

CONFERENCE WITH TEACHERS.

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 Teachers will please write their names and addresses, not for publication, but that answers may be given by letter, if not of general interest.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

338 Will you kindly parse the emphasized words in the following sentences, giving rule for case?

"Here rests his HEAD upon the lap of earth."
"A YOUTH to fortune and to fame unknown."

G. V.

Head is a common noun, in the neuter gender, third person, and singular number. It is used as the direct object of *rests*, hence it is in the objective case. *Rule*.—A noun or a pronoun used as the direct object of a transitive verb or verbal is in the objective case.

Youth is a common noun, in the masculine gender, third person, and singular number. It is used as the subject of the verb *rests*, hence it is in the nominative case. *Rule*.—A noun or a pronoun used as the subject of a finite verb is in the nominative case.

339. Is there such a thing as the "ethics of door-shutting"? If there is not, should there not be? What does the best society say in regard to shutting doors with a BANG, especially in public places, such as schoolrooms, churches, etc., not to mention the home?

SILEX.

If there is no ethics of door-closing there certainly should be. It is coarse, rude, impolite to close a door with a bang. Good manners will lead to a quiet closing. The hand should not leave the knob until the door is latched. To shut a door and then leave it is as bad manners as to point an article toward one and then drop it without delivery.

340. Please parse the emphasized word in the following sentence:

"That is a poor basis upon WHICH to form an argument."

G. V.

Which is a relative pronoun; its antecedent is *basis*, hence it is in the neuter gender, third person, and singular number. It is used as the object of *upon*, hence it is in the objective case. It is also used to introduce the contracted clause *upon which to form an argument* and join it to *basis*.

SOME IMPERFECTIONS OF GENERAL IDEAS.

BY PROFESSOR JOSIAH ROYCE.
[Reported for the JOURNAL]

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

The growth of general ideas from a lower to a higher intelligence is marked by three stages. The first is the stage of unconscious general ideas; the second is that of differentiation and classification of ideas; the third is that of the knitting together of these into an organic whole. The first state is chaotic. Ideas are vague, indistinct, and undefined. Given things are at first all one to the individual. Then varieties begin to manifest themselves. The acquisition and accumulation of ideas are accompanied by the processes of differentiation and classification. Ideas are sundered into distinct masses very different from the original abstract and general idea. There arises a more exact recognition of the differences of things and a better classification of them.

The higher stage is reached when a unity in things is recognized; when there is a consciousness of the cooperation and connection between ideas. This third stage is a return to the general idea. We know again the whole, but it is now a unified whole. We only know things when we have learned not merely how they may be classified, but how they go together and are connected with each other. We seek to know systems of connected things. The process of development in knowledge is well illustrated by the history of the science of astronomy. Primitive man vaguely gazed with wonder into the heavens, and only differentiated the fleeting clouds from the fixed celestial bodies. Then men sought to differentiate and classify these bodies, but it was a long while before they conceived the idea of a unity and system as connecting them.

The individual who represents the second stage of knowledge is called by Hegel "the man of understanding." If a "man of affairs," he is in possession of a fund of classified ideas which are apparently innumerable. His mind is plastic, and he has the power of making fitting adjustments on all occasions, so that he can feel at home in all sorts of circumstances. The scholar or scientist who belongs to the same class seeks to classify all ideas and facts which his studies bring to him. He clings to experience, cultivates clearness and exactness, and prefers sharp outlines. Yet his instinct really leads him to find a system. Our ideal must be the comprehension of the connection of things. The pupil should not be left merely with abstract principles. If he

is studying language, he must not be left with the laws, but he should be familiarized with the language, should be made to feel its life, and should be taught fully to comprehend the application of its laws. If he is a student of botany, he should be made acquainted most intimately with plants, and should be shown the nature of their growth, so that the laws may be most closely associated in his mind with the facts. In every one, ideals, thinking, and plans must hang together. One aim marked the studies, researches, and undertakings of Darwin, with the result that he was able to make his great contribution to the scientific world. Underlying his many and varied utterances, clothed in such diversified forms, Phillips Brooks had but one message.

