

ment from politics, and there is comparatively little close, expert supervision, such as is to be found in New England. Massachusetts is the only state in the Union that has close, expert supervision for 96 per cent of her entire school population; even her rural schools have skilled supervision for every fifty schools, and this has been secured by making everything locally permissive, locally compulsory, generally compulsory.

We get by far the best results when we Americanize rather than Germanize America. When you magnify the state you minify the expert. We have the public school spirit and not a system, and the need is for the expert. The school will be patronized ultimately not from compulsion but from preference. It must be an attractive drawing force, and not a walled prison. Let educational energy be turned upon the perfection of expert teaching, expert supervision by principals, and expert administrative supervision until the schools are far beyond their present usefulness. Let the compulsion at first be upon the perfection of expert teaching, expert principals, and expert supervision, then permit localities to compel those parties who neglect the schools to patronize them, and then when there is a reasonable success through local compulsion it may be made general. But the educational focus should be upon the perfection of the school through expert teaching and supervision.

TIMELY QUESTIONS.

BY GEORGE PARKER WINSHIP.

What is the "higher criticism" of the Bible about which we hear so much at the present time?

It is perhaps too much to expect that any of us can consider fairly a question which involves the religious training and habits of thought of every one, whatever the creed or lack of one. When the absolute trust in the Sacred Scriptures as the divine utterance and guide for every act has been for years a leading factor in our life, one cannot be expected to accept a scientific theory which declares that this Bible is but the writing of men, that it is not always exactly true, that it is often insufficient. And this other spirit, while not so unintelligible, is even more impossible to those who have been trained to consider everything doubtful till it has been subjected to the most absolute tests, till every point, strong or weak, has been probed and tested with all the care and accuracy which the canons of scientific investigation, the product of the highest reason, dictate. If the Bible is all that its strongest partisans declare that it is, all this probing and testing cannot harm it, but is merely play, as of children upon a boulder—annoying, possibly, to the owner of the boulder. If the Bible cannot stand this, what is it?

The "higher criticism" contends that there is a law superior to the Bible—the law of God-given human reason. To the criticism of this superior power the Bible must submit, whatever may be its results. The results may not be infallible,—this is not claimed for them,—but they approach nearer the truth.

The reports of the trial of Dr. Briggs have been, I think, the most valuable matter contained in the best of our daily papers thus far this year. At the Washington meeting both sides of this question of theological interpretation were presented by able advocates. The defendant made an able argument in defence of his position, while the infallibility of the Scriptures was upheld with a strength of argument, of every sort, only equaled during the other great struggle of recent years—that over the Andover Congregational Theological Seminary. Timely Topics cares little about the decision at the great trial, its justice or wisdom. It only desires that its readers shall find out what the arguments on each side are, and store this knowledge for future use.

It is better and fairer to treat this topic thus, as involving the great issues of modern study of the Bible, than as a simple question for the Presbyterian church, of whether it wishes to hold to the grand doctrines of Calvinism, which have been for two hundred years its glory, instead of allowing the newer doctrines of Professor Briggs to stand beside them. In its broader phase this question must be answered by each of us. The question, in short, is one between theology and life, as embodiments of that for which Christ lived.

MENTAL DEFECTS AND DISORDERS.

BY PROFESSOR JOSIAH ROYCE.

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

The teacher is under an obligation of the most important kind to have a due regard for the health of her pupils, and to apply the principles of the most recent sanitary knowledge.

Teachers find that they have to try to teach pupils who are suffering from some mental disorder. These cases lie on the broad border-land between sanity and insanity. Mental defects and disorders which we here consider are to be treated as morbid weaknesses. Single symptoms are comparatively unimportant, but a group of these mental symptoms may possess great significance. A few hallucinations may occur in the life of the adult and may possess little significance, but a frequent occurrence of them has an important meaning. Children when left in the dark and before they get to sleep, often have hallucinations of vision; but these, which do not appear abnormal in the child, would be considered serious and significant in a person in later life. Another child may have more painful and terrifying hallucinations. But the question to be asked is,—Do these symptoms have a fixed recurrence? Is there an organized system and group of them? If so, they are significant. The really burdened child shows a disposition to become delirious at the slightest disorder. He may become pessimistic unconsciously. What he needs is careful and thoughtful training by those who by tact and personal influence are fitted to be his advisers. He may have inherited a bad nervous condition whose possible future effects should be considered. But this descendant may suffer in new ways, or his inherited tendency may die out. You should respect heredity, but you should never despair on account of it. Great precociousness, moreover, demands special care in training.

