

nothing using that of which we know a little. It is named merely to give these physiological psychologists the apparent credit of having discovered something when they have merely made a shelter for what they have not discovered.

Physiological psychologists have taught us that perception and conception have a distinctively brain origin, and so they gratuitously call that which they admit has no explicable brain origin apperception,* using a convenient term that has come down from another generation.

* It is true that Wünder, driven by the demands of "logic" or of science did locate this "faculty" as a brain section in the frontal region, but it was so ridiculous a claim that it is almost unkind to mention it even in a foot note.

CONFERENCE WITH TEACHERS.

[Mr. Winship will be pleased to receive questions upon school discipline, administration, methods of teaching, etc., and will answer the same personally or secure answers from experts. Teachers will please write their names and addresses, not for publication, but that answers may be given by letter, if not of general interest. Will teachers ask questions with the pen as freely as with the voice?]

371. *In the study of Latin prosody, to what extent do you deem it profitable that the student should memorize the lists of exceptions given in the standard grammars?*
A TEACHER OF LATIN, *Ohio.*

[For the first time I have asked another to answer a question in the department of Conference. Mr. R. L. Perkins is an expert in the teaching of Latin by correspondence, and has a crisp way of telling how to learn. I shall be pleased if other teachers of Latin will express an opinion on this question.]

To no extent whatever would I commit one of these exceptions to memory, nor even one of the general rules. No memorizing is needed in these rules to acquire the ability to scan with gracefulness and facility. If any one would like further assurance of this than my word can give them, I will put them, if they desire it, in communication with persons in distant states who are pursuing the study of prosody with me by correspondence.

Prosody is a very important and interesting study, but it is neglected by many who have the impression that it cannot be pursued without the drudgery of memorizing the innumerable rules and exceptions in quantity.

R. L. PERKINS, *Boston.*

372. *What are the three most prominent systems of physical education? Give publisher's price, etc., of books treating of these in such manner that a teacher, not a specialist in calisthenics, may become familiar with them.*
WISCONSIN.

The Ling or Swedish system. There are two publishers, Lee & Shepard, Boston, publish Baron Posse's *Swedish System of Educational Gymnastics*, price \$2.50. This presents the system quite fully. Silver, Burdett & Co., Boston, publish two small works by Dr. Enebuske, that are admirably adapted to the use of teachers. Carl Betz of Kansas City has prepared a manual or manuals that are widely used by enthusiastic admirers of his system. (One of these is "Light Gymnastics.") Mrs. Frances W. Parker, Englewood, Ill., has published an American revision of Delsarte that is thoroughly usable.

373. *What was the first public kindergarten in America?*
J. C.

I am not a kindergarten expert, and have not searched the achieves of the kindergarten historian, but I think the village of Allston in the town of Brighton, now a section of Boston by annexation, had the first kindergarten supported at public expense. The school board opened a kindergarten January 2, 1873, in the Everett Primary school building, with Miss Susie P. Pollock as the kindergartener. This was opened under the inspiration of Mr. J. P. C. Winship then a member of the Brighton school board. In January, 1874, the town was annexed to Boston and the kindergarten discontinued.

374. *What studies will best develop the imagination?*
M. C. C., *Ohio.*

This is more easily answered. Language lessons may be easily adapted to this end. The reading lesson may be so developed. Geography is naturally an imaginative study of the realistic order. History may be made very helpful in this direction. After all it is of much less consequence what you teach than how you teach it for the development of the imagination.

GENERAL IDEAS.

BY PROFESSOR JOSIAH ROYCE.
[Reported for the JOURNAL]

HARVARD LECTURES ON TOPICS OF PSYCHOLOGY OF INTEREST TO TEACHERS.—(I.)

Psychology is the empirical science of human nature. It is an attempt to understand the aspects of the human life, or their embodiments. It is distinguished from philosophy proper, the inclusive name for more speculative pursuits, in that it seeks, empirically, to ascertain the facts and laws of the mind. Psychology reveals a life of very complex mechanism, but the meaning of mind and body it leaves to philosophy. Psychology is limited to experiences and mental phenomena. The results are full of interest and significance, especially to the teacher. A good teacher is a naturalist, studying the minds under his care.

