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[Editorial: Notes]

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# Journal of Education.

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## BOSTON & CHICAGO, MAY 18, 1893.

AVOID petulance when the "May tired" mood comes upon you.

If you would change your position next year, make it known to some teachers' bureau at once.

ARE you as patient with the children as you want the professional and business world to be with you?

On the "Note and Query" page will be found a tribute to the late Senator Patterson from the pen of a life-long personal friend, Dr. W. A. Mowry of Salem.

THE Press Club of New York is trying to rival the Teachers' Benefit Association in an appeal to the public through a Fair. The JOURNAL wishes as great success to the press boys as the teachers enjoyed.

THE latest folly is a desire on the part of some economic cranks for the taxing of bicycles. If there be a poor man's luxury, a school teacher's luxury especially, it is a wheel and there should be every conceivable legitimate inducement offered those who need the exercise and tonic of the wheel. To tax it would bring in no perceptible funds to the treasury, while it would annoy the teachers.

BISHOP BROOKS EDUCATIONALLY.—Phillips Brooks was so widely known from the religious side of his life that few of the younger men and women realized to what an extent he was interested in education. The JOURNAL reproduces from its own columns where it was alone published until the *New England Magazine* for May reproduced it from these columns. It was without doubt the grandest address ever delivered before the Mass. State Teachers' Association. In thought, in educational attitude for that time, in appreciation of Milton, and in diction it is simply a wonderful production and should be read with care by every teacher.

### JUSTICE TO SENATOR PATTERSON.

Now that Senator Patterson has gone to his reward, we venture a word in explanation for those of the younger men in the profession who have an impression that he suffered from his connection with the Credit Mobilier. Mr. Patterson during the last year of his senatorial term was called before the Congressional investigating committee and asked if he owned any of the Credit Mobilier stock. He replied that he did not, but wished he did. Oakes Ames testified before the same committee that Mr. Patterson owned three thousand dollars of the Credit Mobilier stock. The books, being examined, showed this to be the fact.

The facts of the case were these: When Oakes Ames entered upon his great work in connection with the Union Pacific Railroad project he borrowed money wherever he could get it to float this great enterprise. Among others he borrowed three thousand dollars from Senator Patterson and from time to time paid Mr. Patterson interest on the same. The time came, however, when a vote was passed that the surplus earnings should be divided among the holders of Credit Mobilier stock. Mr. Ames then purchased this stock with the money that he had borrowed from various persons and turned over to them certificates of stock. Mr. Patterson said that he had never received a certificate of stock from Mr. Ames and never had been informed by him that stock had been purchased in his name, and until after the death of Mr. Ames, Mr. Patterson could furnish no proof of the correctness of his own statement. After the death of Mr. Ames, however, that certificate of stock, in the name of James W. Patterson, was found in Mr. Ames's safe in New York City.

### THE PENNSYLVANIA TRIENNIAL.

The news space is almost wholly given up to Pennsylvania this week, and we have not begun to do the occasion justice. Half the cases that get but two or three lines would have had three times as many under ordinary circumstances. Once in three years the state challenges attention. Upon a given day in May every third year the boards of county, city, and borough school directors meet and elect superintendents to serve for the three succeeding years. There is no other state of any considerable size in which there is anything of the kind. Philadelphia is the only exception.

The men who are in must face the attack on that day, and the cases in which there is no attack are few and far between. At the end of a man's first term, if he had a good majority at the time of his election, there is usually no opposition, but if there is any it is usually for cause that makes his defeat almost inevitable. At the end of the second term there is sure to be opposition, without any purpose to defeat a man's reelection usually, but to get in line and make the best showing for the next term, and if possible to compromise the man by making him say or imply that if he is allowed to have it that time he will step out the next time. The opposition at the end of six years is usually for a record. But the third time the man needs to feel very sure of his ground in order to run again. If he has an opponent of any strength locally, any wide-spread acquaintance, or any political pull, he is morally sure to be "turned down." It is a battle for life at the end of nine years if there is an opponent of any promise. If the man wins that time he is liable to have to fight with more or less vigor every time.

Until three years ago there had been almost no cases of more than three-term men; but that year a number of men made the fight successfully, and since then the educational sentiment has increased materially. The issue in the counties in which the battle was then won was between politicians and educators, and for the first time the educators very generally won, and this year the sentiment "Let the politicians keep their hands off" was almost universal. In consequence there have been almost no defeats for candidates who tried to succeed themselves. The reelection has been the rule. In Lehigh and Fayette counties alone of the larger places was the opposition successful, and the causes for defeat were very different in the two cases. In Lehigh county alone it seemed to be the old-time sentiment of "rotation in office," with a

very strong candidate locally and with wide reputation, upon whom to focus the sentiment. There were many unanimous reelections for the third and even for a fourth term. All this speaks well for the state; but beyond that is the fact that in most cases the salary was raised from \$200 to \$500. In many cases all that the man's personal enemies tried to do was to keep his salary from being raised. The Keystone State is advancing rapidly educationally.

### A STUDY OF SUBJECTS.

There are three views of the work of the school,—one, centering the thought upon the order or occupation of the children, another upon the subjects taught, a third upon the child's mental development. Each has its own importance.

There is a moral, intellectual and physical value to a school that is guided, directed, and led by one who appreciates good order and all that it implies. This is easily carried to an extreme. There is also much weight to be given to a knowledge of the child's mental activity, but this is frequently overestimated as applied to the ordinary teacher. Experts and specialists need this knowledge, but the teacher for her daily work will do quite as well if she follows a master in the art of teaching, who is a specialist in mind study, as though she allowed her own mind to be diverted from the work of guiding the child's school life.

A knowledge of the subjects, such a knowledge as is implied in knowing "what to teach, when to teach it and how," is absolutely indispensable to good work. The branches taught are either Process, Knowledge, Thought or Culture studies.

Process studies are those to which the teacher's thought earliest turns. There are subjects in which the aim is chiefly the knowing how to do the things taught. In these cases it is highly important that the teacher realize how much this implies, that she does that which is required, that she does nothing that is not in harmony therewith.

Arithmetic proper is a process study. To teach definitions, to have explanations memorized, to wrestle with puzzles that belong to a thought study are all foreign to the purpose of arithmetic. All that is legitimately "arithmetic" is the knowing how to add, subtract, multiply and divide whole numbers, decimals and fractions; factoring; the various phases of percentage; and possibly the extraction of square and cube root.

Compound numbers are introduced as a knowledge study offering excellent opportunity for the practice of processes, and ratio, proportion, and analysis of problems are introduced as thought studies that aptly apply processes.

Reading in the first three years is a process study. It is taught that the children may know how to read. With the third year its process features end, it becomes a knowledge study, and until the eighth year it is utilized for the knowledge it brings; but in and beyond the eighth year, or at the age of thirteen, it becomes largely a culture study.

Language is a process study, and subdivides into oral and written. The aim is to teach the process of speaking and writing easily, clearly and correctly.

Penmanship is a process study so far as the common schools are concerned, though specialists would make it approximate a culture or high art study.

Spelling is largely a process study, although when it reaches into etymology and the rules it approaches the realm of knowledge studies.

Drawing is a process study in the lower grades, but it is a culture or fine art study in its higher work.

Paper folding, clay modeling, sewing, and whittling are process studies.

Physical culture is a capital process subject and should be utilized in every school.

Music also is one of the indispensable process studies, and may be so taught as to be serviceable in thought development.

In all process studies the teacher is to secure ease, accuracy, and reasonable rapidity. The "why" has much less importance than it sometimes assumes. It is in no wise essential that the process should be practiced with large numbers in arithmetic, with difficult idioms in lan-

guage, or with unusual complications in spelling. The all-important thing is that the child shall know how to perform the processes, that he shall have sufficient practice in the doing to make it certain that he will be able to do the work well for a long time to come, and that he do it rhythmically or without appreciable effort.

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?]

