

Teachers are to be selected to work with the principals. Loyalty should be a prime requisite if the principal is what he should be. Just as the principals should be expected to be genuinely loyal to the superintendent, and the superintendent to the school board, so ought the teachers to be expected to be loyal to the principal. The superintendent should have his eye over a wide field and should know where good teachers are. First of all, he should know the towns from which he would on no conditions take a teacher. What blood is to stock, the city or town in which one teaches is to the ordinary teacher. As never before there is coming to be character in the teaching of cities and towns. A superintendent should know from what towns he would never take a teacher, unless she was a grand exception; he should then know the order in which he would prefer the teachers of other cities and towns; he should then know from what buildings in those cities he would and would not take teachers. In much the same way he should estimate the graduates of the normal schools. In short, the superintendent should decide in a general way that which would be acceptable to him, and he should keep the principals informed in these matters; but when it comes to the choice of a teacher it should be remembered that the principal has to be with the teacher and that he should practically choose the individual teacher with whom he prefers to work year after year. There is no high success in which the teachers do not work heartily with the principals any more than there is where the principals do not work with the superintendent. If all the new blood is genuinely loyal, the disloyalty of the old teachers or principals will soon disappear or be so exceptional that they will themselves disappear.

There can never be any satisfactory selection of teachers that results from machine methods. No diploma from normal or training school should make it sure that the candidate will receive an appointment; no more should a given per cent in examination make selection certain. Who can estimate the educational wreckage that has resulted from the city training school when it is understood that any girl who takes the course is to have a school? She will have advantages—that is inevitable, is indeed desirable—but she should have no mortgage unless she is a success.

SOME SPECIAL DEVICES FOR MENTAL TRAINING.

BY PROFESSOR JOSIAH ROYCE.

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

Educational circles have been hardly emerged from the controversies which have been carried on between the friends of the classics, modern literature and science. The partisans of the classics and those of modern literature were agreed in their advocacy of the study of the inner life of man as such, but the issue between them was as to where the better record of humanity is to be found. But in their opposition to the study of antiquity the friends of the modern languages have sometimes joined hands with the advocates of science who have urged the study of the present facts of the outer world, but such an alliance has been unstable. But the relatively narrow views which the partisans of particular branches of education formerly held are now comparatively rare. The scene has been much changed by the introduction of new issues. Nowadays very many wise persons insist that education should be directed to making good citizens. Still others strongly advocate an improved system of physical training. In the partial alliance with them are those who urge a system of manual training, and the introduction of this subject has given a new aspect to educational literature. So long as the discussion of "educational values" was confined to the comparative merits of scientific or literary pursuits the field was too limited; we became partisans too quickly, and we neglected to consider the particular needs of the individual.

The ideal man is he who best fits into his social environments; and if the organs which society requires are many and various, it is folly to predict what the characteristics of the individual's mind should be. No two of us can have precisely the same calling. No system of education therefore can perfectly meet the requirements. Manifold devices are necessary to meet the specific needs of different individuals. A new educational device, if it does good work in certain cases which had been hitherto neglected or inadequately treated, should be adopted. All plans should be judged first by their utility to the individual in his chosen calling or in his particular pursuits.

The disciplinary value of methods of education should also be considered. When I learn an art or science I learn certain habits of thought and action. The brain is the organ which directs the movements of the body. Thinking is always accompanied by definite motor processes. The thinker in his thinking feels that he

can either utter or write down his thought; otherwise there is no thought. In all that I learn I must learn habits of muscular action. This principle is shown when the members of the various learned professions reveal themselves in their bearing and gestures. All educational devices are thus alike in that they train habits. The point to be considered is the relative value of a particular form of training apart from its particular use. What habits is it most worth while to cultivate? This opens up for us a wide range for the varieties of individual temperament. How will one habit affect other habits? Some habits may be isolated and entirely without influence. Thus the memorizing of such selections as nursery rhymes in childhood has no important influence on the later life or thought of an individual, and the task of committing them to memory has no appreciable advantage in the development of his mind.

