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# Environment

A MAGAZINE OF SCIENCE

Issued once each term under the direction of  
The Science Teachers' Association of N.S.W.

VOLUME I.                      SEPTEMBER, 1933.                      NUMBER 1.

## CONTENTS.

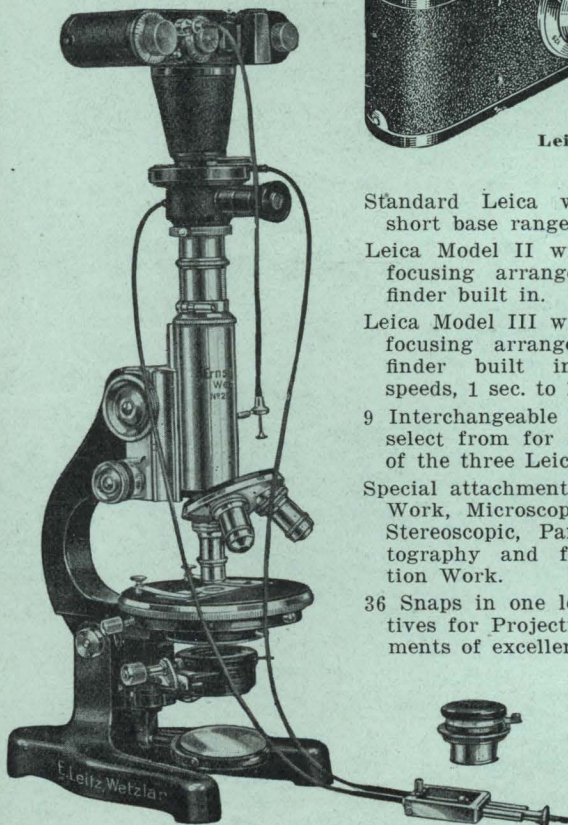
This Journal - - - - -	5
Culture - - - - -	6
Underground Water and Artesian Water: By Assistant Professor W. R. Browne, D.Sc.	8
The Order of Accuracy of a Determination - - -	19
Danger - - - - -	21
Early Measurements and Units of Measurement, and How we Obtained the Systems we use To-day	23
The Vitamins as Necessities of Life: By Assoc. Professor Henry Priestley, M.D., Ch.M., B.Sc. - - - - -	36
Experiments, Facts, Hypotheses and Theories - -	44

505



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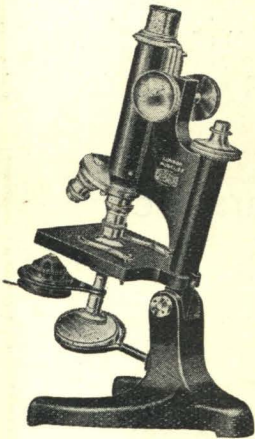
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# ENVIRONMENT

A MAGAZINE OF SCIENCE

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Science Teachers' Association of New South Wales.

VOLUME I.

SEPTEMBER, 1933.

NUMBER 1.

## THIS JOURNAL

THIS journal is published by the Science Teachers' Association to provide a direct channel of communication both to teachers and to pupils.

It is not intended primarily for the teachers themselves; it is expected that each edition will contain at least one article which will be of such value to their students that copies will be required by all, no matter what may be the particular section of Science with which they are primarily concerned.

Nevertheless, it is also intended that the journal should contain articles written especially for the benefit of teachers; such as those, for instance, which will deal with the latest experimental evidence and with alterations in theories, which information is not readily available without recourse to particular journals of research.

We hope that it will be found of value to schools throughout the Commonwealth and throughout the Dominion of New Zealand; we would be too optimistic if we thought that people throughout the British speaking world would look for it eagerly three times a year.

We also feel that if school pupils can be persuaded to interest their parents in articles in the journal, we will be doing something of value in the spreading of general scientific information amongst a generation which had not the advantages of this present one; may we therefore here make a direct appeal to the pupils to assist in the education of their parents?

This edition launches our journal. There are many different features which can be introduced; this is not intended as a pattern for future issues—we will be very happy to receive suggestions.

Will you please buy the journal in large numbers, so that we may keep the price down to the threepence at which we have at present fixed it?

71 OCT. 1933



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## CULTURE

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THE educated man is in harmony with his social environment, so that he can understand and assist in solving the problems of his times, and have a ready sympathy towards the difficulties of his fellow men.

The education of a child is undertaken with the object of producing the educated adult; not necessarily by continued schooling, but by fitting him to continue his general studies after he leaves the classroom, and by awakening in him a desire to continue with his own education.

Children who pass through our hands to-day are not only required to adapt themselves to their environment of this decade, but also to that of each succeeding period until they graduate with the close of their lives. We cannot estimate, we cannot even guess, what lies fifty years ahead; but we can see the general trend of human change, and modify our methods accordingly.

Many senior teachers of fifty years ago had apparently no glimmering of the period in which we live, when every educated person has necessarily a fundamental training in scientific method and a knowledge of elementary scientific principles; else we would not see so many people with an antiquated or absolutely false idea of what constitutes culture.

Until comparatively recently there were few occupations in which one could engage, and yet remain technically a gentleman; Army, Navy, Church and Bar, though not in that sequence, absorbed most of those cultured people who required public outlets for their mental activities, unless they inherited or bought a seat in Parliament. There was, of course, also the senior side of the public service for those who were not of independent means.

Times change and ideas change; the very meaning of a word changes also, so that we may be misunderstood if we use it in a sense that is obsolete.

To-day we see people of all occupations—professional men, actors, tradesmen—accepted as gentlemen and admitted as Knights to various orders; and we further recognise the fact that a man may occupy a very humble station in life and yet be a true gentleman.



The interpretation of culture has also broadened, so that one to whom the term "cultured" could have been applied a hundred years ago might to-day be regarded as narrow minded and uneducated.

The old idea that science is a modern and somewhat unnecessary study dies hard; although we are in a century when our environment has been completely metamorphosed by applied science, we find people who are unable to read a considerable portion of our modern literature, and who are frankly out of touch with the language of the rising generation, which necessarily includes many scientific terms in its vocabulary.

Science is not a new section of learning; as natural philosophy or physics, for example, it comes to us from the beginning of recorded history. It has been said that man was first differentiated from other animals when he became a physicist: when he experimented, observed the results of his experiments, and proceeded to inductive reasoning. Whilst science stagnated, civilisation failed to progress; the renaissance of learning led to educated people being placed in possession of the accumulated knowledge of the earlier scientists, and the renaissance of science followed.

To-day it is not necessary to read Arabic, Aramaic, Latin, or Greek to keep in touch with the development of modern thought; all our current culture is available in modern languages; but we must not forget the debt that we owe to the classics. It is like the war debts in that it is never able to be repaid.

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