

3. Is the mind a servant of the brain, doing only what mechanically it is required by the brain to do.

4. What is life?

It is not the province of modern psychology to answer any of these questions. Its mission is to learn every ascertainable fact as such about the brain and its activities. In the nature of the case it is difficult to study the human brain. The study must be largely with lower animals and of diseased human brains, especially through such experiments as are made possible by the ingenuity of man.

It is known that there are mental activities that do not, that cannot occur independently of some specific known function of the brain. With these undeniable brain-mind activities we begin, using them as a base-line for all further study. Modern psychology deals only with those activities which could not be but for some specific function of the human brain.

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 Teachers will please write their names and addresses, not for publication, but that answers may be given by letter, if not of general interest.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?]

375. *What is the advantage of grading the district school?*
A DAKOTA TEACHER.

That depends upon the size of the school, upon the permanency of the teacher, and upon her skill. If there is a central school to which the children are promoted, there should be sufficient uniformity throughout the town to make the work after promotion most beneficial. Aside from that the only advantage in grading is to secure systematic work for the school. There is always danger of losing the advantage of individual teaching when a small school is over-graded.

376. *What per cent of the children of the United States are in the district schools?*
A DAKOTA TEACHER.

I do not know, presumably about one-fourth. I base this upon the fact that nearly one-half the population is in cities and large towns, and presumably half the remainder are in village schools in towns, so that about one-fourth the children, possibly a trifle more, are in rural district schools.

377. *Much is being said in journals about teaching geography and history together. We are frequently told by critics that is the "true method, the German method." Even Dr. Rice, in the February Forum, commends highly a lesson in geography and history, but does not give a hint of what the lesson really was. That is about all we get from the critics. Is there a printed outline, or teachers manual, in the English language that will show how geography and history ought to be taught together?*
C. E. R., Wisconsin.

I do not know of anything that fills the bill as you ask for it, but there is really no need of it. All that is intended by the consolidation is that in teaching geography the essential history of the locality be given at the same time, i. e. some of it, as much as is adapted to the age and maturity of the class. For instance, the geography of Pennsylvania, Virginia, or California could be made much more attractive by enlivening each with a touch of the history respectively of William Penn, John Smith, and Sir Francis Drake; or of Scotland, Switzerland, or India by historic references and allusions. It is not intended to make the history sufficiently prominent to overshadow the geography, but rather to enliven it. When, later, the history supersedes the geography, then the geography is to be reviewed, enlivening in turn the history.

378. *Will you please tell me of a good, small book of directions for learning blackboard drawing?*
P., South Carolina.

I do not recall any monograph on that subject. D. R. Augsburg, Salt Lake City, Utah, has 250 drawings for the blackboard in the latter half of Miss Spear's *Preparing to Read*, published by the New England Publishing Company, price 50 cents. If these do not meet your needs write him, or Miss Bertha Hintz, 806 Broadway, New York; Mrs. Mary D. Hicks, Pray Building, Boston; or Walter S. Perry, Pratt Institute, Brooklyn.

GENERAL IDEAS AND THE THEORY OF HABIT.

BY PROFESSOR JOSIAH ROYCE.
[Reported for the JOURNAL]

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

A conscious or rational general idea exists whenever we use and understand a general class name, or a term representing some quality, a relationship between things, or an abstract term. The work of the teacher is everywhere the imparting of such general ideas. The measure of the ability of any mind is the consciously rational generality of its ideas, and the power of skillful adaptation of these to novel circumstances. The test of the accuracy of any idea is the way in which its possessor adjusts himself to the environment which contains the object of the idea. The value of our ideas of a tiger or a steel edge is shown by our conscious habits of conduct in the presence of these environments. Hence the necessity for the formation of habits of habitual response.

If we wish to gain, or to teach, a general idea, the instrument is always some sort of personal conduct, and the observance of that conduct. The whole business of education must be founded on the conception that ideas exist only in some definite relation to conduct, conceived and carried out. The pure intellect cannot exist. There can be no imparting of knowledge that is not the forming of habits of action.

There are essentially acts and habits of imitation. Social imitation gives us the signs adapted to express our own feelings. By counting, literal reproduction, we learn to imitate the structure of units in groups. Thus we learn the processes by which satisfactory imitations can be made. The limitation of our powers of imitation limits our powers of insight.

A man thinks whenever he consciously moves, and every thought produces motion. Movement is his response to the things that interest him. Man observes these movements and their relations to the objects causing them. This constitutes his rationality.

Our most familiar habits are those of using language. We respond to an action by naming it. Language is dependent upon the habit of responding by the use of the names other people are agreed in using, and in the right construction. Whether or not we do our thinking in words, we only learn to understand by the use of words. Action, in any case, is necessary to thought. A wealth of images can mean nothing to one whose images do not stand for action. Names can note the relation of our habitual conduct. They are epitomized suggestions of our conscious habits of reaction toward the ideas they represent. Experience is a very poor teacher unless it teaches conduct. Habits, to be valuable, must be essentially applicable and adaptable to extremely novel conditions. Hence, to adapt is the great problem of the teacher. The thought must be freed from words. Our rational general ideas of habits are formed under the pressure of social intercourse. Language gives the means for making a socially proper response to conditions. It is not the sound of the name, but the act of applying it. Every word stands for your own habitual manner of responding to its idea.

EDITORIAL MENTION.

Mgr. Satolli, the Papal delegate, is in Boston this week, visiting the church schools.

Minnesota is to have free text-books and the lower branch of the Pennsylvania legislature voted by a large majority for a similar bill.

In Syracuse, typewriting and stenography have taken the place of German and French for those who are not going to college. Why not?