A teacher may be able to so impress her personality upon her pupils that they will be led to imitate her. These are infectious habits of thought and action, and they arouse the most activities in the brain for the concentration of thought upon a subject. The educational value of a given method depends not so much upon its power to establish habits of muscular action as upon its capability of appealing to the largest enthusiasm and devotion of the pupil. You should interest his whole personality.

Most persons are now aware that there is no one curriculum which should be forced upon all alike either in elementary or higher education. All men are imitative and act upon the suggestions of their social environments; but all cannot accept the same suggestions. We do not individualize sufficiently in teaching, not because we are ignorant of methods, but because we do not know our pupils. Devices for mental training are not suitable for all alike but are adapted only for particular classes of individuals. A "fad" is a useful device which has broken loose into a region which is not its own. Until a new method has been used in the schools no one can know its value or breadth. Whenever possible give it room and fair play. In the ideal system of education no one method will be applied to all pupils. We shall learn some day that to know the best educational training is to know the individual temperament. Pupils will then be properly classed. There is no more hopeful aspect of these new devices than the fact that they require a study of the individual.

The style of the thought of the teacher is infectious, and it may accompany the pupil who is influenced from one study to another. The unimportant accidents in a teacher's personality exert a smaller influence than its deeper aspects. His generalized and not his accidental habits are the more commonly imitated by his pupils. The more important and the more generalized functions of the brain involve higher mental activities such as intellectual attention. An ingenuity which does not make use of the general intelligence of the individual is not so valuable to him. These broader functions of the brain, therefore, must be the objects of training, and the sole means for accomplishing this lies in arousing the interest of the individual. In order to cultivate the whole man you must call forth his whole personality. In order to train his higher intellectual activities you must call out all his mental powers by arousing his enthusiasm and interest so that he may be able to concentrate his whole thought on the subject desired. Here the contagious enthusiasm of the teacher is indispensable.

The enthusiast for a special educational device must consider its practical effect upon pupils as they are. The tools which the pupil in manual training uses may contain in themselves the stories of centuries of ingenious thought, but the question is,—Can the pupil be made to see it or will he look simply at his work? Do not estimate the value of a subject by estimating what it would have if the pupil recognized its real relations. The task of the teacher is to teach him these relations. Do not forget in your interest and enthusiasm in a certain subject that your pupil possibly cannot feel it and may not be adapted to it.

EDITORIAL MENTION.

Japanese children are taught to write with both hands.

In Canada there are seven schools for the education of the deaf.

More than 50,000 pupils are enrolled in the Kindergartens of this country.

Dartmouth is to be congratulated upon the inauguration of her new president.

The meetings of the International Congresses of Education will be held in the Memorial Art Palace, Michigan Avenue.

President Shafer of Wellesley College is the second woman in America to receive the honorary degree of LL.D. It was conferred by Oberlin, her *alma mater*.

The United States pays \$155,000,000 for her schools, and \$54,000,000 for her army and navy, *i. e.* twenty-six times as much as Italy for education, and less than half as much for her army and navy.

The selection of Mr. Arlo Bates as lecturer and instructor in English literature in the Massachusetts Institute of Technology is wise for the institution, and signifies much by way of recognition of literary talent among the young men.

Mrs. George William Curtis has established a free scholarship fund, in memory of her husband, in the Staten Island Academy and Latin School. The fund was founded with the proceeds of the edition of *Prue and I*, published last Christmas by Harper & Broe.

Hon. Carroll D. Wright, in his report for the Nation's Bureau of Statistics, just issued, promises a report embodying statistical information bearing upon the broad subject of industrial education, in this country and in Europe, at the close of this calendar year. The report will embody results gathered by the Department of Labor during the past year.

Among the exhibits which Princeton sends to the Fair are Professor Henry's physical apparatus, Franklin's electrical machine, the original Fahrenheit thermometer, the magnetic thermometer used by Professor Humboldt, Professor Agassiz's thermometer, Professor Guyot's barometer, and a representation of Professor Henry's idea which resulted in the Morse telegraph instrument.

