religious thought of the race. We hold the legacy again in the form of the world's great music—the symphonies that still make our world palpitate with exquisite harmonies once conceived by human genius—the oratorios and operas, and the songs that, like unquenchable torches, kindle the souls of each successive generation of human kind with fires of joyousness, of patriotic ardor, of religious ecstasy.

And we hold the legacy yet again in the form of monuments and temples, cathedrals and majestic colossi, eloquent of the questionings and long-

ings of souls facing the great mysteries of life and death. We hold it in the form of treasured remains of sculptures, eloquent of old-time insight into the divineness of beauty and old-time delight in such insight. We hold it in the form of the world's great paintings, eloquent of all man's widest range of interests and sympathies, of his love for the good and the right, of the gradually clearing vision which has enabled him to see the Divine in nature and the still higher manifestations of the Divine in humanity, and to make the vision manifest to all mankind.

On another occasion I shall discuss the bearings of art education upon the labor problems of the day, and through labor upon all the interests of social well-being. On this occasion I can only remind you of the immense significance of art from the economic point of view.

(To be continued.)

MANNERS OF SCHOOL GIRLS*

BAD manners in school-girls seem to me to divide themselves naturally into classes determined by the cause which produces them :

- (1) A desire to annoy.
- (2) A selfish disregard of the interests and feelings of others.
- (3) Self-indulgence.
- (4) Conceit.
- (5) Shyness and self-consciousness.
- (6) Thoughtlessness and impulsiveness.
- (7) Ignorance of what is or is not courteous.

The first class, I think, we may absolutely ignore. The days are

happily past when school-girls exercised their ingenuity in devising little discourtesies to pain each other or their teachers. We are not so fortunate, however, as regards classes two and three. There still exist, though in constantly decreasing numbers, self-concentrated girls, who are so wrapped up in their own studies, play, or outside interests, that they neither spare attention to observe, nor time to relieve, the wants of others. And self-indulgent girls are more obtrusive than ever since they have not even learnt to control the outward expression of their moods, temper, and little discomforts and inconveniences.

The conceited child annoys us little during actual lesson-time, but

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