

may be consistent with good quality. These bargain-hunters have been sternly rebuked by the high priests of protection. Every devout worshipper of the McKinley and the Dingley schedules thrills when he recalls President Harrison's apothegm of the stump, "A cheap coat makes a cheap man." If a cheap coat casts such a terrible blight on intellect and character, a cheap canal would utterly corrupt our national conscience. The higher the cost, the greater our happiness, the more exalted our virtue.

SCHOOLS FOR GENIUSES.

A demand for special schools for the specially gifted is making itself heard in Germany. Notable among those advocating the plan are Wilhelm Bölsche, in his 'Weltblick,' and Dr. J. Petzoldt, in his 'Separate Schools for the Conspicuously Gifted.' Dr. Petzoldt of the gymnasium of Spandau feels his heart going out to "the highly endowed, who, misunderstood by those nearest to them, see their divine spark being slowly extinguished," for lack of proper training.

The neglected genius has always been more abundant in Germany than elsewhere, but Herr Bölsche and Dr. Petzoldt show us how to foster both unrecognized genius and the less elusive variety. The Doctor makes it clear that he is not lacking in sympathy for those slighted by nature. There are in Germany numerous schools for backward and feeble-minded children. In nearly 170 cities and towns about 12,000 of them are being educated by the State. In thus providing for them, Dr. Petzoldt asks, "Do we not allow the impulses of our heart to get the better of cool reason? Are not the especially gifted far more entitled to pity than the mentally disinherited?" He makes a strong showing for the feasibility of establishing special schools without throwing additional burdens on the State or sacrificing existing schools. He would select, say, from the fourth class of the gymnasium, twenty of the brightest pupils, to form the first class of the *Sonderschule*. The teachers, a picked corps, must be able to recognize clearly the peculiar mental gifts of their scholars. A special diary is to be kept for each. The natural sciences are to be given first place in the curriculum, the main object of all the courses being to train the student in "thinking to the very root of the subject, until hatred of superficiality becomes an instinct." The study of biology is expected to lead to a higher conception of art than prevails among the moderns, whose bizarre creations, Dr. Petzoldt incidentally remarks, are simply the result of ignorance of natural science. Psychology, biography, and English and Italian are to be compulsory subjects in the lower classes; the higher are to provide elective courses,

scientific, technical, artistic. The hours of instruction are to be limited to four a day, and two hours daily are to be given to gymnastic exercises in the open air. Singing and drawing are not to be neglected.

The entire plan of instruction, by condensing two years' teaching at the higher classes of the gymnasium into one, is to enable the student to devote the time from the fifteenth to the eighteenth year to subjects usually taught only at the university. A specialist in nervous diseases, of thorough pedagogic training, is to be constantly on the lookout for any sign of over-exertion or abnormal behavior. As to the cost of establishing these *Sonderschulen*, Dr. Petzoldt argues that the 400 gymnasia and 100 *Realschulen* in Prussia would, through the elimination of their brightest pupils and teachers, save enough money to endow twenty-five *Sonderschulen*, while the gain to the country from an estimated steady supply of 3,000 unusually bright and specially trained young men would be incalculable.

There is, of course, no particular originality in the plan itself. The need of providing suitable instruction for gifted pupils has often and in various ways received practical consideration, not least in Germany itself. In the town of Mannheim, for instance, the most talented school children—about 10 per cent. of the total—have for some time been specially taught, though in the same class with those of average capacity. But there is a novelty in the almost aggressive attempt to lay down hard-and-fast rules for the treatment of genius, in disregard of the great difficulty which educators and philosophers have from time immemorial experienced in even defining the very term. If Lessing be right in maintaining that it takes genius to awaken genius, Dr. Petzoldt's initial difficulty would seem to lie in discovering the genius of the teacher. Nor is this all, for, in the new education, environment plays a very important part. Apparently, Dr. Petzoldt would as nearly as possible provide for the budding Moltkes, Bismarcks, and Kants the conditions that made their prototypes what they were. "Could a Moltke in time of peace and a Bismarck under a ruler like Frederick III. have attained their full development? Did not Kant employ all his ingenuity in the service of theological metaphysics until awakened by Hume from his dogmatic slumber?" It is true that the Faradays, Liebig's, and Schliemanns triumphed over a thousand obstacles, but Dr. Petzoldt would spare their successors an equally hard struggle—fatal, he thinks, in many recorded and unrecorded cases. It appears to him highly probable that, under adverse circumstances, even Goethe would not have given to the world his masterpieces (Schopenhauer has confessed as much for himself). He maintains stoutly—

pace Lessing—that Raphael could not have become a great painter had he been born without arms.

