

appropriate development in each of the preceding stages of evolution.

That development is always arrested, when work adapted to a higher evolutionary stage is forced prematurely upon the attention of a child.

That it is a grievous wrong to give a child more knowledge or more power to acquire knowledge, without at the same time, and, as far as possible by the same process, increasing its power and tendency to use knowledge.

That the educational methods of the past have developed the sensor at the expense of the motor system, and that therefore men have become more receptive than executive. Educational methods should develop the motor system and establish the necessary reactions between the sensor and motor systems.

That the power of problem discovery is the greatest intellectual power. The schools dwarf pupils by making them problem solvers only. Before children go to school they are problem discoverers as well as problem solvers.