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HOW IMITATION BECOMES ORIGINALLITY.

Abstract of Lecture by N. T. Harris, U. S., Commissioner of Education.

Imitation paves the nature of symbolizing, and it forms a very large electronic play. It marks the first beginnings of education. The child who begins to imitate gains evidence of self-consciousness. He notices the activity of another being, and recognizes that action produces an energy as well as skin to the power which he possesses. He proves to himself the possession of that power by imitating the action in which he is interested. It is the object defined comes to exist in the external world.

It is, therefore, a rule not only for mental construction, but for the construction of objective reality. When the mind leaves the mental picture and deals with definitions, it attains to a superior and more accurate knowledge of the reality which exists in the world; for the force which makes things is more real than the things which it makes. The process of producing things is universal, while the object made is only a particular. The universal is in a process while the object is a dead result.

The child outgrows his feeble state of mind wherein he takes the dead result as the true reality, and gradually acquires the ability to think of forces and powers, the causal energies which bring definitions is an act of intellect. But the first beginnings of imitation deal with the power of imitating. It is the dialectic of imitation to leave these external and strive towards a more and more internal relation of that which it imitates. The child scents step after step the elements of causation. He seizes the motives and purposes of the action and sees the logical necessity of his purpose and motives. He connects them more and more with his own fundamental principles of action. At last when he performs the imitated act as an expression of his own purposes and constructions imitation has become originality.


The child should not be hastened unduly in his progress out of symbolizing. As long as he has an interest and a real delight in the symbol he should be indulged in its employment. So, too, with regard to imitation. The juvenile teacher will not seek to deepen the child's insight into motives and purposes and arouse a too early feeling of responsibility in his mind. The pressure of the society in which the child lives, a society mostly of grown persons possessed of a deep feeling of responsibility, will hasten the child's development into a view of moral purposes quite soon enough. But, of course, there may be exceptions to this rule.

New classes organized in all departments of our school on January 22.

BOWLING GREEN, KENTUCKY, JANUARY, 1901.

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Volume V.

Visitor Visits the Schools. DARSTIA BOWLING GREEN.

A Handsome Educational Structure.

[From Times-Journal, Jan. 8, 1901]

It is a great source of satisfaction to the people of our city to know that the plans set into operation by enterprising citizens more than one year ago have been completed, and as a result the most magnificent building in Southern Kentucky stands on one of the principal streets and is the most beautiful part of our city, thoroughly completed and equipped from office to the topmost tower and from cellar to reception room.

The Normal School and Business College building is a magnificent pile, resembling a castle of the highest type of architecture. Nothing has been omitted that would make it modern in every detail, and even those who have had the work in hand had never conceived of the vastness and value of the structure until after it was completed. It fronts College street one hundred and sixty-five feet, and extends as far back towards Center street. There are more than fifteen thousand square feet of floor room, not including the many halls and smaller rooms.

Our reporter was much impressed with the convenience of every minute part. There are four fire and three rare cutrooms, and bright, light halls connect every department. One of these halls, running north and south, is one hundred and twenty-three feet long, but is beautifully intersected by stairways, rotundas, arches, and skylights.

One of the attractive features is the President's business office, a front room ago feet, finished in hardwood, and containing all modern furniture. In one corner is a handsomely furnished demonstration room, divided by curtains from the bascule and move of the bays office. The President's desk, an expensive New Year's present from the pupils, sits slightly elevated, and his many checks and stampers are at his easy reach, with a companion shelf above for his papers.

At first imitation copies the mere external appearances, but it gradually gets possession of the motives and purposes of the action, and finally the imitator may arrive at the fundamental principle which originates the action. Then the imitator finds no longer his guides and rules in an external model. He finds the rule for his action in his own mind and becomes original.

The child imitates an external object. It may be another person or it may be an animal or a thing. A boy can impersonate a steam engine, or a bear, or his older brother, a soldier, or a laborer. His imitation is, as we have said, an act of assimilation; an act of making for himself that which he sees made by another and thereby proving his own causative power. By this act of imitation he therefore grows towards the feeling of responsibility. The act performed by another is none of his. The act as imitated by himself is his own, and he is responsible for it. Imitation is therefore an act of the will just as symbolizing or thinking by things into existence and transform them into others.

The imitator has the same course of development as the symbolic thought which flows over into thinking by definitions. At first imitation copies the nearest external appearances, but it gradually gets possession of the motives and purposes of the action, and finally the imitator may arrive at the fundamental principle which originates the action. Then the imitator finds no longer his guides and rules in an external model. He finds the rule for his action in his own mind and becomes original.

The child imitates an external object. It may be another person or it may be an animal or a thing. A boy can impersonate a steam engine, or a bear, or his older brother, a soldier, or a laborer. His imitation is, as we have said, an act of assimilation; an act of making for himself that which he sees made by another and thereby proving his own causative power. By this act of imitation he therefore grows towards the feeling of responsibility. The act performed by another is none of his. The act as imitated by himself is his own, and he is responsible for it. Imitation is therefore an act of the will just as symbolizing or thinking by and songs which describe the external action delight the child in his symbolic stage of culture, but he rapidly grows out of this stage and requires scope for the exercise of his freedom. He wishes to make variations of his own from the action imitated. He continually becomes less mechanical and more spontaneous. The teacher makes a mistake if she holds back the pupil upon the field of some mechanical imitation when he has begun to interest himself in the motives and purposes of the action. Such restraint holds back growing freedom and individuality and tends to stifle it. Decludes this act of stitting a very prevalent in primary schools and kindergartens under the control of teachers or kindergartners who have not been led to appreciate the importance of original action.

