

## CONFERENCE WITH TEACHERS.

279. *How can the disagreeable and repulsive habit which many pupils acquire of beginning almost every answer they give with "ugh" be broken up? The habit is not confined to pupils, but even many teachers begin their questions with this odious and offensive prefix. It is, too, a matter of common observation how it gets into the public speech of persons who would be quite effective as speakers but for this obnoxious habit. But as it often has its beginning in faulty practice in school questioning and recitation, some suggestions looking toward a remedy for it cannot be out of place in the JOURNAL OF EDUCATION.*

R. L. P.

This is a hard question. I should like it better if you asked how the habit could be prevented. You do not, could not overstate the disagreeable features of the habit. It comes primarily from hesitating in speech, and is usually born either in school or in early public or semi-public speaking. The best modern methods in reading tend to prevent it. If the children are never allowed in their reading lessons to try to read a sentence in which there is a word that is unknown to them, they will have a habit formed of saying to the end what they have to say.

If they already say, as some public speakers do, "I think—'ugh'—that it would be well—'ugh'—to try to do this—'ugh'—and—'ugh,'" etc., it should be broken up at any cost. If necessary, I would avoid all oral recitation for a time, and have every answer written, and then read rapidly. Or I would insist that when any child launched a "ugh," he should cease his recitation and the next pupil should take it up. Of course it can be broken up if the teacher is in earnest and is persistent.

380. *In grading a so-called high school in a country town, what shall I place in each of the following grades, primary, grammar, and high school grades? The course consists of the branches usually taught in primary schools, together with elementary algebra, elementary geometry, elementary physiology, elementary philosophy, practical bookkeeping, English analysis, composition and rhetoric, complete algebra, higher geometry and trigonometry, civil government, and political economy?*

P. A., Tennessee.

To answer this question fully would require more space than the JOURNAL can give. In general it may be said that courses of study for primary and grammar grades should include subjects which are practical as well as disciplinary and which serve as a preparation for high school instruction. Facts should be the end of instruction in the primary and grammar grades and causes and relations in the high school. With these general principles as guides, we may place in the primary and grammar grades, language (including reading, writing, composition, and the elements of grammar, rhetoric and logic), political geography and the elements of mathematical and physical geography, arithmetic (including the four fundamental processes, fractions, denominate numbers, and some applications of percentage), United States history, nature or observation lessons, singing, and drawing. All other subjects with the possible exception of elementary algebra and constructive geometry, named in the question, belong in the high school course.

## THE SOCIAL FACTOR IN EDUCATION.

BY PROFESSOR JOSIAH ROYCE.  
[Reported for the JOURNAL.]

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

Until intelligence is freed of social ideas, the imitative tendency will be a factor everywhere present. The whole social life is explicitly a life of imitation. Morality is what ought to be imitated. In art and science we imitate the conceivable structures of things. Originality unquestionably exists, as the coloring given by individual temperament to the things imitated. Whatever else teaching is, it is the process of making use of these imitative functions. The pupil is set to try to do what those about him are doing.

In hypnotism man appears to be a strongly imitative animal. The study of the psychology of suggestion through hypnotism has shown that neither the operator nor the subject needs any peculiar preparation or ability beyond good sense, experience, and self-confidence on the one hand, and readiness to be hypnotized on the other. The two proceed to get into a curious, peculiar social relation. The study of the conditions shows that throughout the cerebral reflexes are the same as under ordinary circumstances. There is no essential difference from normal processes, except that the natural social plasticity of the personal self is unveiled. The natural hankering after one's own way is diminished. The same ele-

mentary aspects of character are shown without the disposition to self-assertion. The acuteness of the senses and the mental powers are not heightened. The remembrances of what seemed to be hopelessly forgotten is simply a part of the plasticity by which linkages apparently lost are obediently recalled. The hypnotic self may exceed the natural in wisdom only in a few specific ways. It may be taught by suggesting the observation of small sensations, which the normal self would not notice. A strata of consciousness beyond observation in the normal being is rendered accessible, but this reveals nothing new in kind.

With all these fuller revelations and better means of studying what is present we find only a being whose whole nature is subject to the molding of his social guide. Such is society to the hidden self of the awakened man, so far as its voice is made intelligible. This is the lesson of hypnotism. The awakened man believes he has a mind of his own for choice and self-direction.