There is no more significant psychological problem, from the teacher's point of view, than the subject of general ideas,—for education is the systematic generalization of ideas. The intelligence of animals or of men is measured by their power of generalization. To learn the nature of general ideas and the grounds of intelligence, we turn to a study of animal intelligence, a field in which the investigations of Floyd, Morgan, Romanes, and Wünder have been particularly rich in results.

We sometimes fancy that there are two sorts of ideas in the work of the human mind—individual and general. But, if we use the term general ideas in the widest possible sense, then we have two clearly distinct classes. First, there are primitive and unconscious general ideas, with which all intelligence must begin. Second, are the later and higher ideas, the results of conscious, rational generalization. Primitive ideas are not conscious abstractions, but are rudimentary and sensational. All primitive conceptions must embody themselves in general ideas. The question, whether brutes generalize, refers solely to the second class of generalizations. Such a general idea can exist only when the animal is more or less clearly conscious that he generalizes, and picks out an object upon which to generalize. The unawakened pupil feels general ideas, but he does not use power of conscious discrimination.

An animal is able to generalize when it can adapt its functions to novel and surprising conditions in its environment. Otherwise it is stupid. It approximates the higher intelligence in so far as it seems to have observed and analyzed its functions. Rational general ideas involve motor ideas, and an animal possesses these when it knows "what it is about." Our behavior is our motor reaction, and consists not simply in feeling and responding, but in knowing and analyzing our motor ideas.

General rational ideas consist, first of ill-defined classes, as tiger, flower, etc. When these are suggested generic images are represented in the mind, but their distinctness varies greatly in different minds. These mental pictures play a subordinate part in conception and they cannot suffice to make a clear conception. General ideas consist also of ideas of qualities which are obtained by isolating them from their environment, and of notions of the relations of things. We know qualities and relations only as we know how to behave in their presence. Other general ideas are such as are denoted by the words logarithm, causation, or law of nature. These are the product of elaborate motor processes within us.

In their behavior, animals, and particularly men, are decidedly imitative. Language is the product of such social imitation. General ideas are obtained only when we imitate others in our motor processes. We are both actors and observers of our actions, and our intellectual and voluntary activities are absolutely inseparable. There is, therefore, a mutual interdependence in the training of the will and the intellect. Imitation is the life of the intellect, and therein lies the field for its training. The pupil must be set at work; for he must act in order to know. But equally he must know in order to act. Psychology presents this circling theory. The teacher by tact and by experience learns how to open the way into it.

EDITORIAL MENTION.

The Chicago schools cost \$6,000,000 annually.

What is the matter with Chicago that she talks of going back on sugar.

A growler at public school expenses complains that if Hawaii is annexed it will make the geographies old-fashioned and that there is always some scheme on foot for changing text-books.

MR. HARRISON HUME.—We present this week a portrait of Mr. Harrison Hume of this city, for many years the New England representative of the American Book Company, and before their day of Ivison, Blakeman, Taylor & Co. We referred two weeks since to the fact that Mr. Hume had been banqueted for a week by various clubs and associations of business and professional men upon his retirement from active agency work. We had the privilege of being present on one of those occasions, and it was a luxury to see a man whose life had been largely devoted to active agency work, honored by teachers, superintendents, and publishers in royal fashion. Mr. Hume was a gallant soldier in the war, an earnest student at Dartmouth, a successful superintendent, and an eminently successful manager of the New England field for one of the largest book houses of the country. He is an orator of unusual power, and has been in demand for great occasions throughout New England for several years. He will find delightful occupation upon his return from a year's travel.

