

struction table, I enquired about the nature of the construction work. 'We use it,' said the Principal, 'as a reward for good work in the book subjects. Arithmetic is dead and dry. Pupils must have an incentive to master it. We make the privileges of the construction table the incentive.' 'What do they make at this table?' I asked. 'Whatever their fancy dictates,' he replied. Being a little curious, however, to know how it all came out, I waited until I saw a child start to work on a basket, work at it a few minutes, then take up something else, continue a little time, go back to the basket, and finally throw both down for a third object of self-realization. 'How then,' I asked, 'do you get the beautiful results that you exhibit?' 'For those,' he replied, 'we just keep the pupils working on one thing until it is finished.' 'But,' I objected, 'is that consistent with the doctrine of spontaneity?' His answer was lost in the din of a change of groups, and I did not follow the investigation further.

Noon dismissal being now due, I went into the corridor. Lines are forbidden in that school. At the stroke of the bell, the classroom doors burst open and bedlam was let loose. Anticipating what was coming, I hurriedly betook myself to an alcove, where I saw mere spontaneity in two minutes than I had ever seen before in my life. One group stopped in front of my alcove, and showed commendable curiosity about the visitor in their midst. After exhausting his static possibilities, they tempted him to dynamic re-action by making faces; but this proving to be of no avail, they went on their way, in the hope, doubtless, of realizing themselves elsewhere.

Before leaving that school I took occasion to enquire concerning the effect of such a system upon the teachers. I led up to it by asking the Principal if there were any nervous or anaemic children in his school. 'Not one,' he replied enthusiastically, 'our system eliminates them.' 'How about the teachers?' I ventured to remark, having in mind the image of a distracted young woman whom I had seen attempting to reduce forty little ruffians to some semblance of law and order through moral suasion. If I judged conditions correctly, that woman was on the verge of a nervous collapse. My guide became confidential when I made this enquiry. 'To tell the truth,' he whispered, 'the system is mighty hard on the women.'

What has been said in this address is not said for the purpose of decrying the educational policy of those who today insist that school work should be made as simple and attractive as possible. What I do seek to counteract is the mischievous ideas of those who look at matters from the other side, and