

COURSE OF STUDY.

The school is only one of the institutions and agencies for formal education. It should not confine itself to the use of books for developing intelligence, training into ability, and bringing out unselfishness. The book is a capital agent with its words as the symbols of the ideas. It is suited particularly for those who are reaching maturity and are able to drink in ideas from the abstract and profit by them for after life. For the child, one of the best means is to guide him in doing things with his hands on tangible things, during part of the time.

I count myself among those who think that the school of the future will have a course of study providing for the development of the mind, body, and spirit symmetrically, and therefore suited to the ages and powers of the children. Probably one-quarter of the time will be devoted to doing things with the hands with tangible things, including all forms of manual training, physical exercise, games, and physical culture; one-quarter to languages, particularly one's mother tongue, history, literature, songs, and pictures; another quarter to arithmetic and mathematics, the twin science of numbers and quantity; and the remainder of the time to sciences which embrace the study of natural surroundings, of animals, plants, and minerals, of the weather, of the earth as a whole, and of physical forces and phenomena. To be effective, the whole course must necessarily be administered in such a way as to develop a fine sense of proportion and a keen sense of responsibility. That, in general, would be the frame work for courses of work and study for schools leading towards the improvement of conditions for rural and city life.

Manual training and household science and school gardens were not put in the school courses to satisfy women's councils or clubs, but to improve the schools fundamentally for the children and to provide for the preparation of teachers with new qualifications. The whole child goes to school—body, mind, and spirit—and the training of hand, head, and heart should go on harmoniously. We use these terms for convenience of explanation, but the child is one and indivisible. The training of these are means to develop his whole nature into ability, intelligence, and good will for co-operation with his fellows. Those are vital to happiness, to satisfactions in life.