



with the theoretical, with the arts as well as the sciences. It is no longer limited only to the intellectual and abstract but it touches life longer at all points.

The school, as an agency of formal education, is limited to the period of infancy or the period of plasticity. To understand the function of the school we must understand what this period bears to human evolution.

In the first place infancy is a period of necessary dependence. Everything is provided for the child. He has to take no thought of food, clothing, or shelter so that the energy he would spend in providing for himself can be used for other purposes. In the second place infancy is a period of plasticity. Man is born with the *ceribrum* entirely unorganized and whatever connections are made are due to the forces of the environments. After these connections or impressions are made they become fixed and somewhat inflexible. After an individual has reached a certain age he loses this plasticity and it is difficult for him to learn.

Infancy then means a time of leisure when the child has to take no thought of providing for himself and also when his nervous system is in a plastic condition. Because he has this leisure time he can spend it in storing up experiences for future years, and because he is in this plastic condition experiences will make lasting impressions.

The school then is a specialized agency of formal education which places experiences before the child while he is in this plastic stage. It is the duty of the school then to place before the child those experiences which will help him in his future life. Each branch of study represents a certain type of experiences regarding the world about us. The school must impart these experiences to the child. It must provide him with certain environments which will give him the experiences that will be serviceable to him in later life.



MAKE THE BEST THAT IN YOU LIES—GOOD WORK'S A THING
THAT NEVER DIES.—A. H. McQuilkin.