Dr. Petzoldt is well aware that genius may be simultaneously creative in various directions. But varied stimulus, while imperatively called for in some cases, must never degenerate into coercion. The obstinacy of genius in rejecting instruction is often only wise recognition of its own limitations—vide Alexander von Humboldt, "who ought never to have been forced to take music lessons." As the object of the *Sonderschulen* is eminently practical, it may be asked what test as to the quality of genius fostered in any given pupil will be applied on graduation. Or is the output to be measured in quantity? Productivity of the right sort was defined by Goethe to be the surest touchstone of genius, though its results be only an occasional song like Béranger's. But we fear there are many perplexing problems for the teachers in charge of genius at the *Sonderschulen*.

A SELECTIVE ART MUSEUM.

At the organizing meeting of the Association of American Museums, on May 15, Mr. Benjamin Ives Gilman, Secretary of the Boston Museum of Fine Arts, made an important contribution to the new science of museology by advocating a selective or anthological principle for public art museums. Mr. Gilman believes that the duty of an art museum is not primarily to afford instruction in archæology, but to minister to the pleasure that comes from the undisturbed contemplation of beautiful objects. With this end in view he would select from the possessions of a museum its finest objects, and exhibit them under the best conditions of light and space. The rest of the collections he would store or exhibit compactly for the use of students and investigators, holding such study collections open, however, to all applicants. In both the public and the study collections the arrangement would be chronological, but in the public galleries the arrangement would be based on æsthetic, in the study halls on scientific, considerations.

A twofold plea is made for this somewhat revolutionary theory of dualism. First, it is obvious that the public is unequal to the task of picking out the excellent exhibits from the mediocre or merely curious. As collections increase, the task becomes ever more vexatious. An entire public is forced to plod through miles of galleries, many of which appeal only to the professional student of art, possibly the hundredth part of the museum's public. Hence the duty of sifting the collections into an anthology. An ideal director would treat his possessions much as Matthew Arnold did the works of Wordsworth, making such a selection as should at-

tract interest and minister to culture. The special student, it is plausibly maintained, would also profit by the introduction of the selective policy. The greater part of the collections would be accessible to him, with a more compact and convenient installation, under favorable conditions for undisturbed study and in handy proximity to libraries, workrooms, and the offices of consulting curators.

The chief objections to the anthological idea were raised by Professor Goodyear of the Brooklyn Institute in a very trenchant but courteous rejoinder, to Mr. Gilman's address. Professor Goodyear held that the selection of the best is practically impossible, being based simply on individual taste or caprice, and that our only certitudes are of an historic sort. Hence history and chronology are the only safe guides for a director, and the best arrangement for the student will turn out to be the best also for the man in the street. Professor Goodyear's agnostic attitude as to decisions of taste represents a way of thinking widespread among scholars. It is based partly upon a praiseworthy caution, partly upon a less commendable distrust of the emotions. As a matter of fact, the dictum, *de gustibus non est disputandum*, is practically ignored by those who preach it most vehemently. There is an absolute consensus as to the finest periods of art and as to many individual works. No archaeologist hesitates to affirm that the Greek sculpture of the fifth century B. C. excels that of the fourth and third. There would be no dispute of the dictum that the Dutch painting of the seventeenth century surpasses that which precedes and follows it. Nor would any well-informed person deny the supremacy of French painting in the nineteenth century. If it were really true that taste is merely personal and helpless, there would be no such consensus of judgment.

Within these great periods, also, one does not hesitate to distinguish the varying merits of different works. The comparative mediocrity of Rubens in portraiture is generally admitted; the greater significance of Rembrandt's later works has become a truism; conversely, every one is familiar with Van Dyck's degeneration into an elegant but meaningless mannerism. We perceive in Vermeer an exquisiteness beyond that of the Dutch school, and we balance the merits of his score of surviving canvases as exactly as the tea-taster sorts tea by quality. There remains a fringe where judgment is varying—a certain number of debatable examples of art; but in all main matters these accepted verdicts of taste are quite as sure as the date on a birth certificate. Practically, a jury of connoisseurs and artists which should be asked to pick out from any museum the tithe best worth exhibiting, would agree in about three-

quarters of the cases. As to the rest, a broad-minded director would give them the benefit of the doubt, exhibiting all that obtained the suffrages of two or three competent judges.