Agent George A. Walton of the Massachusetts Board of Education has published in pamphlet form "The History of Supervision in Massachusetts," a valuable paper for every teacher to have on file. It is the kind of literature that is indispensable in an emergency. The state publishes it for general distribution.

The *Cosmopolitan Magazine* offers 1000 free scholarships to those needing assistance in the pursuit of a college education and there is practically no limit to the number of these scholarships or to the time during which the offer is available. Send to the *Cosmopolitan*, New York City for an attractive announcement of the plan.

The Chautauqua Assembly will continue to champion University Extension. Dr. R. D. Roberts, secretary of the London society will be the guest of Chautauqua during University Extension week. It was due largely to his unremitting efforts during the period of discouragement and apathy in the later seventies, that the whole scheme was not abandoned.

The birthday of Froebel is to be celebrated by the kindergartners of Boston and vicinity at Huntington Hall, Thursday, April 20, at three p. m., with an address by Hamilton W. Mabie, editor of the *Christian Union* upon "The Creative Element in Education." This promises to be the best kindergarten celebration that has been held in Boston. The public is cordially invited and a large audience should greet Mr. Mabie on this occasion.

We congratulate our friends, E. L. Kellogg & Co., publishers of the *New York School Journal*, upon the completion of their beautiful new building on East Ninth Street, near Broadway, New York. They have earned their prosperity and deserve the luxury they now enjoy, and none rejoice more in all the good that comes to them than their co-laborers in this office. One of the delights of journalism is the ability to enjoy one's own prosperity enough to enjoy also that of every other co-worker, and it is with genuine pleasure that, as we enter upon our eighth year as editor of the *JOURNAL* in its nineteenth year, we see evidences of the prosperity of our

New York contemporary. Many they find in their elegant new apartments all the comfort and joy that they have a right to anticipate.

The eminent historian, Prof. Hermann E. von Holst, a graduate of Heidelberg, and formerly professor in the universities of Strassburg and Freiburg, the author of *The Constitutional History of the United States*, and now head professor of history in the University of Chicago, has been engaged to take charge of the department of history in the Chautauqua Summer College next season. He will give a course of lectures, extending over six weeks, on the "French Revolution." Prof. von Holst speaks English with clearness and his lectures are remarkable for sound judgment, earnestness, picturesque description, illustrative anecdote, powerful irony, and grim humor. The announcement of this course will undoubtedly attract large numbers of students, teachers, and college instructors to Chautauqua in 1893.

FRIVOLITIES.

BY LAPHSON SMILES

TOO MUCH FIRE-WATER.

The following significant advertisement recently appeared in a western paper;

"For sale, a young rattlesnake. The best of reasons given for wanting to sell. Inquire within."

IN THE RESTAURANT.

Jack (who has just received a remittance): "Then, after that, I say we have some tame duck and"—Dick (whose remittance has not arrived): "Hold on! What do they ask you for that?" Jack: "Two dollars and a half." Dick: "Whew! Don't you think we'd better get a wild duck and tame it ourselves.—*Life*."

NOT HIS SIZE.

Newly Elected Congressman (from Kansas).—I'd like to have my picture taken.

Photographer—Cabinet?

Newly Elected Congressman (blushing)—No; just a plain, every-day congressman.—*Puck*.

UNDERRATED.

—An exchange says a man's full mental power is not reached before the age of twenty-five. Either this is wrong, or the college freshman has been misinformed as to himself.
—*Boston Transcript*.

NOT GENUINE.

Lady: How is your venison today?

Butcher: Not dear, ma'am.

Lady: Not deer! Then give me beef.

THIS AND THAT.

Leslie Stephens, the author, is Thackeray's son-in-law.

Massachusetts is said to have one public library to each 4,000 inhabitants.

Mme. Patti Nicolini is proud of her needlework, and is especially expert in darning.

Whittier was given his LL.D. by Harvard College, in 1886, at its 250th anniversary.

Julian Hawthorne is now in Jamaica. It is rumored that he will make his home there.

A pair of George Washington's breeches were lately sold at auction in Philadelphia for \$340.

Mme. Charlotte Embden, the poet Heinrich Heine's favorite sister, is to publish 122 of his unprinted letters in her possession.

The first woman to receive the title of Ph.D. from John Hopkins University will be Miss Florence Baacom of Williamstown, Mass.

For some time in his early life William Dean Howells worked with his father editing and publishing a country newspaper in Ohio.

The New York Historical Society will set up two tablets April 8 on the sites where the first newspaper office was established in New York city two hundred years ago and the first printing press stood.

The fact that the Lowell House at Elmwood, in Cambridge, is not for sale, and will not be during the lifetime of Mr. Lowell's daughter, Mrs. Burnett, has not deterred the movement which originated in Cambridge to buy as much of the Elmwood estate as is for sale, and make a public park of it. Two hundred and fifty thousand square feet of the Elmwood property can be bought, and the people who want to save it as it is are still trying to raise \$60,000 for that purpose. It is to be held as it is until May, when, if not sold, it will be cut up into city lots.—*Harper's Weekly*.

TO THE WORLD'S FAIR.

On the present basis, the rates to the World's Fair at Chicago round trip tickets will be as follows;

Trains taking more than thirty-five hours between Boston and Chicago:

Fitchburg and West Shore,	\$32 00
Fitchburg (Erie & Boston Line)	30 40
Fitchburg, via Montreal,	29 60

Trains making the run in thirty-five hours or less:

Fitchburg & West Shore,	\$40 00
Fitchburg (Erie and Boston Line),	38 00
Fitchburg, via Montreal,	37 00