

- (d) Of all straight lines that can be drawn to a given straight line from a given point outside it, the perpendicular is the shortest.
- (e) To bisect a given angle.
- (f) To bisect a given straight line.
- (g) To construct a perpendicular to a given straight line (i) from a given point in the line, and (ii) from a given point outside the line.
- (h) To construct an angle equal to a given angle.

### BUSINESS METHODS.

1. Sizes of paper and their uses.
2. Sizes of envelopes for enclosing the above.
3. How to fold for various-sized envelopes.
4. Addressing envelopes.
5. Letters: (a) Business or commercial. (b) Formal or official. (c) Informal. (d) Examples of orders, requests, thanks, explanations, inquiries, replies to advertisements with the object of teaching (1) brevity, (2) clearness, and (3) force. Good and poor opening and closing paragraphs compared. Words to be avoided. Official and business letters compared.
6. Memoranda. Telegrams.
7. Postal and telegraphic charges. Postage-books.
8. Remittances: (a) Acknowledgment of delivery form and its use. (b) Registered letters. (c) Stamps; postal orders; money-orders (ordinary, domestic, and telegraphic); cheques, bank-notes, and bank drafts. (d) Cost and occasions on which to use each method.
9. Banks: (a) Savings and commercial compared. (b) Current and deposit accounts. (c) Bank pass-book and deposit-slips. (d) Cheque-books, cheques (bearer, order, and crossed); different kinds of crossings. Over-drafts.
10. Elementary Book-keeping: The nature and form of accounts; the explanation of simple commercial terms, such as debit, credit, balance, profit (gross and net), interest, discount, commission, insurance, assets, liabilities, capital, bad debts, balance-sheet, invoices, receipt, voucher, cheque, bill of exchange, taught as practically as possible.

### HISTORY.

#### INTRODUCTION.

The programme of work for the various standard classes is intended to be suggestive, and is not to be regarded as compulsory. In Standard II the stories are closely related to the fairy-stories and myths which the youngest children find so attractive. In Standard III the stories are stories of real people and actual incidents in British history. In Standard IV the treatment is more systematic, and the pupil is led to see that the growth of the nation has followed definite lines and has been gradual and continuous. The topical method of treatment, with a certain amount of repetition and more intensive study of the growth of the nation, is continued in Standard V. In Standard VI the aim is to give the pupil a clear conception of the way the Empire has been built up and the British system of government developed. The fact that Britain has had contact with other countries and has been deeply influenced by foreign affairs has not been ignored, but has for the most part been left for fuller treatment in the post-primary schools. New Zealand history and stories connected with the life of the Maoris have been introduced into the syllabus for the first time. Every New Zealand child should know something of the history of his own town, district, and province, thus enriching his store of stirring detail and adding reality to the whole study of history. Most parts of the country are rich in historical incidents, and these both the teacher and pupil should take a pride in seeking out and recording.

Throughout the scheme the aims have been to make the pupils acquainted with the history of their own country, and to show that, while wars have undoubtedly played their part in the development of the nation, the story of the British people contains much that is of infinitely more importance than battles. Whatever ideas a teacher embodies in his scheme, whatever principles guide his selection of topics, he should aim to develop in his pupils love of country, and pride in the deeds of famous men and women. Patriotism has its roots in the love and respect the pupil has for his home and his school, and he must be so taught that it shall be his joy and pride to play his part, however humble it may be, in the advancement of New Zealand and the Empire, and in the promotion of peace, well-being, and happiness among the nations.