

## M. EXPERIMENTAL SCIENCE.

*Senior Division.*—Simple experiments relating to nature-study and geography carried out with simple apparatus. These might include experiments relating to evaporation, capillarity, solutions, texture of soils, growth of seeds, relation of plants to air and moisture, and experiments relating to rural science or to home science.

For details and suggestions see Appendix M.

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## MAN AND SOCIETY.

## N. HISTORY.

The course of instruction in history and civics may be based on or selected from the programme set out hereunder, but any suitable four-year course based on the periodic or on the concentric system may be approved by the Inspector. In all cases schemes of history must show some definite purpose, and should deal with a series or with a number of series of important events which are clearly related to one another. The history must not be taught from books in the first instance, but a suitable text-book of history should be used by the pupils from which to revise and memorize what they have learned in class, and from which they may read sufficiently to fill in the general background of the special topics dealt with by the teacher.

*Junior Division.*—The topics used for lessons in oral expression should include interesting stories from myths, legends, biography, and history. The discussion of the work of postmen, policemen, and other officials or people rendering public or social service should be developed on the "spiral" principle.

*Middle Division.*—A series of the events in the history of England up to the end of the Norman period as set out in Appendix N.

*Senior Division.*—Continuation of the line of study commenced in the Middle Division. The new material set out in Appendix N is taken from the period 1145 to the present time.

## O. CIVICS.

*Middle Division.*—The earlier forms of law-courts and government, and the nature of personal rights as revealed by the study of the period of history dealt with. Comparison should be made between the above and some of the common customs of the Maoris.

*Senior Division.*—Forms of education, general knowledge of forms of local government and of the functions of Parliament, together with a knowledge of the relation of the colonies to Great Britain. Courts and magistrates, elections, local and general taxation.

## P. MORAL INSTRUCTION.

Though set lessons will rarely be given the school scheme should show a definite plan that will be kept in view by each teacher. As the training will generally be incidental the record of any special topic dealt with should be entered in the work-book after the matter has been discussed.

*Junior Division.*—This should be made incidental to the discussion of some of the topics used in lessons in oral expression, and to incidents which arise in the ordinary course of school-work. Only the more elementary phases of character should be dealt with, such as kindness, politeness, consideration for others, helpfulness, neatness, truthfulness, and obedience. Though the lessons themselves should not be formal, the teacher should have a definite plan in mind, and by example and incidental teaching should maintain a constant influence favourable to the development of refinement and good character.

*Middle Division.*—Though formal lessons need not, as a rule, be given, definite provision should be made by the teacher for lessons calculated to promote habits of order and of neatness, cleanliness, care of property in and about the school, respect for public and private property, politeness, kindness; good manners in the school, the home, and the city; truthfulness, obedience, and attention to duty, and an appreciation of the value of mutual service. Lessons suggested by the study of history, by the general reading-matter dealt with, or by incidents in school-life in the class or playground, should also be included.

*Senior Division.*—Numerous opportunities may be taken for the giving of moral instruction during the lessons on history and civics, as well as from reading-lessons and even from lessons on nature-study and geography, together with lessons on the employment of leisure, the selection of occupations, the use of money, duty to parents, to the school, and to the State. Good manners, habitual politeness, respect for others and for proper