We are born and brought up as social beings, under the constant influence of precisely such hypnotic, unfelt suggestions. It is necessary and best that the conscious individual should be developed by such suggestions. The stuff of our personality is due to the ideas suggested to us. We are tools, guided by the hand of society. True conscious individuality is gained, not by denying the character of the tool, but by assisting in making it more adaptable. We must render ourselves more and not less subject to suggestion. We have no life but in the social order. It furnishes the food of our mental vigor. We must desire to be one in function with society and our environment. The individual coloring we give this life is our wise acceptance of these social suggestions.

The teacher must bear in mind that it is not merely imitative beings with which she has to deal. The good example is inadequate. Good and interesting things must be given for imitation. Imitation is not only a third function above the will, but human intelligence does not exist aside from imitation. In imitation every possible scope is given to individual coloring to the form of imitation. The training of a wise imitation is the whole function of the teacher. Ideas can only be imparted by giving things to be imitated, and making them interesting and fascinating.

The following bibliography was prepared by Professor Royce for use in connection with this lecture:

LITERATURE.—On the general phenomena of hypnotism, compare James' larger *Psychology*, Chapter XXVII., and the literary references there given. The analogies of the hypnotic and the normal mental life have been much discussed in recent literature, and the statements of the lecture as to the closeness of this analogy are by no means novelties to readers of current psychology. Compare also Moll, *Der Hypnotismus* (2d ed., Berlin, 1890, translated in the Contemporary Science Series, London, 1890); Bernheim, *De la Suggestion* (2d ed., Paris, 1888, translated by Herter, New York, 1890); and also Bernheim's newer work, *Hypnotisme, Suggestion, Psychotherapie* (Paris, 1891). On the practical aspect of the topic from the educational point of view, there are observations by Guyan, *Education et Herédité* (Paris, 1890, translated London, 1890). The book of Schmid-kunz, *Psychologie der Suggestion* (Stuttgart, 1892), is an ingenious but unequal and somewhat unsafe guide to the discussion of the normal analogies and practical applications of the facts and processes of hypnotic research. Wundt, in his *Philosophische Studien*, has very recently pointed out the close analogies between the hypnotic and the normal mental processes, but has given all the weight of his authority to a warning against the practical dangers of the misuse of hypnotic experiment—a warning which, whether right or not as addressed to psychologists, should undoubtedly be duly heeded by laymen in psychology and by the public generally. Sighele, *La Foule Criminelle* (Paris, 1892) has discussed the "psychology of mobs" in the light of the phenomena revealed by hypnotic research concerning the mental processes in general. This book also will be valuable to the teacher.

On the psychology of "imitation" as a general type of function, compare, in addition to the foregoing, Romanes, in his *Animal Intelligence*, especially in the elaborate account of the manifestations of intelligence in monkeys; Preyer's *Mind of the Child*; and Baldwin, in *Science* for 1891 (p. 113) and for 1892 (p. 15), where appear observations on the growth of imitation in an infant.

## EDITORIAL MENTION.

COLUMBIA'S EMBLEM.—Dr. Albert P. Marble of Worcester has done the schools rare service in his study of "Columbia's Emblem." We have seen no study of a timely poem so well done as this, and the author owes it to himself and to the schools to continue this line of study until he has a handbook ready for school use. The first edition was exhausted in ten days, and a second and larger edition was in immediate demand. Some cities, like Albany, ordered hundreds of copies, supplying each high school student. Men like Prof. A. B. Hart of Harvard are ardent in their praise of this study. Entirely aside from the "English of it" this study of the golden corn is a patriotic nature study. Congratulations are due Dr. Marble, Miss Edna Dean Proctor, and the schools, upon the way in which the thing has been done.