Even what is called invention in the kindergartens, namely, the making of forms of beauty or constructing with blocks architectural forms, is often a kind of restriction upon children who are passing out of the symbolic stage of mind, for they desire to make real plans and not make false imitations of them. The child who wishes a real cutaway example is arwrked in his development if he is made to play at moving with a crooked stick.

The new college building is a magnificent pile, resembling a castle of the highest type of architecture. Nothing has been omitted that would make it modern in every detail, and even those who have had the work in hand had never conceived of the vastness and value of the structure until after it was completed. It fronts College street one hundred and sixty-five feet, and extends as far back towards Center street.
How Symbolic Thinking grows into Logical Thinking.

The following abstract of one of Dr. W. Froebel is reprinted many of our readers who are studying the educative value of things to teaching children to think. It will be especially valuable to mothers of young children.

The child in infancy, say up to the age of six, with average children, has been called the symbolic stage; because the latter stage, which begins somewhere about six and lasts through life, is called the “categorical” stage. These names are valid, but they do not explain the essential nature of the fact. The child sees the gun with which his father shoots and thinks that a stick cut out in the external resemblance of a gun will do what the gun does. The essential thing about the gun is the steel tube, the bore and shot and the method of exploding the powder. The child’s fact contains none of these items. His fact is a symbolic fact, rather than a real fact. We see that at a reality, we must have the chains of causality.

Play undertakes to reproduce the external resemblance of the fact without the causal chains which make the essential element in the fact. The farmer mows with a steel scythe and cuts grass. The child mows with a wooden scythe and cuts grass. He merely “makes believe” grass. Now it is evident that the difference between play and work is that the former is a chain of shallow features of the fact, whereas the latter contains the whole causal process. The child does not even pretend to believe that the stick he is cutting is grass. However, it is the child’s fact is not the same as the real fact which constitutes the work of the world. He can realize an ideal of his own, though it is not an ideal as that of a man. To illustrate this process of growth.

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The world is full of objects and mimics them in play. Pete, for instance, will pretend that he is a horse and will prance around the room, Meals, the eating and digestion, the use with an experienced stenographer who is capable of teaching a few High School Branches. We want an all around man to teach Commercial Branches. Will pay good salary.

We want an experienced stenographer for lumber business. Will pay good salary.

Will you kindly recommend, for improvement, a young man for a position as assistant book-keeper? Must have a high school education. Can you furnish us any young man capable of keeping a lumber set of books? I know he is skillful and accurate in his work. Send specimen of penmanship.

Don’t fail to mention Course wanted when you write.

Address: H. H. CHERRY, General Manager. Bowling Green, Ky.
Prove the school is doing some good work. As a result you would have no trouble in getting up a perfect classification.

\[ \text{FINIS.} \]

\[ 
\text{\textbf{State Certificates.}}
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Our State Certificate course is under the able instruction of experienced educators who know exactly what the teachers need and what will prepare them for the different examinations. Teachers who hold State Certificates are in every school. We never have any trouble in getting our certificates.

We have had numerous demands made upon us just recently by the teachers who hold State Certificates, and we are happy to meet them all.

\[ 
\text{\textbf{No Contagious Diseases.}}
\]

It sometimes happens that schools, jail, and asylum inmates are apt to contract contagious diseases. This is particularly true of schools where Bowling Green is enjoying, are due to be answered before they are sent out. It may be found that one or both of the students have contracted some contagious disease.

We can assure you that all the books we send out are in perfect condition. Nothing will be allowed to arrive in a bad state.

\[ 
\text{\textbf{The Museum.}}
\]

Will you wish to examine it January 22, remember that it is a wonderful and immense affair. Nearly everything in it is done by students who are each at the same time the donors of their work.
Extracts From Students' Letters Received Within the Last Few Months.

"Am keeping a busy set of books seven hundred accounts in the ledger," wrote a student who has turned many affairs away, after trial, but is now sure to succeed. Not one of his worthless applicants had been trained in your school.

"The more I work you with you not only the help but the most beneficial effect is the working of a character of man wanting a good, practical education, would be to attend Cherry Bros."

"Ten days after reaching Rome I secured a position in the Legislature for a salary of One Hundred and Fifty Dollars per year."

"I am getting fifty-five dollars per month and am well pleased with my position."

The reporter came to feeling that he had much to do in the way of study, work in progress and realizing more than ever that it took system and energy to keep up with the work. It certainly took interest and enthusiasm to complete the completion of plans so long ago put into operation. But what has been accomplished in the way of organization and progress has been truly, L. Powell, 4 D.

By Cherry Brother & Company.