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**ADA WILSON TROWBRIDGE & RANDALL J. CONDON**

**RIVERSIDE EDUCATIONAL  
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THE HOME SCHOOL**



Riverside Educational Monographs

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# THE HOME SCHOOL

BY

ADA WILSON TROWBRIDGE

OF

THE HOME SCHOOL, PROVIDENCE, R. I.

*WITH AN INTRODUCTION BY*

RANDALL J. CONDON

SUPERINTENDENT OF SCHOOLS, CINCINNATI, OHIO



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All life moving to one measure —  
Daily bread, daily bread —  
Bread of life and bread of labor, |  
Bread of bitterness and sorrow,  
Hand-to-mouth, and no to-morrow,  
Dearth for housemate, dearth for neighbor —  
“Yet, when all the babes are fed,  
Love, are there not crumbs to treasure?”

*Wilfrid Wilson Gibson*

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*Ada Wilson Trowbridge*

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## INTRODUCTION

BY RANDALL J. CONDON

IN one of my reports as Superintendent of the Everett, Massachusetts, schools, written in December, 1900, I said, looking back over the educational developments of the last quarter of the nineteenth century and forward to the opening years of the twentieth : —

But the greatest gain of all — and the one most necessary — will come through the establishment of more vital relations between the pupil and the various subjects of instruction. He will be brought into closer touch with the world in which he lives ; the school will be not so much an institution by itself, but will stand more as an interpretation of life and of the institutions of which the pupil is a part ; it will not so much fit him for a life he is to live in later years as it will teach him *how* to live, and to interpret the life he now has. It will find or make opportunity for the expression of the things taught in terms of actual living, not at a subsequent period, but during the years of instruction. In the past, household duties have been taught most effectively and thoroughly by giving children an opportunity to participate in the household *work* — by instructing them *in* this work

## INTRODUCTION

— not teaching them *about* it. The apprenticeship system, not so very long ago, was the recognized preparation through which a young man was introduced to a profitable occupation. *He learned his work by working at it.* Modern social forms and industrial organizations have largely eliminated from the present courses of study these two vital subjects of instruction, — home-making and wage-earning, — for they were as really a part of each young person's education as though they had been taught in the schoolroom; and more so, because taught in *reality* and not *formally*.

We must and shall find out how to supply these omissions from our present system of education. We must teach our young women how to make homes, and our young men how to support them, and this solution must be the problem of future education.

To this end there must be established a closer relation between school instruction and the industrial pursuits.

Realizing that sewing, cooking, and manual training, as then practiced, were far from meeting the real needs of the situation — that they were not supplying the vital incentives for mental activity and manual dexterity that are afforded by real occupations; and believing that educational procedure should be strengthened on the expression side by connecting the work of the