

THESIS.

Subject, Twentieth Century Education

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We build upon our past experience. All that we know comes from something we have learned before. So it is with the education of the twentieth century. It will come from what we have now. Out of our material today, new ideas are constantly coming. Each new principle must be tested before we can use it. Our ideas are being constantly sifted and the next century will see the acceptance or rejection of them. Out of what is then accepted, new ideas will grow, and as each year passes will see us upon a higher level.

The basis of all education must begin with the child. That is the accepted theory of today. The fundamental principle upon which it rests will be his individuality. His personality will be regarded as sacred. Froebel was right when he assigned so large a place to the child's

dignity of person. No teacher who seeks unduly to subdue his will, will ever succeed.

It is said: "Men are but children of larger growth." Therefore we must educate the child. His natural propensities must be noted and his tastes consulted, for no two children are built upon exactly the same plan and no two children will fit exactly the same sphere in life. Child study is bringing this more before us.

One great educational feature of today is the teaching of science. Its importance is being recognized more and more each year. It is the science of psychology, of number, of botany, in fact the science of everything. It will be one of the levers in the education of the future. Especially is nature study

being emphasized. The necessity for this study is being realized more and more in our every day life. Herbert Spencer says: "Teach science, for a grounding in science is of great importance both because it prepares us for this business of life and because rational knowledge has an immense superiority over empirical knowledge." The schools of today are beginning to recognize this great value and make preparations for its advancement.

Another great feature is the movement toward correlation and concentration of studies. By the first the studies are linked together, none made subordinate. By the latter, one study is made the centre around which the other studies revolve. Herbart is the exponent of the first.

Now the work of the twentieth century

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will be to decide which is the better of the two and just how far to carry the work. Our great danger is running to extremes. The subjects are both young and there is no time in our century to decide the matter.

The inventions of today are another step forward. Through them the schools derive untold benefits. By their use things which a few years ago were declared impracticable now are within reach and the schools of the future will profit by our experience.

The mother's conventions are another source of good the benefit of which will be reaped in the twentieth century. They are another step forward. Through these associations the mothers gain new ideas on the rearing of children as well as bringing them in touch with the rest of

the world as to the things which pertain to the higher education. Especially is physical culture being dwelt upon. Herbert Spencer says: "Nature is a strict accountant, and if you demand of her in one direction more than she is prepared to lay out, she balances the account by making a deduction elsewhere." And there can be no truer saying.

But the great question of the twentieth century will be to decide the proper relation between books and material. Just how much to use of each. So many different theories are being advanced and so many different conclusions being drawn, that the time in this century is much too short. The theories are of such depth that they cannot be decided in a moment. Some schools advocate one method and some another but there is

a medium which can only be decided
by use. Through the devices and
instruments of today the education of
the twentieth century should become one
of the grandest eras of learning the
world has ever known.

Bibliography

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