

kitchen utensils, simple science apparatus, feathers, insects, fish and other animal forms, shells, fern and palm leaves, grasses and rushes, celery and rhubarb sticks, fruits and vegetables generally.

The course in drawing should provide for some elementary practice in colour-discrimination, colour-matching, and colour-harmony.

With the view of providing further opportunities for the cultivation of taste in form and colour, and of enabling pupils to gain an elementary knowledge of the laws of arrangement, simple exercises in space-filling and the formation of patterns should find a place in the course of drawing for each standard. Exercises in elementary design, which may be regarded as affording opportunities for the application by the pupil of his knowledge of form and colour to decorative purposes, should be worked in conjunction with the exercises in free drawing. Pupils, indeed, should be taught to regard each exercise in drawing as an exercise in composition and space-filling. Some attention should be given to lettering, especially block and Roman lettering.

Opportunities for suitable practice, adapted to the capacities of the pupils, in the manipulation and use of rulers, set-squares, compasses, and protractors, are to be afforded throughout the course. Drawing with these instruments should include easy exercises in the accurate setting-out of lines, angles, and simple geometrical figures drawing to scale in plan and elevation, and very easy exercises in solid geometry. All drawings to scale should invariably be done from actual measurements made by the pupils themselves. The instrumental drawing should be associated as far as possible with the practical work in arithmetic and with constructive work in paper, cardboard, wood, &c.

No subject can be recognized as a subject of handwork in classes of the Senior Division that would not also be recognized for corresponding classes under the Regulations for Manual and Technical Instruction. Handwork where reckoned separately for the purposes of a certificate of proficiency or of competency in Standard VI must be a subject entitled to be so recognized, but may not be a branch of drawing or science within the meaning of the ordinary requirements in these subjects. In any cases where doubt may arise as to the proper relation of programs presented under these different headings the Inspector shall decide with due regard to the circumstances of the school and the sufficiency of the programs to meet a reasonable interpretation of the regulations.

#### NATURE-STUDY AND ELEMENTARY SCIENCE.

32. The purpose of nature-study is to train children in the careful observation of surrounding objects and common phenomena, and to set them to ask themselves questions such as "What does this mean, and how does it act, and why?" Even should it not be possible, as in small schools under the charge of one teacher, to assign to nature-study a separate place on the time-table, and by means of lessons on objects, on natural history, and in elementary science to give a definite course of instruction of this kind, yet the idea and spirit of it may be carried out in other ways. The most important parts of the lessons on geography may be thus described; some of the best subjects for exercises in oral or written composition may be led up to by questions based on the children's own observation in their ordinary life, or in their rambles about the district; the information given in many of the reading-lessons may be tested, confirmed, supplemented, and reinforced by nature-study; drawing and modelling may serve as vehicles for nature-study and thereby gain an added interest. In short, there is hardly any subject in the school course into the teaching of which the ideas that underlie nature-study may not enter.

In schools of Grade 4 and higher grades, where it is expected that provision shall be made for a definite course of nature-study or elementary science, the remarks just made apply with equal force; even the handwork, which may seem at first to compete with it for a place on the time-table, will be found to give material aid to nature-study. This will be most clearly seen in those branches of handwork which are of the character of applied science, such as agriculture, cottage-gardening, dairy-work, for which the habits of careful observation acquired in nature-study are the only sound foundation.

It would be well, therefore, for the teacher, when drawing up the program of work in the several subjects of the syllabus, to have in mind a scheme of nature-study, and the various parts of the instruction should be so co-ordinated as to pursue this scheme continuously throughout the school course.

Nothing can be considered as nature-study unless it includes an actual study of things themselves by the individual children; models, pictures, and books may be valuable aids, but are not substitutes for it.