

Physics and Chemistry in the curriculum of the High Schools. The discussion of the report of this committee will give an opportunity for considering the whole situation with regard to the science work of our schools.

It is to be hoped that the position into which Botany has been crowded recently in the programme for teachers' certificates will receive the attention of the members of this section.

The first question that will naturally suggest itself in such a consideration is the desirability of a knowledge of Botany by every teacher, especially in the rural schools. In view of the prominence now given to the study of Agriculture and to nature study in every progressive school, the question of desirability seems to be settled. That being so, the next question that will arise is whether the present requirements of the teacher's course in Botany are sufficient to give those who take the teacher's course a sufficient training in the subject to enable them to teach it intelligently. To those who have given any attention to the matter there can only be one answer to this question. In the first year of the pupil's life in the High School, the only time when Botany is compulsory upon the intending teacher, he is not deeply impressed with the necessity of preparing himself for his life work in this subject and so it would be a misuse of terms to say that he has acquired more than a very elementary knowledge of plant life, far from sufficient to enable him to teach the subject. The result is that teachers are sent out inadequately equipped for this particular work, and are thus unable to take full advantage of their surroundings to awaken interest and stir up enthusiasm in their pupils. This is unfair to both

pupils and teacher and the wrong should be righted as speedily as possible.

As far as the work in Primary Botany is concerned the limit of work is now the same as it has been for a number of years, notwithstanding the fact that the advances that have been made in the science seem to make it desirable that something more should be done than is attempted at the present time. How to accomplish this is a question which the Natural Science Association, and in fact the whole Association, might very profitably discuss.

The principles which govern in the preparation of curricula for the other professions should govern in the preparation of the curriculum for the teaching profession, viz., What is desirable for the candidate for the profession to know in order that he may perform his work successfully should be required of him, and as thorough a knowledge of it as circumstances will permit. This would necessitate a re-adjustment of the programme of studies for a teacher's certificate, and such a re-adjustment can only be attempted after a thorough consideration of all the interests involved. One of the great obstacles to be overcome is the traditional idea that because certain subjects have always been required they must remain, thus taking no account of the changes that are going on in the domain of thought the world over. Another is the very laudable desire to have as many of our teachers as possible take a university course by making their course of studies, to a very considerable extent, correspond to that for matriculation.

Neither of these obstacles seems to be insurmountable, but the means by which they are to be overcome require careful consideration.