

beam and hands were raised. One boy was unusually eager to express himself and was given the opportunity.

Pupil L. "When a 'low' moves across this part of the country it is just like a long freight train going at slow speed from the west side of town to the east side. The engine is hot and heats up the town and there is a warm day. The caboose is cold and when it comes along we have a cold spell like today."

Teacher. "Splendid, Harold, but why did you happen to think of a freight train?"

Pupil L. "My dad's an engineer on the Pennsylvania."

Teacher. "This will be all for today."

It was a welcome sight to see more than half of the pupils voluntarily read their general science texts during the remainder of the period?

Does the reader believe in natural projects?

## **The General Science Situation in Oregon**

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### *Historical.*

The beginnings of general science in Oregon date back to the year 1912-1913, when two high schools, Salem and Union, offered such a course. Both schools later discontinued the work temporarily, although Salem now provides general science in three junior high schools. During the school year 1914-1915, six schools attempted the work and all reported the results as sufficiently satisfactory to warrant the retention of the subject. These schools were McMinnville, Salem, Gold Hill, Bandon, Tillamook and Ashland. In 1915-1916 twenty schools offered general science, a gain of fourteen over the preceding year. The number for this year can only be estimated and the best date obtainable seems to place the total at about thirty-five, a splendid showing for a state with only about 175 high schools.

### *Methods of Instruction.*

In regard to the methods of instruction, it can fairly be said that there is much yet to be desired, but progress is very much in evidence. As with all new subjects, time and experience will solve

many problems. The actual working conditions as nearly as can be determined for the state at large are given in summary in the following paragraphs.

All of the schools are using regular text books and about three-fourths are using a laboratory manual as well. No particular text has proved a marked favorite but the Clark and the Caldwell and Elkenberry texts are somewhat in the lead. At least half of the schools use supplementary texts as well.

In the matter of enrollment in general science classes, the total for the entire state for this semester is nearly one thousand pupils. None of the schools segregate the sexes.

The conditions of laboratory instruction are not very satisfactory; but three schools have been able to make the laboratory work entirely individual in character. Six more make half of the laboratory instruction individual but the majority follow the plan of demonstrations by the instructor, together with careful note-book work and a small amount of individual effort. ~~This condition~~ can be credited to large classes and ~~lack of~~ proper laboratory facilities in the smaller schools. Another unfortunate condition is found in that few schools can use the conventional double period for laboratory sections. The prevailing plan is to devote three days a week to recitation and two days to laboratory exercises. Moreover, it is very desirable that each school own a projection lantern for use in general science classes, but thus far only four schools are so equipped.

The most hopeful indication of the future for general science in this state is the working spirit which exists, a spirit of optimism tempered by a desire to subject each rising problem to a careful study. Every teacher of the subject who could be induced to express an opinion has expressed the conviction that the results obtained thus far justify the retention of the subject in our curriculum, and not a single school has yet reported dropping the course because of unsatisfactory results. The number of schools preparing to adopt the new subject within the near future is encouragingly large.