

SCHOOL WORK.

SCIENCE.

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SCIENCE IN THE PUBLIC SCHOOLS.

We are accustomed to praise our system of education in this Province and it is worthy of praise, but there is one respect in which it is lamentably behind the systems of other countries, especially those in operation in different States of the Union. I refer to the teaching of Science of any kind in our public schools. Even in the subject of Geography where one might at least expect that some attention would be given to causes which give rise to the changes which are going on around us, it is to be feared that altogether too much attention is being given to Political Geography to the exclusion of Physical Geography. Looked at from any standpoint the exact situation of the Rocky Mountains is of vastly less interest to the pupils than how they come to be there and how they influence the climate of the western slope of our continent; and yet it is to be feared that of the many who can readily give the location of certain mountain ranges, lakes and such like know little or nothing of the influence of these on their surroundings. As far as Science proper is concerned, it may almost be said that nothing is being done in the way of teaching it systematically in our public schools.

There are difficulties in the way of introducing the subject into our schools, but these are not insuperable.

The first difficulty that will present itself is the already crowded condition of the curriculum of studies. It must be admitted that this difficulty is a real one, but it can, to

some extent, be met by using natural objects in object teaching. In composition, too, what more suitable subjects can be found than the plants with which the children are familiar. However, before asking the pupils to write a composition on such a subject they should be required to thoroughly examine a specimen and then express their ideas in language entirely free from technical terms.

Another difficulty and a very real one at the present time is the lack of any training in Science of a considerable number of our teachers. The removal of this difficulty must necessarily be a gradual process, in order that no injustice may be done, but a beginning should be made as early as possible. The Education Department is preparing a course of study for future teachers' examinations and it would be well to consider the advisability of making the study of Science compulsory on every candidate for a teacher's certificate. If this course is adopted not only will candidates for these examinations be in an improved position, but the fact that Science is made compulsory on these candidates will indirectly exert a beneficial influence on those who are already in possession of permanent certificates.

FLUID PRESSURE.

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Since the text books in common use for the Junior and Senior Leaving Examinations pay very little attention to fluid pressure, I thought it might be interesting to give a few examples of fluid pressure as shown in a hollow right circular cone filled with water and placed in different positions.