

it, even as one prevents a hungry child from over-eating.

Moral and Religious Development.

The free, vigorous and joyous exercise of his faculties appears to have a beneficial effect on the moral development of the child. There is no necessity for punishment in the Montessori school. The head master of the elementary boarding-school already referred to has observed that a bad-tempered, troublesome boy seems, under the influence of his handwork, to develop a moral calm. People visiting schools where freedom and natural self-education have been to any extent practised notice an unusual friendliness and comradeship on the part of the children both towards each other and to their elders. Interest and joy in work seem to act as regulating moral forces, creating that sympathy and affection towards one's fellows which, if given full scope, may develop an ever-widening conception of human relationships, reaching out until it embraces the whole of humanity.

This moral development should give meaning and emphasis to the desire which most children express, when it is not prematurely forced on them, for direct religious instruction. We have given some thought to this vexed question, and agree that when a child asks for such instruction it should be given. There will be simple lessons on the mythologies and religions of the world and on the Bible as history and literature, which will form part of the ordinary school course. The ritual of such school functions as morning assembly will afford opportunity for a simple form of worship, and also for any direct moral or religious teaching which may be thought desirable. In addition the Group Tutor will arrange for talks on religious principles, such as those expressed in the Sermon on the Mount and other sacred writings; and special periods for the general or individual discussion of the children's ethical problems, and answers, if any, will be thought