In youth classes of mental or morbid symptoms will usually take the forms of deranged mental and physical habits. The anomalous youth has long developed trains of thought and habits which we do not expect to see. The indications are found in the will. One person may be exceedingly conscientious, another maliciously willful, a third extremely plastic; but all show a hesitancy in willing. There is an incomprehensible doubleness of life in the mentally burdened person. He perhaps broods, or studies with a feverish energy yet fails, or shuns comradeship, or is malicious and exceedingly willful. The question whether the youth is a fool, a sinner, or a patient is for the teacher to determine. In judging mental defects he must know the purposes which the mechanism of the brain normally accomplishes.

The business of the brain is to direct our adjustments to our environment, which continually touches us and moves us to respond. These responses awaken in us secondary sensations of a pleasant or painful nature. What the character of a particular response shall be depends upon our habits of response in the past. Our consciousness, if rational, is a system of the results or probable results of an action. The elements of mental life, therefore, are (1) the stimulations of the senses, (2) the feelings and emotions, (3) general ideas of the characters of objects, and (4) ideomotor ideas, or our conceptions of our own activities. These four elements all unite to make the well-knit structure of the consciousness of myself. This is the normal, mental life, and corresponds to the habitual system of our mental processes. In judging mental disorders we should ask (1) What general signs of derangements are there? (2) What elements in the mental life are affected? (3) What group is concerned? The mental disorders which correspond to the above classified elements of the mental life are (1) hallucinations, (2) morbid states of feeling, either of gloom or gaiety, (3) elementary delusions and false ideas and conceptions, (4) deranged voluntary actions, as morbid temptations.

It is for the observer to determine how far mental disorders should be treated as of morbid type. Boys and girls have unformed habits, which therefore seem capricious and disorganized. But they are simply marks of their age and are transient and extraordinary. If, however, these irrational and unsystematized actions on the part of the child become habitual, they demand scrutiny.

As a youth the child wants to fit into his environment and become a reliable member of society. But there may be inconsistencies in his conduct which seem to render it impossible for him to enter into the life of society. Frequently the normal boy may encounter serious obstacles, which are the effects of faulty training and bad habits, but he may be able to surmount them. But the abnormal boy does not improve and cannot improve. He longs to be like other youth, but feels that he cannot; or perhaps he is indifferent. Here there may be some true morbid mental disorder, and the teacher should get a psychological insight into this disordered mechanism. But only by the medium of love can you gain an insight into your pupil's inmost nature. You must cease to be a disciplinarian, and you must show yourself as a most sympathizing friend. You can only win your pupil's confidence by deserving it. Mere idle curiosity has here no place. Never manifest the least impatience, and do not be guilty of despising your youthful subject.

Your inquiries must be very specific. How does he differ from other boys? How far does he feel what he is? The most common derangement is that of the feelings. You at once look for a mass of gloomy feelings. When the general state of current feeling grows morbid without a cause it is mentally significant. Morbid gaiety, which is a large but causeless uplift of feeling, is a still graver symptom than morbid gloom. These characteristics are relatively important and significant as far as they affect the habits of conduct of the individual. You would in vain argue directly with a person of morbid mood. You must first see whether you can free his mind of its moodiness by engaging him in conversation. In extreme

cases it affects both the will and the mind, and renders concentration of thought upon a subject impossible. If he can be brought into conversation, you can be sure that his mental mechanism is all right. If this mood yields easily to social suggestions, if it stands apart from other parts of the mental life, then the case is not serious. If the gloom goes deeper, the individual may come to blame himself for his own worthlessness. But if he feels gloom and also feels remorse, the mental disorder is not so deep or serious. The unfortunate person may conceal his woes. The sufferer may shun help, and yet cannot help himself. The horrible loneliness which he then feels is very significant of a serious mental disorder.

A man is what he proposes to do. Find out, therefore, the plans and hopes of your youthful subjects. A false self-consciousness issues in disordered plans of life. The great need is a careful analysis of your individual subject. You must comprehend the actual situation so that you may know where you stand. Consider first his whole physical condition, and then train in him wise habits, with a due regard to his limitations. The treatment here, as in all other parts of the teacher's art should be personal and loving. Teach the burdened individual to ignore his nervous enemy. He is forced to live with this clever adversary, but he must conquer him by a superior cleverness. In advising your unfortunate friend, first learn to look upon his case as your own, and then teach him to look upon his own as that of another.