The World's Youths' Congress, to be held in Chicago during the World's Fair, under the auspices of the World's Congress Auxiliary of the Exposition, will be a unique gathering, and is attract-

ing wide attention among teachers and pupils. In Chicago the delegates are nearly all appointed, the work having been taken up with enthusiasm under recommendation of the board of education. An essay competition was the basis of selection, in each school the writer of the best essay becoming the delegate and the next best the alternate. This basis is the one selected by the committee in charge of the Congress, and it is desirable that so far as possible this be done everywhere, though an examination on the line of American history would be an acceptable substitute. Or the teacher in any school may, if the time be thought too brief for other methods, select one to be the representative of that school, though in this case correspondence would need to be had with either the committee at Chicago or the county superintendent of schools to arrange the number of delegates from the county. Any further information can be had by addressing with stamp E. Fredrick Bliss, Room 713 Royal Insurance Bldg., Chicago.

FRIVOLITIES.

BY LAPHSON SMILES

BY PROXY.

"I thank you for the flowers you sent," she said,
And then she pouted, blushed, and dropped her head;
"Forgive me for the words I spoke last night;
Your flowers have sweetly proved that you were right."
And then I took her hand,—with gentle tone
I pardoned her,—called her all my own.
But as we wandered through the lamp-lit bowers,
I wondered who had really sent the flowers.

TRUE.

"You can't do that again," said Pat, when the Indian scalped him.—*Truth.*

HARD TO REDEEM.

"Speaking of bonds, there's one which it is next to impossible to redeem."

"What is that?"

"The vagabond."

ROUGH ON THE BOY.

A small boy calls his father "Thunder and Lightning." His voice is like thunder, he says, and his hand never strikes twice in the same place.

LOOKING UP.

"How is your business?" asked Browne of an astronomical friend of his.

"Looking up," was the reply.

THIS AND THAT.

*First the blue, and then the shower,
Bursting bud, and smiling flower;
Brooks set free with tinkling ring;
Birds too full of song to sing;
Crisp old leaves astir with pride,
Where the timid violets hide—
All things ready with a will—
April's coming up the hill.*

—*Mary Mapes Dodge.*

Both Sully and Richelieu were expert dancers.

A St. Louis paper offers a prize of one dollar a day for errors discovered in its advertising columns.

Arthur Nikisch, the popular leader of Boston's Symphony Orchestra, has resigned and received his farewell entertainment. Mr. Nikisch will return to the Continent.

Rousseau had the greatest difficulty in composing his works, being extremely defective in the gift of memory. He never could learn six verses by heart, and often, after having mentally formulated sentences, would forget them before they could be written down.

The only man in the world who lives in a mansion built in the air is Mr. Fay, an American millionaire. The building in question is situated at Guanaquato. It is over three hundred feet high, and is supported by massive iron pillars. Immense gardens surround the mansion, reminding one of the legendary suspended gardens of Babylon. Access to the building is obtained by a gigantic elevator, and communication with the town is by telephone.

Mrs. Increase Summer of Bradford county, Fla., raises her own tea. She says that owing to the rapid growth she has to cut off the bushes every three or four years, while in China this is done only once in seven years. She gathers three crops a year; the finest tea costs \$15.00 a pound, but will not stand a sea voyage, and never gets farther than Russia; but her bushes furnish it to her for the picking.

The following humorous description of herself was given by Miss Amelia B. Edwards to a friend and admirer who had her photograph but had never seen her: "You ask about the coloring of the photograph. I hardly know how to draw up a passport description of the living animal. Its hair was a brilliant chestnut, with locks of gold intermixed; but it has darkened with age, and is now, alas! intermingled with gray. The eyes are the curiouslest in the world,—never were any like them except those of the mother, now long since closed. There is a golden-brown star round the pupil, then blue, and a rim of golden-brown again. A very funny pattern; and they sometimes look quite dark and sometimes light, and the pupils have an odd way of expanding and getting very big under excitement. Complexion pale but colors up in excitement. Height, five feet five inches; weight, not eleven stone, as I mistakenly said the other day, but ten stone. Not a prize cattle animal, but substantial. Talk by the yard if set off, but a good listener, which is better. Always awfully in earnest, but loves a hearty laugh, and has a decided streak of Irish fun, from the mother's side. There you are."