

7. The geography of the provincial district or of the natural regions in New Zealand that possess the same characteristics as the home region, studied with the object of associating in a very simple manner the products, occupations, and natural characteristics of the locality.

8. New Zealand as a whole in very broad outline, the study to include only a few of the more interesting and striking features, and places of industrial, historical, and scenic importance. Pictures should be freely used.

9. The geography associated with common things in the home. Hence elementary study of the map of the world; locating oceans and continents and a few of the more important countries. New Zealand shipping routes.

10. In the course of the lessons the pupils should be taught in a very simple way the effect of surface features and climate on the occupations of the people, the interdependence of different peoples with respect to the exchange of products, the condition affecting the growth of New Zealand crops, advantageous and disadvantageous positions for harbours.

#### STANDARD IV.

1. Weather study to be further systematized:—

(a) By keeping a chart of daily temperatures;

(b) By making a graphical representation of the periodical (say, fortnightly or monthly) changes in the altitude of the sun as indicated by shadow lengths;

(c) By graphing the wind-directions from day to day and recording the weather associated with each.

In this class the pupils should learn from their weather charts the almost regular cyclonic series of changes in the direction of the wind in New Zealand, and the weather associated with and following each change. Effect of cyclonic changes on shipping, and especially local shipping. Elementary fore-casting of changes in the weather. The terms "cyclone" and "anti-cyclone" should not be used at this stage.

2. The moon in its various phases to be drawn by the pupils from actual observation. Pupils living near the sea should at the same time record the specially high or low tides. Effect of tides on shipping.

3. River-action: delta and delta-fan, river-terraces, wide valleys, and narrow valleys, studied from actual examples, models, or pictures. River-valleys suitable and unsuitable for farming, for townships, for roads and railways.

4. Evaporation, condensation, formation of clouds, mist, snow, ice, frost, dew. Wearing action of frost.

5. Fuller study of New Zealand: its natural regions; its surface features; its industries dependent on local surface features and climate; its towns dependent on industries and advantages of situation—whether, *e.g.*, at the mouth of a navigable river, or at the opening to an important natural transit route, or at the junction of natural transit routes, or on a good harbour; its main railways; its scenic attractions; and its history.

6. Australia in very broad outline, studied not merely in political divisions but in natural regions, the treatment being similar to that indicated in the preceding paragraph. Comparison with New Zealand.

7. Great Britain with reference to (a) localities to which our produce is sent, (b) places from which our most important imports come, and (c) places of outstanding historic interest. The advantages of position possessed by Great Britain; hence some of the great ports with which England trades in Europe and America.

8. Further geography associated with common things in the home, and the systematic use of the map of the world in connection with reading, history, and other lessons; a few of the most important countries or regions (*e.g.*, Australia, Canada, United States of America, Great Britain, Russia, Germany, France, and Italy); places New Zealand tourists go abroad to visit. Route by which our wool, dairy-produce, &c., go to London. Continuation of elementary lessons on peoples of other lands, especially of the Pacific, with special reference to the South Sea islands.

9. Map-reading in connection with the above. In this class the pupil is expected to have gained sufficient knowledge of geography to enable him to gain information from an intelligent study of the map.

#### STANDARD V (FORM I).

1. The meaning of air-pressure, demonstrated by experiment. The mercurial barometer. The rain-gauge. Daily charts of temperature, barometric pressure and rainfall. Chart of sun's angular altitude taken at least monthly. Altitude of sun in different parts of the world, north and south of New Zealand, and effect on plant-growth and on man and his work. Association and comparison of chart-readings, leading to a better understanding of seasonal and weather changes. Use of barometer to the sailor and the farmer.