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ence" of knowledge; general conceptions must be associated with the main classes of relevant phenomena. The scientist, the citizen, and the educator must take part in the selection of material. The science course should not be differentiated into special sciences; definition and correlation; abstraction and application of general conceptions; school efficiency. Topic arrangement; seasons, complexity of methods; concentration periods,	46
V. THE SCHOOL AND THE COURSE.	
Elementary science not obligatory on all secondary school pupils; twenty-five per cent. do not take it; tendency to make it compulsory. Present course academic and preparatory to higher education; illustrations from botany and zoology courses; tendency to readjust the course; consequent confusion. Changes should be tried out previous to adoption; Department is executive, not formative and creative; universities should do the research work in education. University not executive in state education; increased necessity and growth of general education; secondary schools no longer mere feeders to the university; matriculation requirements and university ideals should not dominate the secondary schools	60
VI. THE SCHOOL AND METHOD TRAINING.	
Methods of teaching science; the teaching of science methods. Methods are not specified on the curriculum, hence not explicitly taught. The present course too extensive, specified in too great detail, and divorced from environment of ordinary life. The results of these defects on method-ideals and method-habits. Problem-finding; the appeal to real evidence; descriptive observation; experimental observation, the abolition of dictated experiments,	70
VII. SOME EXPERIMENTAL LESSONS.	
Study of buoyancy introduced by a lesson on flotation. Establishment of preliminary list of possible causal factors. Purging of list by use of method of difference and concomitant variation. Generalisation. Informal use of method of agreement to substantiate the generalisation. Lesson on buoyancy. Lesson on practical applications of the principles arrived at.	88
VIII. THE SCHOOL AND THE CURRICULUM.	
Topics in a general course subject should not receive technical treatment. The terminology employed should be that used in ordinary life, and a vernacular nomenclature substituted for the present technical system of biological classification. Principles of science as organising centres. An undifferentiated course in which the common physical phenomena of life are	