

of time. The lessons in geography should not be used as an exercise of the memory; the most important facts will be remembered easily if the interest of the children is truly awakened.

The range of geography is so wide that it is absolutely essential that each school and each teacher should have a program of work indicating clearly the ground intended to be covered in this subject; neither portion of the subject—physical geography or political geography—is to be neglected.

Topics of physical, mathematical, and political geography from which suitable programs may be drawn up are suggested in the Appendix.

HISTORY AND CIVIC INSTRUCTION.

34. The instruction given in the Preparatory and Junior Divisions may very well include the narration by the teacher of simple stories concerning notable persons in history or the life of man in primitive or modern times, or about elementary facts of civic life—the postman, the policeman, the doctor, the workman, the merchant, the farmer, the teacher, the soldier; the tramway, the railway.

For the Senior Division a course of lessons should be drawn up by the teacher to cover some or all of the ground indicated by the following list, and to occupy in the aggregate at least 160 hours in the four years. The pupils should have a general idea of the order of the leading events, but the subjects need not be taken always in chronological order; for some parts of the subject (*e.g.*, Parliament), indeed, especially in the earlier lessons, the order of instruction may be from the known to the unknown—that is, from the present back to the past. Britons and Romans. Coming of the English and the North-men into Britain. Introduction of Christianity. Alfred the Great. The Norman Conquest and its chief effect on English language, social life, and government. The Crusades. Magna Charta. Origin and development of parliamentary institutions. Bannockburn. The Hundred Years War. Invention of printing. Discovery of America. Elizabeth and the Armada. Shakspeare. Milton. The rise of absolute monarchy. The Civil War and Cromwell. The English Revolution. The Cabinet and party government. How the wish of the people becomes law. Union of England and Scotland. The House of Hanover. The expansion of England. Foundation of Indian Empire. Seven Years War. Canada becomes a British colony. American independence. Freedom of the Press. Union with Ireland. Introduction of machinery. French Revolution. Napoleon. Nelson and Trafalgar. Wellington and Waterloo. Factory and other industrial and social legislation. Trades-unions. Industrial arbitration. Reform Act of 1832 and similar Acts. Abolition of slavery. The reign of Queen Victoria. Railways. Electric telegraphs. Gas-lighting. Customs and excise duties. Free-trade and protection. Popular education, primary, secondary, technical, and university. Tennyson. Cook and his discoveries. The foundation of the Australian Colonies. Colonization and early government of New Zealand. Abolition of the provinces. Leading principles of the British Constitution. New Zealand Government and other forms of colonial Government. Legislative and executive functions of Government. Local government. Courts and Magistrates. The privileges and duties of a citizen as a member of the Empire, of the State or colony, and of the municipality. The franchise. Elections. Labour. Capital. Money. Banking. Rates and taxes. Modern inventions. The telephone. Electric lighting.

History cannot be considered as fully dealt with if treated by the use of a reading-book only; there must be definite lessons given to the several classes by the teacher. A series of pictures such as those issued by the Education Department, and the lessons in the *School Journal*, should be freely used for the purpose of instruction in history, and the lessons should be linked with those in geography and in morals.

MORAL INSTRUCTION.

35. It is not intended that these lessons should occupy a separate place on the time-table, or be considered as forming a subject apart from the general instruction or from the life of the school. The moral purpose should, indeed, dominate the spirit of the whole school life, and the influence of the school and its teachers upon the pupils should be such as is calculated to be a real factor in the formation of good character. Many of the reading-lessons and sometimes other lessons, and the ordinary incidents of school life, will in most cases furnish sufficient occasions for the inculcation of such principles as are indicated below. The teacher may, however, if he so desires, give a graduated course of instruction. In any case, the subject must receive full and adequate treatment.

The formation of habits—*e.g.*, order (tidiness at home, in school premises, in the street, tidiness of dress and person); punctuality and regu-