

bringing the child into contact with music, pictures, books, nature, and then giving him the minimum of guidance. And in the schools that reflect the new education beauty is provided in proportion as the background of the children lacks beauty; the literature of the syllabus is large and catholic, only typical portions are analysed.

The new education does not ask the destruction of present systems; it asks from every subject on the curriculum a justification of its place there, from every teacher a justification of his position in passing on to the children who must soon take direction of the state, the training he himself has received. In the fundamental subjects it asks for treatment more in accord with the facts of life—that the child be trained in current speech that does not lag behind his comprehension; that processes of growth and assimilation should to a greater extent replace passive absorption of information and sheer effort of will.

Can it be claimed that any notable preparation for business and social relations, that any essential general principle commensurate with the time spent is gained through much of the present work in arithmetic? In the light of common-sense and reality many arithmetical problems are contributions to the literature of humour. The same formal, non-social atmosphere clings to spelling, with its formal tests of unrelated, and all too frequently entirely uncomprehended words, to literature with its total disregard of the fact that our boys and girls need direction in modern writing—their favorite diet—in history with its disregard of man's lucid intervals.

The world of education has today

before it the two most significant lessons of the ages in what stagnation of thought has done for Russia, and what ruthless suppression of initiative in Germany has done for the world. In our democracy indifference and the closed mind are to be dreaded quite as much as unrestrained socialism.

I began this outline with the determination to be quite impartial in my presentation. I realize that I have shown a very strong bias. I cannot afford to give the impression that my performance keeps pace with my theory of education. It does not. In some things I see success; in some I am very much in the floundering stage; in other essentials I have not dared to strike out.

While in London in 1915 I was privileged to visit three of the best secondary schools, which close late in July. The leaven of the new education was at work, but as I was interested solely in the new experiment of English phonetics, the class atmosphere came into the fringe of my consciousness only. In the schools of New York last year, with new theories very much in focus, I recalled many points of similarity in the educational practice of the schools of these two great centres.

While in attendance at Columbia I chose purposely those educational courses that gave me continuous observation privileges.

Much is yet in the try-out stage. There is, however, in the schools where the theories of sociological education are being applied, a mental alertness, a spirit of self-reliance, of co-operation, of sympathy; an atmosphere of busyness, happiness and confidence I have nowhere seen equalled. In some schools the line between alertness and playing to the