

Mensuration of walls and floors, and other simple rectangular areas, as far as possible from actual measurements. The rood and the square pole to be known as fractional parts of the acre. The relative values of the cubic foot and cubic inch and of the cubic yard and cubic foot—to be demonstrated by models. Relative values of the kilometer, meter, decimeter, centimeter, and approximate equivalents in yards and inches. Easy examples on the foregoing.

The solving of easy practical problems by the unitary rule, by practice, and by other methods based on first principles. Bills of accounts, and discount thereon.

(d.) *Fourth Year (S6)*.—Vulgar and decimal fractions (excluding complicated expressions and sums in recurring decimals); percentages applied to simple examples, including easy direct cases of interest, profit and loss, commission and tradesmen's discount (banker's discount, true discount, and inverse questions in percentages are excluded). The following terms in the metric weights and measures, concretely illustrated and applied to very simple examples—(a) kilometer, meter, decimeter, centimeter, millimeter; (b) kilogram, gram; (c) liter (cubic decimeter). