

Contemporary Thought.

THE teacher who does not regard the individuality of his pupils is like the physician who administers the same medicine to all his patients. The successful physician carefully examines each case and then administers the remedy that will best counteract the disease. —*Normal Index.*

WHEN teachers attend an institute they should not expect the work to be too practical. No one can successfully use the method of another. Nothing can take the place of original thought. The method may be good, but you must adapt it to yourself and school. —*Normal Index.*

MORE women study to-day than men; a greater proportion travel abroad for purposes of culture; a larger share are moral and religious. Half of the world's wisdom, three fourths of its purity, and nearly all its gentleness, are to-day to be set down on woman's credit side. —*Frances E. Willard in "The Chautauquan."*

DISINFECTATION properly and essentially consists in the destruction of disease germs. Popularly, the term disinfection is used in a much broader sense. Any chemical agent which destroys or masks bad odors, or arrests putrefactive decomposition, is spoken of as a disinfectant. Many deodorisers and antiseptics are entirely without value for the destruction of disease germs. Anti-septic agents restrain the development of disease germs, and their use during epidemics is to be recommended when masses of organic material can not be completely destroyed, removed, or disinfected. —*Sanitary Journal.*

ENDYMION DE AMICIS possesses, both as descriptive writer and critic, that quality which is one of the first to be desired from a fairy god-mother—after, of course, the strict virtues—enthusiasm. The Putnams republish in their Travellers' Series the admirable "Studies of Paris" which are full of the genial enjoyment and keen reproduction of it which betrays the true enthusiast, the whole book being very delightful reading. Perhaps the most charming thing in it is the visit to Victor Hugo. There is as much humble reverence for the great man as in any of the sentimental feminine gushes over Liszt, to which we are occasionally treated; but with the reverence is mingled a gentle humor which makes the whole indescribably enjoyable to the reader. —*The Critic.*

A TEACHER has no business to try how certain methods will work. He will know how they will work before he tries them if he has a knowledge of the mind, and the relation of cause to effect. There is a *materia medica* of education as well as of medicine, and one is just as fixed as the other. The two foundation stones under the science of education are mental science and child nature. If these two are known, all the rest can be known also. Some may say that mental science is in its infancy and child nature is little understood. Granted, but enough is fixed to enable reasoning and knowing teachers to work out a few of the more obvious problems without a continual recurrence to the see-how-it-will-work plan so popular among those who are not accustomed to think out logically the educational problems presented in school systems. —*New York School Journal.*

NEW YORK, which has long had a Shakespeare Inn, can now boast a Shakespeare Society, the organization of which was completed on the 5th May. Among the organizing members are Appleton Morgan (President), R. S. Guernsey, Albert R. Frey, Hamilton W. Mabie, Brander Matthews, James E. Reynolds, A. Chalmers Hinton, and Charles C. Marble (Secretary). About two hundred applications for membership were to be considered at the next meeting, on Tuesday, May 19, and a paper on "Sir William Davenant and the First Shakespearean Revival" was to be read and discussed. Mr. J. O. Halliwell Phillips was the first Honorary Member to be elected to this new Society, the requirements of admission to which are very liberal, not debarring, we believe, even those who hold the theory that Bacon wrote Shakespeare's plays. The Society's motto is appropriate to its object:

In brief, sir, study what you most affect.

ON the artistic side unquestionably Victor Hugo was greater than Voltaire, and on the moral side he was a better man than Goethe. But rich and various as are the garnered fruits of his long life, they include no single composition worthy to be ranked with "Faust," nor has Victor Hugo ever exercised a tithe of Goethe's influence over those who are themselves among the pioneers of thought and the shepherds of the people. But his name is known in millions of homes that Goethe's never reached; he is loved as Goethe never was. For there is nothing esoteric, exclusive, oligarchical in his intellectual posture. There is room for all his brethren in the chambers of his heart. No voice sent forth in this century, whether in prose or verse, has been more instinct and tremulous with the quick and tender sympathy that makes the whole world kin. —*The New York Sun.*

THE very reason for which we read Endymion should lead us to Hogg. Hogg has not that fine and delicate perception of form which Keats possessed. He loved beauty, but not beauty only. He has, however, the same "drowsy sweetness" in his tone which Batus found in Bombyce, and which is so characteristic of the young Keats. Parts of "Endymion" continually remind me of Hogg's "Pilgrims of the Sun." The wings of Hogg's imagination are even stronger than those of Keats'. They bear his soul in most daring flights far above the clouds; and yet the poet never seems to weary. At the same time, he never soars beyond our sight, as many have done. The sky is his home. The story of Kilmeny will show what I mean. It is not surpassed in fancy or in purity of conception as well as of expression, by any poem in the language. —*W. M. F. in "The Literary World."*

THE long and cold winter and the backward spring will make the summer vacation all the more enjoyable. The so much needed season of rest and recreation for tired pupils and teachers is at hand. The advanced classes have received their diplomas, some of whom, after vacation is over, will return to higher institutions of learning, some to professional schools and some will begin in earnest the severe battle of life. But all will have a short vacation. How shall it be used to the best advantage? With the average schoolboy this is not a troublesome question. Give him a baseball club, or fishing tackle with perfect freedom and

his vacation will take care of itself. But with the teacher we are more concerned. The best possible preparation for a year's work in school is strong recreation; substantial rest; an enjoyable season of invigorating sports or pastimes. Whether this be found at home or abroad, whether in change of employment or in idle play, the thing to be sought is rest from the detail of school duties, rest from the monotony of school-room thought, rest from the strain of care for others, rest if possible from the whole catalogue of school obligations. Rest, not scientifically, but without science, not systematically, but without method, rules or regulations. Rest of the mind and body alike are required, and teachers who recognize the law of our being so as to provide for this emergency during the summer vacation, not only make the best teachers in fact, but they also add very materially to the length of the period of their practical usefulness in the profession. We believe in the recreation power of "having a good time"—*sport*, a good hearty laugh frequently indulged in, will give teaching power for the ensuing year. The meeting and greeting of friends and fellow teachers heartily and cheerfully and helpfully is a good way to spend a part of the summer vacation. To the groves and lakes with sportive intent is another good way to acquire teaching power. To the institute later in the season and then back to the school. —*Indiana Educational Weekly.*

THERE is a good deal of fallacy in the suggestion, that the object of teaching is the general development of the pupil. We hear and read most charming suggestions concerning the ideal school, wherein the child or youth is developed in a beautiful harmony, no part of his nature being permitted to get an undue stimulus. But this theory, like several others of equal plausibility, encounters two obstacles: First, it assumes the entire responsibility of the school and teacher for the education of the child. Doubtless, from the point of view of infinite wisdom, this all-rounded development of the human creature is the aim of the educational process. But since only infinite wisdom can know what is stored up in the child, and in what succession and relations these faculties can be evoked into their due action, it would seem best to leave to the Almighty some hand in balancing this culture. What we call human life is, doubtless, a Providential school, appointed for this generous and all-sided development, and nothing short of the working together of every good institution and influence in the experience of life can accomplish this purpose. When the teacher in any school assumes to compass this whole vast and subtle problem of all-sided training within the bounds of his precinct, he simply places himself on the throne of the Creator, and works as if unconscious of any other institution or class of educating forces in the world outside. The result is, the failure to do the proper work of the school aright, and a mischievous interference with the proper function of every agency outside the school-room. The children who come forth from this type of school are usually the most difficult subjects for social, religious, industrial influences. Their little ornamental play of school life that assumes to be the picture of the universe, turns out an illusion, and the practical work of education is carried on through years of bitter experience. —*New York School Journal.*