

another, of useful and interesting relation between the various topics of the various studies. Every child is sure to be interested in some thing, so that if he can see that other things are related to his favorite ones, life at once broadens before him. The basis of interest in study is laid when the child finds in the subject-matter of instruction that which appeals to his own thinking as valuable. He must understand it, therefore, primarily, in its relation to himself." . . . "Having a single principle of unfolding for several branches, we have at the same time the *possibility of their correlation*." . . . "The key to the correlation of studies would be the most logical unfolding of the various studies as relatively completed sciences." . . . "When it is discovered that the psychological developments of the child correspond, step by step, to the historical growth of the culture of the races, and that this race development is recorded in such studies as biblical and other history, in literature, language, etc., then it would seem that we have found the first *requisite for a successful correlation of studies*."

In the discussions of Messrs. Charles and Frank McMurry and the Herbart Club in Illinois, the term *correlation* for unification of studies is *not used*.

Superintendent Maxwell moved at the Boston meeting, February, 1893, of the Superintendents' Section of the National Educational Association that a committee of ten be appointed to investigate the organization of school systems, the *co-ordination of studies* in primary and grammar schools, and the training of teachers," etc.

Colonel F. W. Parker, in his discussion of the Report of the Committee of Ten (President Eliot's summary at Richmond), does not use the term *correlation*, but speaks frequently of the *relation* of one branch to another. On p. 447 of "Addresses and Proceedings," we find that he

said: "The most remarkable showing in nearly all the (sub) reports is a very marked tendency toward the modern doctrine of *unification or co-ordination* of studies." . . . "Some of the principal suggestions tending toward the theory of *concentration* . . ." It appears to be in his "Talks of Pedagogics," published in 1894 (pp. 26, 27), that he uses the term first.

According to Murray's great English Dictionary, correlation means: 1. Mutual relation of two or more things. 2. Relationship of persons. Correlation of forces is defined by Grove as "reciprocal production," "any force capable of producing another may in its turn be produced by it." According to Darwin, biological correlation means "The normal coincidence of one phenomenon, character, etc., with another." In geometry the correlation means reciprocal relation. Murray defines correlative first as "mutually interdependent," and afterwards as "complementary relation." But nowhere any definition given to correlation or its derivatives making it the same as the Herbartian "concentration."

The following is the list of questions drawn up by Dr. Maxwell, the chairman for the Committee of Fifteen. It is an excellent and exhaustive list of topics for its purpose, and led to a very animated discussion, lasting four days, at the meeting in Washington in December. It will be seen, as above remarked, that the foreground is occupied by the question of educational values, and that there is nothing in the four questions, numbers five to eight, which is not discussed in the report submitted at Cleveland. The real correlation was shown in the discussion of educational values, it being shown in each case what province each branch covered. Other than this essential correlation, there is, of course, only artificial correlation, and this was treated with sufficient thoroughness.—*Journal of Education*.