The "man of reason" is our ideal. The inadequacy of the "man of understanding" lies in his inability to reveal the connections of things, to knit ideas together. His mind is plastic toward its environment and is free in its plasticity. The complexity of his environment calls forth from him the exercise of numerous and varied functions, and he is able to make the fitting responses. But his conduct is defective in that it lacks fixity of purpose. To the "man of reason" this capriciousness is weakness, and marks an undeveloped consciousness, for the individual should know not merely what are the necessary reactions which the particular circumstances of the environment demand of him, but also what are the relations existing between the various reactions.

An idea which does not truthfully join itself to other ideas in the manner demanded by the facts of outer world is segmented. Segmentation is the result of abiding in differentiation without returning in the process of time to a general idea of coherence and unity. We live in variety, but we live for unity. This is a truth for the moralist as well as for the thinker. The man who follows one set of moral laws in his business hours and another set in his hours of leisure is morally segmented. The question before the individual is, How far am I able to make my life unified? Naturally it is better to be relatively wise in our generation than to be pedantically enslaved by general ideas; yet the inner form of unity must also often be acquired at the expense of social conduct. The problem of the tolerance and treatment of relatively segmented ideas is one of tact. If the individual pauses at differentiation, at the middle stage in mental growth, he acquires only a "half baked" intelligence.

The one great problem is how to get possession of manifold truths without being lost in a disorganized set of ideas. The extremes are illustrated by the two opposite classes represented by the "modern Philistine" and the "prig." The former devotes his whole time and attention to his business interests and is wholly absorbed in his daily routine tasks. He attains to only a limited set of general ideas. The "prig" has a lot of abstract general principles, but they remain unassociated with his daily practical interests.

To the learner there is a seeming irrationality, variety and confusion in what he observes. These are necessary elements in the growing mental life, and they are particularly noticeable in the child. The business of the reason is to condemn accidents and to guide us in dealing with them.

Interest in a new subject is frequently awakened in a beginner by a sense of its novelty, and this feeling should be encouraged, as it may lead to beneficial and important results. But sometimes there is at the same time a premature curiosity and inquiry as to the organic relations of things which it may be necessary temporarily to suppress. The comprehension of the unity and higher organization of the whole, bringing with it self possession and complete consciousness, is the supreme goal of mental growth. But cautious delay guided by the utmost tact may be necessary in seeking its attainment.

Segmented habits which debar the individual from passing beyond the stage of differentiation to that of the conception of unity and organization should be cut off and allowed to decay. It is left to experience and tact to decide whether the segmented habit will wither in its isolation or thrive.

The greatest caution should be observed that no injury is done to the lovely and tender plant of *raisonnée* in the child. His functions and thoughts should be organized and unified naturally and insensibly. He should not be made a pedant before he is rational. The growth of reflection is a slow process.

NOTES.—Compare, on the psychological phenomena of Segmentation, mostly in extreme cases of a pathological sort, Alfred Binet's summary of the present state of inquiry in his monograph: *Les Altérations de la Personnalité* (Paris, 1892). The literature of the subject is there pretty freely cited. Ribot's monographs on the *Diseases of the Memory* (New York, Appleton), and on the *Diseases of Personality* (Chicago, 1891), both translated from the French, are extremely instructive from the present point of view. See also James's larger *Psychology*, Vol. I, pp. 373-400, and the literature there cited.

EDITORIAL MENTION.

The New England Conference of Educational Workers will hold its meeting on June 3d at the English High School, Boston. Elementary Science is the subject to be considered.

Professor Törngren, director Royal Gymnasium, Central Institute, Stockholm, Sweden, now on his way to Chicago, where he goes officially, is spending a week in Boston, dividing his time between Harvard College, where he has studied the work of Director Sargent and the Boston Normal School of Gymnastics.

The World's Congress Auxiliary, Department of the Public Press, General Division of the Religious Press, has, under the leadership of its chairman, Simeon Gilbert of the *Advance*, arranged one of the best programs of the summer. The religious press of the world is to be represented, and the papers presented by the leading men in the profession will deal with its history, its place as a denominational organ, its judicial function, its relation to secular journals, its influence in christian fellowship, and moral reform, its potency in politics, and its place in the solution of labor and

social problems. Religious journalism has reached greater height than any other phase of special journalistic effort, and the editors are to be congratulated upon such an opportunity to confer with one another regarding their mission.

