

mental health that the individual should have something beyond the bare clothes on his back to which he can assert exclusive possession, and which he may defend adversely against the world. Even those religious orders who make the most stringent vows of poverty have found it necessary to relax the rule a little in favor of human nature, made unhappy by reduction to too disinterested terms. The monk must have his books; the nun must have her little garden, and the images and pictures in her room.

In education, the instinct of ownership is fundamental, and can be appealed to in many ways. In the house, training in order and neatness begins with the arrangement of the child's own personal possessions. In the school, ownership is particularly important in connection with one of its special forms of activity, the collecting impulse. An object possibly not very interesting in itself, like a shell, a postage stamp, or a single map or drawing, will acquire an interest if it fills a gap in a collection or helps to complete a series. Much of the scholarly work of the world, so far as it is mere bibliography, memory, and erudition (and this lies at the basis of all our human scholarship), would seem to owe its interest rather to the way in which it gratifies the accumulating and collecting instinct than to any special appeal which it makes to rational desire. A man wishes a complete collection of information, wishes to know more about a subject than anybody else, much as another may wish to own more dollars, or more early editions, or more engravings before the letter, than anybody else.

The teacher who can work this impulse into the school tasks is fortunate. Almost all children collect something. A tactful teacher may get them to take pleasure in collecting books; in keeping a neat and orderly collection of notes; in starting, when they are

mature enough, a card catalogue; in preserving every drawing or map which they may make. Neatness, order and method are thus instinctively gained, along with the other benefits which the possession of the collection entails. Even such a noisome thing as a collection of postage stamps may be used by the teacher as an inciter of interest in the geographical and historical information which she desires to impart. Sloyd successfully avails itself of this instinct in causing the pupil to make a collection of wooden implements fit for his own private use at home. Collecting is of course the basis of all natural history study; and probably nobody ever became a good naturalist who was not an unusually active collector when a boy.

*Construction* is the other great instinctive tendency with which the school-room has to contract an alliance. Up to the eighth or ninth year of childhood, one may say that the child does hardly anything else than handle objects, explore things with his hands, doing and undoing, setting up and knocking down, putting together and pulling apart; for, from the psychological point of view, construction and destruction are two names for the same manual activity. The result of all this is that familiarity with the physical environment, that acquaintance with the properties of material things, which is really the foundation of human consciousness. To the very last, in most of us, the conceptions of objects and their properties are limited to the notion of what we can *do with them*. A "stick" means something we can lean upon or strike with; "fire," something to cook, or warm ourselves, or burn things up withal; "string," something with which to tie things together. In geometry, the cylinder, circle, sphere, are defined as so many results of construction. The more different kinds of things a child thus gets to know by treating and