NOTES.—The Elements of Mental Life as at present classified in the present discussion, for the sake of the guidance of analysis, are: (1) Sensory Elements, (2) Feelings and Emotions, (3) General Ideas, (4) Ideomotor Elements. The corresponding possible elementary disorders would be: (1) Sensory Derangements (including Hallucinations), (2) Morbid States of Feeling (pathological fears, morbid gloom, morbid gaiety), (3) Elementary Delusions, (4) Insistent Impulses (morbid temptations, "bad thoughts," and similar disorders). The chief possible symptoms of defect in those larger processes which are composed of these elements would appear as Deranged Habits of Conduct, Morbid types of Self-Consciousness, and Systems of Delusion. Some of these classes of symptoms are of course rare in borderland cases, others extremely frequent.

The medical literature of the present topic is very large, but mostly very technical. In English Maudsley's *Mental Pathology* is very well known. Mercer's *Sanity and Insanity* (New York, Scribner, 1890) is a more recent and a very excellent introduction to the topic, and is intended for laymen. Ribot's well known monographs on *Diseases of the Memory*, *Diseases of the Will*, and *Diseases of Personality*, are extremely instructive. Amongst the numerous German text books of Mental Diseases it may be well to mention a single one, that of Emminghaus, *Die Psychischen Störungen des Kindesalters* (Tübingen, 1887), which is specially devoted to the mental disorders of children.

EDITORIAL MENTION.

Leo Rich Lewis, Boston, has set to music Edna Dean Proctor's "Columbia's Emblem" for use in schools and entertainments. It was recently rendered with fine effect at the Parlors of the Church of the Disciples, Boston.

Women belonging to a Baltimore cooking school have offered to train in culinary science one hundred girls attending the grammar schools of the city, without charge, hoping thereby to demonstrate the utility of establishing a cookery department in connection with the public schools.

The School of Expression, Boston, is to have a summer session styled a "Columbian Term" to be opened at Lake Bluff, Ill., July 1, closing July 29. In addition to the elocutory teaching there will be a study of "The Nature and Development of Art at the World's Fair," under the direction of S. S. Curry, Ph.D. To this twenty afternoons are devoted.

Col. A. A. Pope of Boston continues his efforts to secure better roads in the United States. Every man interested in the development of the country can but feel that the time has come for the governments of the town, county, state, and nation to unite in one great effort to make the leading highways as creditable as are the railways. If it is necessary to go back to the old-time toll gates, let it be done; we must have "pike roads" that are a credit to our civilization.

The Mass. Institute of Technology will hold entrance examinations on June 29 and 30, at Rogers Building, Boston; also in New York, Fifth Avenue Hotel; Philadelphia, Lafayette Hotel; Chicago, City Hall; St. Louis, Ninth and Locust streets; Cincinnati, Technical School of Cincinnati, Elm and Fourteenth streets; Belmont, Cal., Belmont School; Washington, Franklin School Building, Thirteenth and K streets, N.W.; Detroit, Bishop School; St. Paul, High School Building; Pittsburgh, rooms of the Engineers' Society of Western Pennsylvania, Academy of Art and Science Building, Fifth street; Montreal, Elioek School, 1143 Dorchester street; Halifax, Denver, Mining Exchange; Poughkeepsie, at Riverview Academy; Easthampton, Mass., at Williston Seminary; Exeter, at Phillips Academy.

"A sketch of the firm of Houghton, Mifflin & Company, Publishers," is one of the products of this Columbian year that should not be overlooked by the gleaner of literature of the year. It goes without saying that it is elegantly gotten up, paper, press-work, illustrations and binding being the best that the Riverside Press can produce. There are twelve chapters: The historical, personal trade devices, periodicals, The Riverside Press, amenities of publishing processes at Riverside, lithography, etc. There are several illustrations that will be highly appreciated by those who enjoy imagining how literary work is done. The firm consists of Mr. H. O. Houghton, Mr. Geo. H. Mifflin, Mr. Lawson Valentine, Mr. J. Murray Kay, Mr. Thurlow Weed Barnes, and Mr. H. O. Houghton, Jr. The original house was Carter and Hendee (1828). This was followed by Allen & Ticknor; this by Ticknor, Reed & Fields, and this by Ticknor & Fields. In 1864, it became Fields, Osgood & Co.; in 1878, Houghton, Osgood & Co., and this eventually became Houghton, Mifflin & Co.