

to the study of agriculture is most suitable, and in all schools girls must receive some training in elementary home science. The lessons in physical geography and in health may be conveniently linked with other portions of science, and, indeed, may form part of the same program. In schools with one teacher a less ambitious program may be accepted, provided the observing and reasoning powers of the children are duly trained.

(5.) *Geography.*

A program of work for the four years should be drawn up to include such topics as the following, which are more fully set out in the Appendix; but any suitable program may be accepted by the Inspector if it is on the lines indicated.

*First Two Years (S3 and S4).*—Elementary geographical notions; length of shadows at noon; cardinal points; phases of the moon; high tide and low tide (for schools near the sea); clouds; parts of a river, water- and river-action (treated simply). Simple plans from observation and measurement; simple models in clay, plasticine, or wet sand. The height of the sun at noon at various times of the year. Shape of the earth; apparent daily movement from east to west of the sun, moon, and stars. Map-reading applied to the map of New Zealand, especially the position of the chief mountain-ranges, river-valleys, and plains. The position of the chief towns in New Zealand, the Australian States, and their capitals; the great dominions of the British Empire; the chief races of people and their characteristic industries or occupations; the continents and great oceans. All these things should be taught not as isolated facts, but by picture and story, so as to lead the children, consciously or unconsciously, to the recognition of certain elementary principles within their comprehension connecting physical geography with the facts of human life as known to them.

*Third and Fourth Years (S5 and S6).*—Revision, continuation, and extension of the work of the first two years: scales of maps, and distances and areas calculated (roughly) therefrom; glaciers and the work of ice; the sea and its work; winds and currents (treated in an elementary way); coasts, rocky and otherwise; general distribution of land and water; rudimentary notions of climate. Daily rotation of earth, meridians, local time at a few important places, longitude and latitude; annual revolution of earth round the sun; approximate form of the earth; the altitude of the sun at the equinoxes and at the solstices; the inclination of the earth's axis to its orbit; the length of the day; the zones of the earth; the seasons; trade-winds, monsoons; vegetable life at different seasons and in different zones. Typical animal life in different parts of the earth. Races and their migrations. Great travellers and geographical discoveries. The chief trade-routes of the world.

Natural productions of New Zealand, Australia, and other important parts of the Empire. Geographical causes of the rise and importance of the British Empire, its extent, and the position of the most important places in it. Similar knowledge (but with fewer details) of the chief countries of Europe and America, and of China and Japan.

(6.) *History and Civics.*

A program should be drawn up for the four years, the topics being selected from those set out in clause 34 below, but any similar program may, if suitable, be accepted by the Inspector. There should from time to time be a presentment in some suitable form of the chronological sequence of the historical incidents treated.

In schools where there is one teacher for S3 and S4, and another for S5 and S6, it is recommended that the program of work for the first two years shall cover, in a very elementary manner, the whole ground from the earliest times to the present day; and that the program for S5 and S6 shall cover the same ground, the same topics being treated in a more advanced manner, and fresh topics being introduced.

In the teaching of history and civics the practical aim of the making of good citizens is to be kept constantly in view.

The instruction in civics should have a close connexion with some of the moral instruction.

(7.) *Moral Instruction and Health*; (10.) *Physical Exercises.*

These subjects are to be treated as indicated in the "Further Directions" following, clauses 35, 36, and 39.

(8.) *Singing*; (9.) *Needlework.*

The general directions to be observed in the courses are set out in clauses 37 and 38 below. A written program of the work in the Senior