A notable array of English women will appear as representatives of English thought and work in the May congress at Chicago. The Countess of Aberdeen, whose interesting paper in the *Nineteenth Century* has recently aroused wide attention, is a delegate from the London Society for the Promotion of Women to Local Governing Bodies, and will speak on "Women in Municipal Politics." Mrs. Cobden Unwin of the Liberal Federation represents the general suffrage work. Lady Harberton of the National Dress Society will give her views on rational dress. Miss Helen Taylor, a step-daughter of John Stuart Mill, is to speak on "Social Morals." Mrs. Ormiston Chant, the Hon. Mrs. Waller, Mrs. Alice Cliff Scatcherd, Florence Fenwick Miller, Helen McKerlie, Mrs. Parkhurst, Miss Margaret Windeyer, and Lady Henry Somerset are also included in the program. Societies,—medical, political, literary, religious, moral, educational, and purely philanthropic—have already signified their intention of sending either delegates or written reports.

Mr. W. E. Robinson, whose portrait we present, is largely responsible for the spirit and methods of the schools of Detroit of which we speak so fully in this number. He comes from a family of teachers, some members of which have been at the front educationally ever since Detroit had a school system to be developed. He was principal of the largest grammar school in the city six years, from which he was taken to superintend the schools. His relation to the teaching force is ideal, all working with him in hearty loyalty. He is as faithful a worker as can be found, visiting every school in the city each month. One of the best evidences of his superior wisdom and excellent judgment is the way in which he selects his associates in supervision and special teachers. Miss Mathilde E. Coffin, supervisor of primary work, is one of the most skillful women of the land in administration and in teaching the teachers how to do their work. Mr. Robinson's success is every way gratifying as it is an illustration of a man's rising from the ranks to the head of the system.

## FRIVOLITIES.

BY LAPHSON SMILES

## AN EARNEST INVITATION.

Hail, gentle Spring, ethereal mildness, hail!  
We need you as a comet needs a tail,  
The maid a lover, or the bat a ball.  
This Winter's been a terror for us all!  
Snow, wind, and hail; hail, snow and wind again;  
Then for a change a maddening pour of rain.  
We've lived—the atmosphere is one great ooze  
Under umbrellas and in overshoes;  
Filled with an anguish that would not be dumb,  
We've seen coals go while other colds have come.  
When we have given rheumatism the slip,  
Then influenza's caught us in its grip.  
We've growled in pain, in sadness, and despair,  
While coughs and sneezes shock the wondering air.  
Come early and stay late, O gentle Spring,  
From the sweet South her balmy breezes bring;  
Enable us to warble in your praise,  
Six nights a week and usual matinees.  
We want the grass, the buds, the trees, the flowers,  
The *dolce far niente* of your hours,  
While far afield your nooks we seek to gain,  
Forgetting rents and taxes, greed and gain.  
Hasten, O Spring, prithee do not delay,  
And don't do any shopping on the way.  
—Saturday Evening Gazette.

WELL CLIPPED.

Assistant Editor—What shall we call this humorous clipping from Puck?  
Editor—Call it sheer nonsense.

A HITCH.

"How did the wedding go off?"  
"Oh, there was a hitch in it, as there is in all weddings."  
"Where was it?"  
"Right in front of the altar."

## THIS AND THAT.

In opinions look not always back,  
Your wake is nothing, mind the coming track;  
Leave what you've done for what you have to do;  
Don't be "consistent," but be simply true.  
—O. W. Holmes.

Seven hundred Columbus biographies are extant.

Sully is said to have been able to dictate to four secretaries at a time without difficulty.

John Adams married the daughter of a Presbyterian clergyman. Her father objected on account of John being a lawyer.

Paderewski has been quoted as saying that the Boston Symphony Orchestra had no superior and hardly an equal in all Europe.

A daily paper can be sent from any part of the United States to Stanley Falls in Africa, 1,000 miles beyond Stanley Pool, for four cents.

The author of *Alice in Wonderland* is, in private life, Rev. Charles Dodgson. He is a tutor of mathematics at Christ Church College, Oxford.

Mrs. Schliemann will present to the United States National Museum a portion of the relics unearthed at Troy by her late husband, Dr. Schliemann.

Professorships of "folk-music," to preserve the characteristic native songs, are to be established in some Russian universities by the government.

"Josiah Allen's wife" will take her famous character, "Samantha," to the World's Fair, and a book upon this honest old lady's adventures in the Windy City will be the result.

## 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 & 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 & Boston Line), . . . . .	38.00
Fitchburg via Montreal, . . . . .	37.00