Supt. A. M. Edwards of Pittsfield has been given leave of absence by his school board to accept the appointment as chief clerk of the liberal arts departmental committee on awards of the World's Columbian Exposition, with headquarters in the Administration Building. This is one of the most satisfactory honors that the World's Fair has brought to any New England educator. Mr. Edwards has the business energy and good judgment desirable in this position.

Mr. Frank Alpine Hill, the recently elected principal of the Mechanics' Arts High School of Boston, at a salary of \$3,750, was selected after a special committee had canvassed every prominent teacher for such position in this country, and his choice was unanimous and hearty. Mr. Hill is a native of Biddeford, Me., and is the son of teachers of high local repute fifty years ago. He graduated from Biddeford High School at the age of fifteen and from Bowdoin at twenty years of age, in 1862. He was orator at Commencement, prophet on Class Day, a member of Phi Beta Kappa, and prominent in athletics. He taught three months of each year in his college course, and upon graduation became principal of Biddeford high school. He studied law and was admitted to the bar, but his love for teaching was greater than for legal practice, and he accepted the principalship of the Milford (Mass.) High School, from which he was called to the same position in the high school at Chelsea, which he resigned in 1886 to take charge of the new English High School of Cambridge. The selection of Mr. Hill is a recognition of one of the ablest men with popular gifts in the profession. He has made the Cambridge school a great success, and is sure to give the Boston school a national reputation. Wise, earnest, manly, with an attractive personality, he has been among the educational leaders for several years.

The death of Samuel W. Mason, at his home in Chelsea, July 2, though not unexpected, will bring sorrow to the hearts of his many friends. Mr. Mason was born in Cavendish, Vt., in 1824, graduated at Dartmouth College in 1849, and by it was made a Ph.D. some years later. He began his work in Rockville, Conn., where he taught a few years with great success and from thence came to Boston to study law, but he loved teaching and became sub-master of the Washington School, Roxbury, and in 1850 was appointed to the same position in the famous Eliot School of Boston, and was promoted to the mastership in 1855, which position he held until 1876. When the office of Boston school supervisors was created that year he was chosen chairman of the board, and held the position until two years ago, when ill health dictated his resignation. He served the cause of popular education faithfully, and with signal ability for over fifty years. He was a practical schoolman, a fine scholar, a pleasant, congenial companion, and a loyal friend. He had held many positions of honor and trust, was an honorary member of the Eliot Schoolboys' Association, and the Old Boston Schoolboys' Association, president and secretary of the New England School Superintendents, and secretary of the American Institute of Instruction.

FRIVOLITIES.

BY LAPHSON SMILES.

YOU.

The Chinaman praiseth his T's
The mandarin praiseth his Q.
The gardener praiseth his turnips and P's,
But I praise U.

The mariner loveth the C's,
The billiardist loveth his Q.
The husbandman loveth his cattle and B's,
But I love U.

The foolish have need of the Y's,
The actor needeth his Q.
The pilot hath need of two excellent I's,
But I need U.

The huntress seeketh the J's,
The shepherd seeketh his U.
The college boys seek their final "B-A's,"
But I C Q. — *St. Nicholas*

IN ARCADIA ?

"Where are you going to spend the summer ?"
"Somewhere where I shall not have to spend anything else!"
— *Vogue*.

BASHFUL.

The story is told of a bashful maiden who makes it a duty to say in church every Sunday at the end of the service, "As it was in the beginning, is now, and ever shall be, world without men, no men, no men."

A GALLANT CAPTURE.

Chief—Where is Officer Mulcahy ?
Clerk—At home, sir; he caught the measles yesterday.
Chief—Advance his pay one dollar a week; that's the first capture on his beat this year.

SUSPICIOUS.

First Tramp: "Say, Willie, have you taken a bath ?"
Second Tramp (anxiously): No! Has somebody missed one ?"

THE MISSING LINK.

Little Edith had just been to church for the first time.
"And what did you think of it ?" asked her mother.
"I didn't like the organ very well," she replied.
"Why not ?"
"Cause there wasn't any monkey with it."
— *Harvard Lampoon*.