

individual the right to develop his personality adequately without trespassing upon the rights of others?

From some points of view, school is the negation of liberty. It is composed of young people, torn away from their homes and from their play, to be drilled and exercised in tasks which are often irksome and uncongenial. The pupil in school is not allowed to study what he likes, but what adults consider it good for him to study. Further, freedom of movement and liberty to talk unduly are also denied him. Yet in a way the school makes for greater liberty, inasmuch as it provides an opportunity for the development of capacities and powers that otherwise would have lain dormant. It denies liberty in order to grant freedom. For freedom and liberty grow as powers are freed; the wise alone are truly free.

In every organisation there is a compromise so far as liberty is concerned. Where to draw the line is the perennial problem. The principle of liberty demands that there should be the smallest possible amount of coercion consistent with the safety of the state. This principle is often rejected in school, because the pupil is too weak, too helpless to retaliate. But the teacher must have liberty to grant liberties. The circle of freedom for the child from the teacher, of freedom for the teacher from the educational authorities, etc., must ever be preserved. If it be broken at any point, the effects fall ultimately upon the innocent children in school. If it be preserved, we get a new spirit in school—a spirit which is too big to bully, yet sufficiently strong to grant liberties boldly when liberties are beneficial and to withhold them when they are harmful.

A Fable.—A class teacher whose pupils did not pass the term examinations to any great extent complained to the principal that under the examination system, education was reduced to cramming and lost all its breadth.

"Did you know," he asked, "that there is more gold in the water of the ocean than in all the world beside?"

"Yes," she said; she never owned up there was anything she did not know.

"Which do you think would be better to pay your board with," he asked, "all the water in the ocean or a five-dollar gold-piece?"

"A five-dollar gold-piece," she replied.

"Well," he said, "it is just the same with knowledge; it doesn't make any difference how much there is of it if you can't get at it."

This fable does not teach much of anything. Those that are smart enough to learn anything from it know it already.—*Educational Review.*