

CHAPTER X

SUMMARY AND CONCLUSIONS

THE function of the state school is to prepare the student for the future social activity of the citizen. Individual development is a means to this end, not an end in itself. In certain forms of social activity all citizens participate, some to a greater extent than others. Other forms engage the attention of particular groups only. Consequently state education must be partly general and partly special. A man's fundamental education should be developed in proportion as he advances along special lines. Hence, general education cannot stop at the end of the primary school course. It must be continued into the secondary school.

Elementary science is an essential feature of a general course in secondary schools. It is peculiarly suited to the interests of the child. It supplies a particular training in certain methods widely used in everyday life. These may be carried over from the schoolroom to the affairs of ordinary life; directly, if the schoolroom materials in connection with which they were developed are the same as those of the student's home environment; indirectly, if an idea of the value and applicability of the method to out-of-school affairs be given the pupil. The study of elementary science organises an important sphere of human experience, and pre-conditions the wise choice of a vocation. Hence it should form part of the lower school general course. This course should be obligatory on all students, entirely under state control, and unconditioned in any way by the entrance requirements of special educational institutions.

Method is an ordered way of doing anything. A method-habit is a series of reactions toward a definite end, initiated under certain conditions, and tending automatically to complete itself. Scientific research is just refined common-sense. The methods of thought used in the ordinary affairs of life are here used more accurately, more definitely, and in a more developed form. By super-imposing