337. Please name ten books that would be a desirable first purchase for a high school library. The school owns only an encyclopedia.

PRINCIPAL OF HIGH SCHOOL, Pennsylvania.

If this should be answered by any two people, however expert, they would inevitably differ. Not only so, but if any man was to answer it two days in succession, there would be some differences, such is the wealth of material for which to choose. But the following books are good, even if they are not absolutely the best. They are selected merely as a nucleus.

Ten Reference Books.

- Alibone's Dictionary of Authors, (3 vols.)
- Hady's Dictionary of Dates.
- Crabbe's English Synonyms.
- Roget's Thesaurus of English Words.
- Lippincott's Pronouncing Gazetteer.
- General Atlas (Rand, McNally).
- Ridpath's General History.
- Edwards' Words, Facts, and Phrases.

Ten Subject Reference Books.

- Ganot's Physics.
- Dana's Manual of Geology.
- Dana's Mineralogy.
- Gray's or Wood's Manual of Botany.
- Anna L. Dawes' How are we Governed.
- Ball's Study of the Heavens.
- Meiklejohn's English Language.
- Handbook of Poetics.
- Brewer's Historic Note Book.
- Earle's Philology of the English Tongue.

Ten General Books.

- Bryce's American Commonwealth.
- Bolles' Land of the Lingering Snow.
- Wright's Our Great Scientists.
- Parton's Captains of Industry.
- Cooper's American Politics.
- Green's Shorter History of the English People.
- White's Eighteen Christian Centuries.
- Guest's Epochs of History.
- Curtis' From the Easy Chair.
- Warner's As we were Saying.

Ten Inexpensive Books.

- Russell's Native Trees (30 cents).
- World's Almanac (25 cents).
- Everybody's Writing Desk Book.
- Don't.
- How to Do It.—E. E. Hale.
- Power Through Repose (Annie Payson Call).

Mr. Editor:—I was interested in your reply to "M. C. C." as to what studies best develop the imagination. I believe that the question deserves an answer of more than seven lines. The cultivation of the imagination is one of the most important undertakings of the school. Even our best teachers are too apt to look upon the imagination as "something vague and intangible." We are apt to confound imagination with fancy; whereas the truth is it is "creative power of the mind." Fancy is the boat adrift; imagination is the boat under the control of the pilot. Imagination creates our ideals out of our previously acquired ideas. All improvement is the result of imagination. All literature, inventions, advances in government and civilization, are directly dependent upon the imagination.

Undoubtedly literature holds a first place in the training of the imagination, as it presents ideals of others and leads the child to recreate them for himself. Then comes his own attempts in language and composition. Kindergarten work and its grammar school supplements, molding, and drawing follow, while geography and history, properly taught, hold a prominent place.

The child should be led to make as many new combinations as possible. I have seen teachers who trained the imagination by using arithmetic, in leading the child to make most of his own problems.

The following is a list by Dr. Brooks of Philadelphia showing the comparative value of studies in training the imagination:

- Language, composition and literature, 10;
- drawing, molding, music, elocution, reading, 9;
- geography and history, 8;
- botany, zoölogy, physiology, physics, 7;
- algebra, arithmetic, geometry, 5.

If I might be allowed to differ with so eminent an authority, I should say that for the grammar school, music and elocution are too high, and geometry, well taught, too low.

ELMER L. CURTISS.

THE ACQUISITION OF GENERAL IDEAS.

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

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

Attention makes clear to the mind mental facts that would otherwise be observed. The native strength or feeling of the fact is not altered, but its significance for consciousness is vastly increased. The question for educators is that of developing and training the attentive processes. According to Herbart, there is never a case of voluntary, strained attention long continued, nor is this useful for the teacher. What is wanted is an involuntary interest, an attentive readiness to attain an addition to one's present stock of general ideas. The great problem of education is how to attain this involuntary attention. All interest is primitive, or apperceptive. The apperceptive, or derived, is by far the most important, and depends upon the primitive. Acquisition of knowledge means a process of learning by means of ideas won in the past. The old experience, the established nervous habits, render it easier to follow the new masses of experience. Hence comes the enormous practical importance of involuntary attention. It gives rise to all derived interest. We understand the new in terms of the old, and so delight to do so.