The summer school for Catholics, to be held on the shores of Lake Champlain, issue an eighteen-page prospectus and program. It is every way attractive; the location is charming, the arrangements are skillfully and thoughtfully made. No expense is spared, and the most extensive programs are prepared. It is evidently the purpose of the church to make this for their people what the Chautauqua has been to the other churches. George Parsons Lathrop, LL.D., son-in-law of Nathaniel Hawthorne, is one of the attractions. The program presents a portrait of Dr. Lathrop as well as that of Rev. Dr. Longblin, George E. Hardy, Thomas B. Fitzpatrick, Hon. John B. Riley, J. H. Haaven, Warren E. Mosher, John R. Brophy, LL.D., Rev. Messrs. Sheedy, Azarias, McMillan, Mullaney, Conaty, and Siegfried.

The Sauveur Summer College of Languages will hold its eighteenth annual session at Rockford College, Rockford, Ill., commencing July 3 and continuing six weeks. Dr. Sauveur is nothing if not up to the times, and he never showed this to better advantage than when he secured Rockford College for the session of '93 in order that his pupils as well as his instructors might take in the World's Fair as well as the school. It is a long and attractive array of instructors that he introduces to those desiring summer lessons in the languages. Of course Dr. Sauveur is president. Prof. James H. Dillard of Tulane University is vice-president, Wilhelm Bernhardt, Ph.D., of Leipzig; J. P. Leotaakos, LL.D., of University of Athens, Greece; L. D. Ventura of University of Pisa, Italy; Henri Marion of U. S. Naval Academy; Mme. P. P. Myer; Mme. H. Marion; Don Engenio T. Iglesias Agait, Friedrich Karl Brede; Charles L. Crow, Ph.D., et al., are instructors. Rockford is only an hour and a half from the Exposition grounds, with numerous trains, and the round-trip fare and admission ticket is but \$2.00. There is no more satisfactory language school work than that which these students are inspired to do.

The New York normal school principals held their May meeting, their semi-annual gathering, at the Bridgewater, Mass., normal school, with Prin. A. G. Boyden, last Thursday and Friday. Ten of the eleven came. Charles D. McLean of Brockport, James M. Cassey of Buffalo, Francis J. Cheney of Cortland, Francis B. Palmer of Fredonia, J. M. Milne of Geneseo, Frank S. Capen of New Paltz, James M. Milne of Oneonta, E. A. Sheldon of Oswego, E. A. Jones of Plattsburg, and T. B. Stowell of Potsdam came on together and thoroughly enjoyed the meeting. They divided into groups of two and devoted two entire days to seeing the work in every department. It was quite a revelation to them. The standard of admission in Massachusetts is higher than elsewhere in this country, and they fully appreciated the advantage to the school of this high school qualification. The nature study of Mr. Arthur C. Boyden and the geography evolution of Mr. F. F. Murdock interested them greatly. But with no one thing were they so much pleased as with the psychology of Principal Boyden. They visited this in groups of six, and for an hour hurled questions at the class, and the way in which the seniors maintained their positions was to them a genuine surprise. It was by far the best semi-annual meeting ever held by them, and it was doubtless the most profitable visitation that Bridgewater has ever received. The November meeting is to be held at Toronto. If the normal school principals of any other state do anything as sensible as this, we shall be pleased to chronicle it.

FRIVOLITIES.

BY LAPHSON SMILES.

FACT FUNNIER THAN FICTION.

The following advertisement recently appeared in a Boston daily which lays special stress on its "classified advertisements":—

DOGS.

2 SETTERS wanted immediately to work on Argus. Swedish weekly Apply, with references, to JOHN MATTSON, prop. and publisher, 28 School st., rooms 69 and 71.

LEADING UP.

"I expect to fight this chills and fever," said the bilious-looking but determined man, swallowing another dose of quinine, "to the bitter end."—*Chicago Tribune*.

AMBIGUOUS.

Jones (awakening after a severe illness): "Am I in heaven, Mary?"

Mrs. Jones: "No, John; we are still with you."

A POSSIBLE EXPLANATION.

Mrs. Newton: "I can't understand why poor Fido died. I took the best of care of him; and I did set everything by him."

Mr. Newton: Perhaps he ate some of it.

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