

teaching of the elements of Political Economy in Standard VI.; in fact, "great stress is laid on the elementary knowledge of social economy," but this emphatic instruction is treated with supreme indifference by our teachers, if the ignorance of the pupils is to be regarded as a criterion. In all parts of the Colony the boy who has passed Standard VI. knows no more about the fundamental principles of Political Economy than he does about the teachings of the Stoic philosophy. Yet this subject can be intelligently taught, and in our colony there is a wealth of material for illustrating the principles of the science and exercising the judgment of the pupil. It is essential that Political Economy should be efficiently taught, for one of the paramount aims of education is to prepare the pupil for his duties as a citizen, and he will never discharge his civic duties efficiently unless he has that basis of knowledge which will enable him to discriminate between sound economic wisdom and the clap-trap which too often usurps the name of "Political Address." Teach the elementary principles of Political Economy, and you sound the death knell of the blatant agitator, for he cannot exist among an enlightened people.

I do not propose to deal at any length with the teaching of elementary science, reserving it for a subsequent paper on Technical Education. Object lessons go hand in hand with lessons on elementary science, and should indeed form the foundation on which to base its subsequent teaching. The framers of our syllabus recognise the importance of this connection, for they tell us that "the object lessons and lessons on natural history, manufactures, and common things in Standards I., II. and III., are intended as an introduction to the elementary science lessons for the higher standards." Yet the selection of the object lessons is left entirely in the hands of the teacher of the class, who chooses his subjects indiscriminately, without any reference to the department of science that is being taught in Standards IV., V. and VI. The course of object lessons in the lower standards should be adapted to the branch of science that is being studied

in the higher standards. If, for example, agricultural science is to be taught in the higher standards, the object lessons in the lower standards should be on the various plants and products of the field and garden, and on the parts of a plant—stem, leaves, roots, etc.

The course of science, too, should be suited to the nature of the district; that is, lessons bearing on agriculture should be given in agricultural districts, and in industrial centres, lessons bearing on the arts and manufactures. In the English code there are eleven courses of object lessons from which the teacher can choose, and, if none of these is found suitable, he is allowed to frame a course and submit it to the inspector for approval. Those responsible for our New Zealand syllabus should prepare similar courses of object lessons, and see that the proper connection between object lessons and science is maintained.

There is considerable danger of the teaching of geography, a most interesting subject, degenerating into unmixed cram. It is begun in Standard II., where there is no provision for the study of what is often called homology. In geography, as in almost every subject, the educator should proceed from the known to the unknown, and the earliest geographical work in our schools should deal with observation and planning of the schoolroom, the school, the school premises, the surrounding streets, the quarter, the city or township or district, thus proceeding by methodical steps to the map and study of the province, the island and the colony. By noting the chief characteristics of the people of the surrounding districts, of their manufactures and industries, and the influence climate or position has on these, children can be taught at an early stage to see the intimate connection between even remote causes and effects. The work prescribed for Standard III. cannot be properly assimilated by the pupil; it is a mere catalogue of names having no value, educative or practical. The natural work for this standard is a development of that I have planned for Standard II.—the thorough study of the geographical features of the