Apperception as a term has had a far too various technical significance. For Herbart and the educational psychologists it is not the mere act of attention in itself, but the active attention considered with reference to the mechanism by which a clear idea is brought to pass. The new fact is assimilated into the old group of ideas. We may perceive a novel experience, but it is not apperception until there are old terms in which to realize it. For Herbart, our old ideas lie in masses in the recesses of our mind unconsciously, until they are called to our aid when we have something new to do. Novelities are perceived by means of this apperceptive mass of ideas. To ourselves, these masses of general ideas represent the old and typical. Every one has his mass of well-knit ideas representing the old-fashioned winter. These bear no relation whatever to the facts of nature, but concern solely the constitution of the human mind.

The true order of teaching is from the concrete to the abstract. We are to secure such apperceptive masses of facts by which to perceive, realize them, and arrange them in order. The first step is to quicken in the learner's mind whatever apperceptive masses are already there. When the apperceptive basis is well laid, then the new work is to begin. This is Herbart's practical doctrine, and there can be no doubt of its profound significance. We now know as he could not, however, that apperception is something far more complex than he understood it.

Apperception is a real, universally present factor in our mental life. The new does interest us by means of the old. We see nothing in the utterly novel. But this by no means explains all the workings of the human mind. It presents an actual inadequacy. Its terms have obviously a good deal of the mythical. Our ideas are not stored away in masses. The processes are real, but the facts to which Herbart's processes refer are not so to be explained. The process as we know it is the formation, retention, and easy re-excitement of well-knit, habitual ideas. It is not the merely familiar as such. We learn to adjust ourselves to certain things inasmuch as others of our fellows have been interested in them. Many of the most important interests of the child are such as he gets because they are interests of those whom he loves. He fails to assimilate very many of these, but he keeps on trying when he cannot understand or associate them at all. Many a child's mind thrives in a thrilling interest in the unknown. The child wants to be in with men and to imitate them. He learns first and understands later. It is the teacher's business to help him differentiate such of his ideas.

NOTES.—Herbart's *Text Book in Psychology*, translated by Margaret K. Smith, is published by Appleton (1891). Compare Karl Lange's monograph *Ueber Apperception* (Plauen, 1879), of which a forthcoming translation has recently been announced. The Herbartian System of Pedagogy has been expounded by Professor De Garmo in the first volume of the *Educational Review* (1890-91). The psychology of attention is well set forth in the highly popular monograph of M. Ribot.

Professor Royce summarized thus the

THESES CONCERNING GENERAL IDEAS MAINTAINED IN THE PRESENT COURSE.

1. Mental Life does not begin with Ideas of Individual Things, but with General Ideas.
2. These Primitive General Ideas are unconsciously, or unintentionally, Abstract.
3. Rational General Ideas differ from the primitive general ideas by being Consciously and Intentionally Abstract. Their ultimate purpose is the Attainment of Genuine Insight into the Nature of Individual Things.
4. All General Ideas are the mental aspects of Habits of Response in presence of those general Characters of things to which the ideas in question relate. Without Motor Habits no Ideas. Intellect and Will are Distinguishable but Inseparable Aspects of Mental Life.
5. Consciously General Ideas are the Mental Aspects of Deliberately formed Habits of Response to the general characters of things; and for that very reason are modifiable in definite ways, and are, accordingly, more or less successfully adjustable to decidedly Novel Conditions. Of such deliberate Habits of Response the Processes of Language are a familiar example.
6. These attributes of Deliberateness and Modifiability are in general due to the Influence of the Imitative Function. For Imitation, although founded on instinct, implies for its development Deliberateness and Plasticity of adjustment. Rational General Ideas are therefore, on the whole, Products of Imitation, are the mental aspects of imitative motor habits of response to the socially recognized general aspects of things.
7. Originality shows itself in constructive Thought, as in constructive Art: (a) In the selection of the Imitative Rapport, which varies with every individual, and determines for each person his social interests, faith, calling, and, in the end, his destiny; (b) In the individual Coloring and independent Organization given to functions that are in detail

rimarily Imitative (Ex's.: Individuality in handwriting, literary style, novel combination of thoughts, etc.).