As to historical considerations, it should be noted that Mr. Gilman and Professor Goodyear, representing the advanced and the orthodox schools of museology, would treat three-quarters of the exhibits in any given museum in precisely the same fashion. The difference would be not in internal arrangement, but in conditions of public admission, and in the disposition of, say, a quarter of the exhibits. Mr. Gilman believes the finest should be selected and advantageously shown; Professor Goodyear believes that no sorting should be made by the museum, but that the duty of selection should be left to the average visitor. Mr. Gilman looks forward to a large public enjoying impressions of art, and a small public deeply studious of its history; Professor Goodyear is skeptical as to the æsthetic public, but hopes for a great increase in the number of the studious.

We hold no brief for either view, and are willing to believe that both sorts of museums have their value. But, clearly, the unwieldiness of modern collections plays into the hands of the anthologist. Wherever the number of pieces is too great for complete exhibition, the anthological idea holds. For example, print and coin departments rarely show more than a mere fraction of their treasures at one time. Resourceful curators in such departments ordinarily arrange a small permanent exhibition of the choicest pieces, and offer also periodical exhibitions from the reserve. This is precisely the policy advocated by Mr. Gilman and likely to be adopted by the Boston Museum of Fine Arts, when it moves into its new building. One may readily foresee a state of things where the general collections of museums will be as congested as the print rooms are from the outset. The cumbered state of such museums, the fatigue and distraction of their casual visitors, the increasing inconvenience of their overgrown and badly dispersed collections to investigators, will eloquently plead the cause of the selective idea.

THE COMMERCIAL CONQUEST OF SINALOA.

FUERTE, MEXICO, March, 1906.

In three years a subtle change has stolen into the life of Sinaloa. Where there was formerly vague talk of progress, with an occasional electric-lighting plant or municipal water-works adduced as an example, while knowing ones insisted on their superior knowledge of the time when the railroad from Chihuahua would reach Topolobampo, and when steel rails would entice the slumbering lead mines of Topia to activity, now there is nervous restlessness

in the face of the actual fact that a great wave of industrial development is sweeping upon the State; that a railroad, with all the power and determination of the Southern Pacific Railway Company behind it, is actually being built through the fertile coastal plain; and that a well-financed land company is laying its hands upon the richest agricultural and grazing areas in the region. The effect of this, combined with the spectacle of in-rushing hordes of adventurers and investors, has been to disquiet a goodly portion of the people, who see in it, with more or less reason, the prospect of changes subversive of the old standards of living and threatening the existing social order. The wealthier classes, who hold the reins of power, number many who have travelled widely, have read much, and are not ignorant of the dominant habit of the Anglo-Saxon when he strikes deep root in a foreign soil. Already the foreign colony refers to this or that Mexican notable as being "anti-American," which is significant. The distrust of the impending commercial invasion has been communicated to the well-to-do masses, and the old-time cordial hospitality is less conspicuous than formerly, coupled with a sharp discrimination in prices, not to the advantage of the newcomer.

The working people—we may as well cease calling them *peones*, since even local usage is attaching the implication of a slur to the term—are indifferent to the ultimate results of the awakening which steam and labor-saving machinery, and their masters, may effect. They are conscious only that there is a keener competition for their services than formerly, and that this has raised the compensation from one hundred to two hundred per cent. At the same time the small planter has felt the scarcity of labor, and has raised his prices for corn and fodder and mules. The excessive rains which for two years past have damaged crops, are chiefly credited with the advance in prices, but this is only part of the truth. There is no doubt that the area under cultivation has declined because sufficient labor has not been available at the usual wages. It is difficult for the man used throughout his life to paying thirty to forty cents silver a day for ranch hands, to acquiesce in the demand for fifty cents to a dollar. He has not yet become as profoundly impressed as the common laborer with the urgent cry, from the mines in Sonora and across the Gulf of California at Santa Rosalia, for workmen, and ever more workmen, at two and a half to four dollars a day. He has not seen the shiploads of laborers disembarked at Santa Rosalia, nor the trains from Guaymas crowded with eager seekers after opulent rewards, hurrying towards Cananea, and he tries in vain to cling to the ancestral conditions while the formerly-contented workers around him are having their standards of values profoundly altered by the tales of riches so quickly won at the mines and in the service of the railroads. By not taking warning from the changes already wrought, he is thus widening the opportunity for the aggressive colonists who are coming to fill the gap.

The wiser heads perceive all this, and foresee its consequences. Hence the anti-American sentiment already noted as be-