

CORRELATION OF STUDIES.

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IN the report of the Committee of Fifteen on the correlation of studies it was partly assumed that the studies of the school fall naturally into five co-ordinate groups, thus permitting a choice within each group as to the arrangement of its several topics, some finding a place early in the curriculum and others later. These five co-ordinate groups were, first, mathematics and physics; second, biology, including chiefly the plant and the animal; third, literature and art, including chiefly the study of literary works of art; fourth, grammar and the technical and scientific study of language, leading to such branches as logic and psychology; fifth, history and the study of sociological, political, and social institutions. Each one of these groups, it was assumed, should be represented in the curriculum at all times by some topic suited to the age and previous training of the pupil. This would be demanded by the two kinds of correlation defined in that report as (1) "symmetrical whole of studies in the world of human learning," and (2) "the psychological symmetry, or the whole mind."

The first period of school education is education for culture and education for the purpose of gaining command of the conventionalities of intelligence. These conventionalities are such arts as reading and writing, and the use of figures, technicalities of maps, dictionaries, the art of drawing, and all of those semi-mechanical facilities which enable the child to get access to the intellectual conquests of the race. Later on in the school course, when the pupil passes out of his elementary studies,

which partake more of the nature of practice than of theory, he comes in the secondary school and the college to the study of science and the technic necessary for its preservation and communication. All these things belong to the first stage of school instruction, the aim of which is culture. On the other hand, post-graduate work and the work of professional schools have not the aim of culture so much as the aim of fitting the person for a special vocation. In the post-graduate work of universities the demand is for original investigation in special fields. In the professional school the student masters the elements of a particular practice, learning its theory and its art.

It is in the first part of education—the schools for culture—that the five co-ordinate branches should be represented in a symmetrical manner. It is not to be thought that a course of university study, or that of a professional school should be symmetrical. The study of special fields of learning should come after a course of study for culture has been pursued in which the symmetrical whole of human learning and the symmetrical whole of the soul are considered. From the primary school, therefore, on through the academic course of the college, there should be symmetry, and five co-ordinate groups of studies represented at each part of the course, at least in each year, although perhaps not throughout each part of the year.

Commencing with the outlook of the child upon the world of nature, it has been found that arithmetic or mathematical study furnishes the first scientific key to the existence of bodies and their various motions. Mathematics in its pure form, as arith-

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