

placed. Lloyd Morgan tells of a beetle that lays its eggs near the entrance to the galleries of a mason bee. These are hatched out as active larvae, which in the spring fasten themselves to the bodies of the bee-drones as they pass from the galleries. There they cling till the nuptial flight of the bees, when as the insects mate they pass from the body of the drone to that of the female bee. Again they wait until the female lays her eggs; then they spring into the cells and consume eggs and honey while undergoing the metamorphoses which issue finally in their becoming perfect beetles. This series of actions, it is plain, could never be learned by imitation, or taught by one beetle to another. It is done only once in the lifetime of each beetle; and it must at that time be done perfectly, else the beetle will not live. The instinct in this case is precise and complete; it is what Herbert Spencer called a "compound reflex." Every detail in the series is provided for, and takes place as mechanically and naturally as the action of heart or lungs in us.

Our human instincts are not so detailed or complete. The rule seems to be that animals are cared for by nature plus parents. When parents do nothing, nature does all; but when parents can or ought to be depended upon, nature leaves much to them. The little beetle never sees its mother or father, or even knows that it had any; its instincts therefore provide for its welfare in so wonderfully complete a way. The human baby, on the other hand, receives years of devoted parental care; and its instincts are correspondingly vague and indefinite. It never could survive if left to itself.

The point is not that the human instincts retreat in the face of parental endeavor or that they abdicate to reason. It is simply that they are large and rough-hewn, with many details left blank; they lack the precision and completeness that the instincts of some lower animals possess. Instinct leads

the bee to build a honeycomb, and provides for both material and pattern; it leads the bird to build a nest, and the beaver a dam, with less of specific direction; it impels the child to constructive play, but what and how the child shall build, it does not determine.

Instinct leads the squirrel to collect nuts; it impels the child to collect—almost anything. A student told me the other day of a little girl under six, of her acquaintance, who has a passion for collecting dead mice. Human instincts do not so much provide particular things to do, as impel to general types of action or feeling. The details are left to be filled in by parental training and by experience. Often they provide simply the innate capacity for some line of action or study, or the predisposition to some type of emotion.

This indefinite character of our innate tendencies makes possible their application to an infinitely wider variety of situations that could be met by instincts of a more mechanical sort. Unless the beetle chances to meet just the precise conditions for which its instinct fits it, it will perish. But man, once

given the protection that infancy requires, is able to meet wholly new situations and conquer adverse circumstance. His instincts are capable of intelligent adaptation.

The fact is that intelligence and self-control, reason and will, grow and develop *within* our instincts, rather than outside of them. No instinct, once used, is after that as vague and indefinite as it was before. It has added two things to itself—a habit and an idea. Because it has this time acted in some definite way, it will tend thereafter to work that way again, in accord with the law of habit. And because its action has issued in some consciously experienced result, the idea of that result remains and will help to guide future action. The natural tendency need no longer be followed blindly. Every time that an instinct is used, therefore, it becomes more definite and more intelligent. The mature

PERSONALITY

Happy the teacher who is able to discover and appreciate the personality of her pupil. Fortunate is he who deals with the individual personality, rather than with simply one of a class. Class work should never eliminate the individual. Teaching, to be successful, must not be mechanical. It is an intelligently applied science. It is well known that an applied science is the application and adaptation of a principle to a person or an object. Every child has a unique personality. The problem of teaching a lesson is half solved when the peculiar character of the child is understood. Teach the child in his way, not in your way. Follow the trend of the child while leading him to the acquisition of knowledge.