8. The Primary Function for the teacher to appeal to is, accordingly, in general, the Imitative Function. Imitations of Natural Truth are in general secondary to imitations of Persons (Ex., Dependence of Thought on Language). The Imitative Function is not something over and above the rest of the Intelligence; but, in general, All Intelligence is Imitative.

9. It is true that Thought is greatly, although not wholly, dependent on Language; but this is due not to any peculiar magic in language, but rather to the importance of the latter as a socially Imitative Function.

EDITORIAL MENTION.

"University Extension" will have a great summer meeting in Philadelphia from July 5 to Aug. 2.

The New England Conference of Educational Workers will meet at the English High School Building, June 3.

The State of Wisconsin is doing many things of great value to the profession beyond her borders. This is specially true of a recent work by Supt. O. E. Wells upon Architecture, Ventilation and the Furnishing of School Houses. It contains elaborate plans for various cost school houses, showing elevations, floor plans, etc. It ably discusses, using detailed diagrams, all the problems of heating, ventilation, etc.

Mr. Frank A. Hill of the English High School, Cambridge, is to be offered the principalship of the new Mechanics' Art High School of Boston at a salary of \$3,800. This is as high a complement as the city can offer one of its teaching force, and he is specially qualified for making the school the best in the country. The committee has canvassed the entire country for several months, has searched out men and sized them up, and has at last, with great unanimity, settled upon Mr. Hill as the man in point of scholarship, administrative wisdom, and personality, best fitted for their needs.

In the death of General S. C. Armstrong philanthropic education loses its most noted character and the "races" their most efficient educational champion. He was the founder of the Normal Institute at Hampton, Va., and to him was due the financial success, educational standing, and the national reputation of the institution. He was fifty-five years of age at his death. He was born in the Hawaiian Islands; was the son of a missionary; his early education was at the islands; he earned the money to get a college education; entered Williams, junior class, at twenty-one; graduated in 1862; enlisted at once in the army; was made captain; was promoted to major in the field for bravery at Gettysburg, and afterward was made brigadier-general. The institute is now so firmly established, thanks to his wisdom, that it will easily maintain its high rank.

Mr. Edward T. Pierce of the California State Normal School at Chico has been highly honored by being called to the normal school at Los Angeles. This is an honor in many ways. It is a promotion, since the latter school is one of the great institutions in the country, having the entire southern California in its field, and there is none better; it is an honor also, inasmuch as it takes him back to his old camping ground. Mr. Pierce was for some time superintendent at Pasadena, and there made a record upon the strength of which he was called to the Chico schools; now he is called back to southern California to the highest position in the gift of that section of the state. Mr. Pierce is devoted to his profession, is a clear-headed, good-spirited, energetic, hard worker, who has attained his prominence simply on the strength of what he could show for his work. He now has a grand opportunity to utilize all his talent, energy, and experience.

FRIVOLITIES.

BY LAPHSON SMILES.

CYNICAL.

Young Bride—We have furnished almost the whole house in mahogany. Are we not starting out well?

Old Friend—Yes, my dear; but remember that many marriages which begin with mahogany and rosewood end in pine.

SHE SAW.

Mrs. Wickwire—Why do they call a woman's expenses "pin money?"

Mr. Wickwire—Because her husband is stuck for them. Do you see the point?—Indianapolis Journal.

AT THE HARDWARE STORE.

"What have you in spring goods?"

"I have some nice rat-traps, ma'am."

A GOOD LIKENESS.

Photographer—Your son ordered this likeness from me.

"It is certainly very much like him. Has he paid for it?"

"Not yet."

"That is still more like him."—Yankee Blade.

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