

tunately such teaching is simple and does not ask for special originality on the part of the teacher, whereas such subjects as botany, agriculture, physical geography where the teaching depends to a considerable extent upon the nature of the surrounding country, and where accordingly it is necessary to supplement the book work by out-door work, which is different for various localities necessitating a certain amount of originality, and of thought on the part of the teacher himself.

In considering the value of a subject in connection with education, we are not however concerned so much with the possibilities of research or of the importance of that subject on account of its application as with *its actual use as a means of education*. A subject, that should hold a more prominent place in the elementary school curriculum, a science and one that all schools can cope with is physical geography, a study in which a large number of facts must be acquired by oral instruction, reading and observation and so co-ordinated as to give us that "exact, regular, arranged knowledge" which is science.

In cultivating the powers of observation, physical geography shares much in common with the experimental sciences. Inasmuch, however, as it depends little upon experiment, but chiefly upon study of natural physical features, the kind of observation required is somewhat different from that demanded by the sciences of chemistry and physics, and each kind supplements the other, and where possible a combination of the two is desirable for the proper quickening of the observing power. Likewise it is of value as a means in developing the reasoning powers and that in a most instructive and interesting way.

It is, however, as an aid to the appreciation of the beauties of nature that the study of physical geography differs most markedly from that of other sciences taught in the school. The artistic temperament may appear to have little to do with the spirit of scientific enquiry: but one usually finds that the lover of natural beauty has an insight into the meaning of the objects which call forth his admiration, and at all periods of human history, lovers of nature seem to have had a desire to explain what they saw.

Presuming that every school in which natural science is taught possesses its little museum or specimen press and the larger school, especially the secondary school its laboratory, the outlay for furnishing the requisites for teaching physical geography, and its correlated subjects need not be great.

The chief instruments for the study of the climate, will be found in the laboratory, and where that is not possible the cost of an elementary set of weather instruments is not prohibitive. Typical weather charts may readily be collected and displayed and also photographs of the principal types of clouds. Photographs and other illustrations are readily obtainable and pupils should be encouraged to make simple models, illustrating their work—temporary ones may be formed of plasticine or other material. Collections of material which have been modified by wind, water, and ice action and the products of volcanic and other actions will be gradually brought together; and these will enable the teacher to give instruction of real value in those cases, where illustration cannot be obtained in the open country.

It scarce needs to be pointed out that science can be a very powerful, and at the same time, interesting factor in the developing of other subjects, and this correlation with other studies also aids to unify the scattered facts that are gleaned throughout the school-life. What more practical method of teaching arithmetic system, angular measure, measurement of mass, volume and capacity, inter-relation of the units in the metric system, angular measure, measurement of mass, time, relative density, than by following out the simple experiments in physical measurements provided in an elementary course of physical science and all quite within the reach of Standards V. and VI., some of them of Standards III. and IV.

Geography, I have already treated at length. English, too, profits largely, for one great function of

the science teacher is to cultivate clear and correct thinking, and to do this, the art of exact expression must be fostered. Notebooks may give an excellent training in English composition. It should be insisted that the pupils interpret keenly, express fittingly what observations have been made, inferences drawn, so that a science lesson becomes in this sense, applied reading. The study lends itself peculiarly in aiding drawing and sketching, for they are essential means of expression and illustration in science studies. Extreme cleanliness in manipulating, order in the use and care of tools and material in the laboratory or workshop is of primary value.

And in domestic science we have splendid opportunities for correlation with the general science work of the school, especially in those schools, where a little chemistry has been taught.

The imperative need for applying knowledge and habits gained in one study to other studies is universal, and the conclusion may well be drawn that the knowledge gained on one study is chiefly valuable because it can be applied to interpretations of other studies.

In conclusion, if the teacher follows the higher aim, to give to each child a personal insight, a sympathetic appreciation of the realm of nature, so far as it can be grasped by his mind, he shall find this phase of culture an essential agency in social equipment and in personal character development.

Every child, therefore, should go into nature studies up to the full measure of his powers, and come out enriched in knowledge, discipline, and practical power.

The keynote of the paper was the development of the powers of observation and the encouragement of individual work, the teacher merely directing. It was considered that the lack of apparatus in the primary school prevented science holding its proper place, and a "penny day" was suggested to provide necessary funds.

All were agreed that the individual work on the part of the pupil was most essential, and thought the paper helpful in that direction. The need for monetary assistance in the work was brought prominently forward.

The Very Rev. Dean Power gathered from the paper that science is not the dry subject it is commonly thought to be. At a meeting of the N.Z. Educational Institute in Wellington, Sir Robert Stout said that whenever religion entered the schools science departed. The Rev. speaker showed that religion is the queen of sciences, therefore instead of banishing all other sciences she fosters and encourages them. The first musician of the day is a Catholic so with the greatest artist and the greatest historian.

A fitting conclusion to be derived from the paper is that the study of nature must lead to love of nature's God.

Advice must first be weighed; and if found weighty, sound, and profitable, they may be followed.

Fate rarely grants us what we crave
Betwixt the cradle and the grave.
Anticipating boons to come
Makes phantom happiness for some;
But when with croup a child lies sick,
Relief is always needed quick—
Wise parents such relief assure
By purchasing Woods' Peppermint Cure.

Want a parcel sent anywhere? Then just notify us, and we'll collect it and forward it wherever desired—New Zealand or abroad. We remove furniture. For this work we have special van and experienced men. Transport baggage from place to place, provide sample rooms and storage accommodation.—The NEW ZEALAND EXPRESS CO., LTD. Branches and agencies in every town of importance....