

time, being allowed for observations to be repeated and for the meaning of observations taken to be grasped by the minds of the children. Each of the observations suggested occupies only a comparatively short time. But no attempt should be made to teach mathematical geography in one series of lessons in a few days, or even weeks or months. The rule must be, strictly, one step at a time; and at every step co-ordination should be made with matters of direct human interest. The explanations cannot be given effectively without the use of a globe or ball, and it would be of great service if each child or pair of children had a small globe for the earth, with another globe or ball to represent the sun. Most of the work is, of course, of such a nature that children in a primary school cannot be expected to give formal written answers to questions upon it; all examinations should therefore be taken orally, with the models actually before the class.

*Political Geography or Social and Commercial Geography.*

Unless step by step throughout the course the lessons in physical and mathematical geography are linked with the lessons in social and commercial geography the former will be to a large extent aimless, and without real human interest to most of the children. This part of the subject should therefore be taken in each year of the Senior Division—indeed, it should be begun, in the form of simple stories of travel and adventure told by the teacher, in the Junior Division. If geographical readers are used, the reading-lessons should be explained fully by the aid of maps, and, where possible, of pictures and other accessories.

The course should consist of lessons on some of the following subjects, as shown in the program presented by the teacher in accordance with the syllabus.

New Zealand: (1.) Its natural productions of geographical or commercial interest—*e.g.*, ores and minerals, rocks, insects; birds and other animals; plants, native and introduced. (2.) Influence of the position, soil, climate, and natural productions of New Zealand upon the occupations, trade, and general life of the people; internal and external communication.

The five zones; their climate; animals and plants characteristic of each—*e.g.*, regions of pines, rye, wheat, maize, rice, and also of gooseberries, apples, vines, figs, oranges, bananas, palms, pineapples, dates, coconuts; habitat of the polar bear, reindeer, whale, buffalo, camel, elephant, lion, tiger, ostrich, and also of the kangaroo, crocodile, seal, herring, cod, penguin, shark, humming-bird.

Alluvial plains and valleys; areas of cultivation on the world's surface; wheat and chief wheat-producing countries; other articles of food-supply—*e.g.*, maize, rice, meat, fish, butter and cheese, sugar, tea, coffee, fruits, &c.

Coal, iron, gold, silver, petroleum: where found; effect on manufactures, industries, and prosperity of various countries.

Cotton, wool, silk: where most largely produced and manufactured. Other important animal products, such as leather, ivory, &c.

Timber, different kinds of; other vegetable productions, indiarubber, &c.

The different races of men, and where they live; their houses; degree of civilization; effect of climate and other physical conditions of civilization; migrations of races—*e.g.*, English, Turks, Arabs; European colonies; a few typical examples of the connexion between history and geography—*e.g.*, discovery of America, independence of the Swiss, migrations of the Danes; chief lines of trade and communication in the world, oceanic, river, and continental; influence of winds, &c., on trade routes; effect of the distribution of land and water upon trade and trade-centres; influence of rapid steamships and ocean cables in modifying this.

Influence of position upon importance of towns, whether situated at mouths of rivers, at head of navigation of large rivers, on large lakes or natural harbours, on lines of communication, on coalfields, &c.

Geographical causes of the rise and importance of the British Empire.

Notable travellers and geographical discoveries.

The object of the course sketched out here is to show, as far as it is possible for the minds of the children to see it, the connexion between natural conditions on the earth's surface and the civilization of man—*i.e.*, between physical geography on the one hand, and political and commercial geography on the other. In the course of the lessons many names of places will be naturally introduced in order to illustrate the principle which it is sought to establish, but it is not intended that the lessons should be used as an exercise of the memory. It will be expected, however, that the illustrations employed will be so chosen as to give the children clear ideas of the extent of the British Empire and of the position of the most important places in it; and similarly in less detail of the chief foreign countries.