

## BRITISH ASSOCIATION.

## SCIENTIFIC EDUCATION IN SCHOOLS.

MR. GRIFFITH read the report which had been prepared by the Committee on this subject, the members of which were:—The general officers of the Association, the Trustees, the Rev. F. W. Farrar, M.A., F.R.S., the Rev. T. N. Hutchinson, M.A., Professor Huxley, F.R.S., Mr. Payne, Professor Tyndall, F.R.S., and Mr. J. M. Wilson, M.A.

1. A demand for the introduction of science into the modern system of education has increased so steadily during the last few years, and has received the approval of so many men of the highest eminence in every rank and profession, and especially of those who have made the theory and practice of education their study, that it is impossible to doubt the existence of a general, and even national, desire to facilitate the acquisition of some scientific knowledge by boys at our public and other schools.

2. We point out that there is already a *general* recognition of science as an element in liberal education. It is encouraged to a greater or less degree by the English, Scottish, and Irish Universities; it is recognized as an optional study by the College of Preceptors; it forms one of the subjects in the local examinations of Oxford and Cambridge; and it has even been partially introduced into several public schools. We have added an appendix containing information on some of these points. But the means at present used in our schools and universities for making this teaching effective, are, in our opinion, capable of great improvement.

3. That general education in schools ought to include some training in science is an opinion that has been strongly urged on the following grounds:—

1. As providing the best discipline in the observation and collection of facts, in the combination of inductive with deductive reasoning, and in accuracy both of thought and language.

2. Because it is found in practice to remedy some of the defects of ordinary school education. Many boys on whom the ordinary school studies produce very slight effect, are stimulated and improved by instruction in science; and it is found to be a most valuable element in the education of those who show special aptitude for literary culture.