

school system is now impelled by law" in favor of "external appliances and mechanical arrangements," it is somewhat anomalous that modern society should be indebted for the distinctions which the writer so eloquently and truly describes to the very men who have founded, developed, and established beyond all possibility of overthrow the system of popular education which he condemns. We have no quarrel with the writer when he calls attention to inconsistencies between the theory and practice of public school officials, and we are not set to defend the particular methods of grading and marking adopted in the schools of New York city. *Red-tapism, ultra-officialism*, can exert their stifling influence in educational as well as in other matters. But our contention is that the implication that our modern public school systems unfavorably compare with the state of things which preceded them in respect to vicious and irrational methods of education is misleading and essentially false. Those systems, as a rule, are worked according to the precise theory which is laid down in the article under consideration. The very studies which the *Monthly* regards as of prime importance had no place in the school curriculum of thirty years ago, any more than had the theory that in schools pupils shall be taught to *think* rather than *learn* proper recognition in the educational methods of that period. While thus protesting against what we conceive to be the unfair logic of the article in its general bearing, we are glad to endorse some of its incidental positions, as for instance that "teachers should have some liberty to adapt themselves to the fundamental, though ever-varying, requirements of individual pupils."

ENGLISH LITERATURE AND GRAMMAR IN ELEMENTARY SCHOOLS.

Last month, we presented some thoughts on "Grammar and Composition in Elementary Schools," and insisted on increased attention being given to the *making* of sentences as distinguished from the dissection of sentences. Our columns contained numerous selections supporting our position, and indicating very clearly the method of accomplishing the desired end. Technical grammar cannot be profitably introduced in the earlier stages of a public school course. We must rely on imitation of good models and the force of habit much more than upon the power of logical analysis, which presupposes a grasp of thought that only one child in a thousand possesses. Even when a text-book on grammar is put into the pupils' hands it should be merely a ground-plan of the subject, "exact to perfection, short to the shortest, and clear to the clearest." It requires a combination of talents to write such a book as shall everywhere leave out everything that can be left out, and still furnish at every point articulations into which the whole of the suppressed matter will exactly fit as the student proceeds further and further with his studies. Dr. Morris and Prof. Whitney have each done this with surprising success. The latter, especially, has a happy clearness and simplicity of statement combined with the rare faculty of knowing how much to leave out. There is no doubt that his "Essentials of English

Grammar" is directly in the line of progress, and a distinct advance on all predecessors, particularly in the facts that it is a grammar of English as spoken in the present century, and is untrammelled by foreign models, and stripped of the formidable free-masonry of technical terms which make the subject so dry and wearisome to boys and girls.

We pass on in the present number to observe that grammar is the *means*, not the *end*. It is to be kept strictly in the subordinate position of key to the palace of literature. We fear that a vast amount of so-called teaching of English literature in our public and high schools is, after all, very little more than a useless jingling of bunches of grammatical keys. Thought, meaning, sense, feeling, beauty, imagination, creative power—these are all within, while we are wasting our precious time on the threshold toying with the intricate wards of the keys, but using none of them to unlock the treasures which might be ours.

Instead of proffering further remarks of our own on the *RELATION OF GRAMMAR AND LITERATURE*, we present, by permission of the publishers, a short extract from the preface to *Hamlet* in "*The School Shakespeare*," by Dr. Henry Hudson, one of the most distinguished scholars on this side of the Atlantic. It will be found among the *Special Articles*.

PSYCHOLOGY IN NORMAL SCHOOLS.

An ignorant man is one who does not know the principles underlying his daily work, and does not understand the nature of the material on which he operates. An ignorant politician does not understand jurisprudence and political economy. A shoemaker may be a very good linguist, but he is an ignorant shoemaker if he does not know all about leather. A druggist may be an excellent astronomer, but he is not fit to dispense drugs unless he knows far more about their formation and properties than he can learn in a drug store alone. An ignorant teacher is one who, though perhaps a good general scholar, knows very little of the mind on which he operates, who has not carefully examined into the process of knowing. A physician is expected to qualify himself for dealing with the body by a thorough study of physiology, and he is considered a charlatan unless he knows the function of every organ and tissue. The teacher is daily occupied in developing mind. Shall he proceed by guess, ignorant of the laws of mind, and escape the charge of quackery?

Psychology is as purely an experimental science as chemistry, its deductions follow as clearly as those of mathematics, and if education is ever to rise above mere empiricism and become a true science it must be by laying the foundation securely in a sound psychology. If the profession of teaching is to reach the commanding position it deserves, our training schools must place their students above the authority of mere authority by founding their methods upon the nature of the mind itself. A step in this direction has already been taken by the provision that first-class teachers shall hereafter attend a course of lectures on psychology, to be given each year at the Education Department. Out of all teachers, those who have charge of the