

as colour-petals out of a fruitful flower." Joy in work arises mainly from two conditions: the natural exercise of one's faculties, and the satisfaction of the creative instinct. Just as a healthy, normal child enjoys eating and exercising his limbs, so will he find pleasure in acquiring knowledge and in using his intellectual faculties, if we supply him with the kind of knowledge suited to him and leave him freedom and scope to think and use that knowledge in his own way. What experience there is of education by means of practical activities shows that these do appear to be undertaken by the child in the spirit of zest and eagerness which accompanies the satisfaction of a need. The reality and obvious usefulness of the work always make appeal to the creative instinct, which is hardly touched by the academic work of the ordinary school. In the days of the cathedral-builders a child's education was first in the home through the home crafts of spinning, weaving, breadmaking and the like, and afterwards in the workshop. Something of this we seek to restore.

Discipline of Spontaneous Effort. Another result which we hope to achieve by New Town methods is closely connected with the foregoing. It is the discipline which comes from vigorous activity and sustained effort. It is usually regarded almost as axiomatic that such discipline can only come through tasks imposed from without and undertaken by the child more or less unwillingly. Yet it seems obvious that a voluntary, spontaneous effort, in which the child conquers his own inertia through his desire to reach a certain end, or even for the simple joy of overcoming an obstacle, must be more potent in the formation of character than any work, however irksome, which is performed out of grudging obedience to an outside authority. The spontaneous concentration of the Montessori child is so marked a feature of that system, that teachers sometimes have to restrain