

Division, there should also be some study of methods of cultivation of various products in relation to soil and climate, and in relation to the industries and productions of New Zealand and other countries, dealt with in the geography lessons. Wherever possible the work should have a direct bearing on simple rural science, and in all schools girls must receive some training in elementary home science. The work should be illustrated and explained through simple experiments in elementary physics and rural science.

For further details and suggestions see Appendix K.

#### L. GEOGRAPHY.

The programmes set out below for the various standards are intended to form stages of a systematic five-year course in geography. The Inspector may approve of a scheme showing any suitable modification of this course, as to the quantity of work to be undertaken, the redistribution of the work among the standards, or as to the grouping of classes and programmes.

*Junior Division.*—S2: An extension of nature-study so as to include elementary geographical notions from actual observation; plans of the class-room, school, and playground; the study of very simple plans from models made to represent local surface features; elementary use of globe so as to show oceans and continents; direction; cardinal points; rising and setting of the sun; natural phenomena from direct observation—*i.e.*, clouds, rain, hail, snow. Very simple lessons should be given on the configuration of the immediately surrounding district and its effect on the distribution of rainfall, the wearing of land-surfaces, the relative fertility of hill, valley, and plain soils, the effect of the quality of the soil, and the rainfall, winds, and aspect on vegetation.

*Middle Division.*—S3: Further observation of natural phenomena; evaporation and condensation; parts of a river; water and river action treated simply; lakes and their uses; observation of the phases of the moon; rise and fall of tides. Lessons should be given on the configuration of the immediately surrounding district; this should be extended so as to deal first with the province or the largest natural area in which the school is situated, and then with New Zealand as a whole. Some knowledge of the occupations and life of the people should be required—the province in which the school is situated to be treated with some fullness, and the rest of New Zealand to be treated broadly for purposes of comparison. While dealing with these lessons and with the information gained during reading-lessons the pupil should acquire some knowledge of the position and character of some of the more important countries of the world.

S4: The study of New Zealand as set out for S3 is to be developed more fully, and the same method of investigation is to be applied to the study of Australia, where similarities and contrasts, with the reasons therefor, should be examined. The chief characteristics of more important races of people, together with simple knowledge of their industries and occupations, are to be studied. Lessons based on observations concerning the position of the sun at different times of the day and of the year, on seasonal changes, and on conditions of climate and weather, are to be treated in a suitable manner. All the topics dealt with in connection with geography should be treated not as isolated facts, but so as to lead the children to the recognition of certain elementary principles within their comprehension connecting natural surroundings and physical geography with the facts of human life as known to them.

*Senior Division.*—S5: Revision of previous work, widening the scope of inquiry, and taking up the study of the countries of Europe and Africa in the manner prescribed in Appendix L. This will include the study of the following: Scales of maps, distance and areas roughly calculated therefrom, the sea and its work, general distribution of land and water, winds and currents, elementary study of the causes affecting climate, the zones of the earth, vegetable life at different seasons and in different zones, typical animal life in different parts of the earth, the chief trade routes.

S6: Revision of previous work, and an extension on the same line of inquiry in relation to Asia, America, and the British possessions. Glaciers and the work of ice, daily rotation of the earth, meridians, local time at a few important places, latitude and longitude, revolution of the earth round the sun, the seasons, the altitude of the sun at the equinoxes and the solstices, the inclination of the earth's axis, the length of the day. Great travellers and geographical discoveries; the chief trade routes of the world; interdependence of nations for food supplies, raw material, and manufactured articles.

For further details and suggestions see Appendix L.