

The danger of disorder and desultory activity is great; but can anyone in these days seriously claim that there is growth commensurate with the world's needs in the classroom where the teacher directs every act of the student, where the only sequence is the hearing and assignment of lessons, where the dominating mental activity is a memory process with the sole end in view of passing an examination?

In moral training the new education does not admit two ethical standards—one for the school, one for life. Morality is conduct; moral training is performance. High ideals, good impulses must be expressed in conduct. A good student is an efficient member of his small community, with his mind and body under control; a good citizen is the adult with the same characteristics. Direct ethical instruction has small place on the curriculum; every lesson is moral training. The material of ethical instruction is useful only in so far as it is expressed in terms of the student's own conduct. The child gains the power of judgment by judging.

Emphasis on future ends, such as promotion, the passing of examinations, tends to blur moral vision; the fact that the task is worth while in itself is apt to be lost sight of. Every child should be judged by his contribution, not solely as compared with others. What he has done may represent his very best effort, and as such it cannot be to him utterly bad; yet in the maelstrom of examination he goes to defeat and receives the stamp of inferiority. Who can estimate the tragic loss of power to timid children laboring under this sense of inferiority?

The new education does not elimi-

nate inhibition and punishment, but it regards the nagging teacher as a menace to childhood.

John Dewey in his "Moral Principles in Education" says: "Training is pathological when stress is laid upon correcting wrong-doing instead of upon forming habits of positive service. Too often the teacher's concern with the moral life of the pupils takes the form of alertness for failures to conform to school rules and routine. These regulations are more or less made in order that the existing modes of school work may go on, but the lack of inherent necessity in these school modes reflects itself in a feeling on the part of the child that the moral discipline of the school is arbitrary. Any conditions that compel the teacher to take note of failures rather than of healthy growth give false standards and result in perversion. Attending to wrong-doing ought to be an incident rather than a principle."

In physical education emphasis is on dancing and rhythmic movements to good music. The splendid work in interpretive, aesthetic and folk dancing has done much to change the character of modern social dancing, and is doing missionary work with the youth whose lack of training in appreciation has been largely responsible for the plague of ragtime that has swept over the land. Physical work is regarded neither as recreation nor as an agent for the development of muscle, strength and skill. Games, dancing, exercises are to gain control, ideals, clarity of thought. But games to the point of exhaustion are in the same category as the purposeless task—they are simply strain.

(To be continued.)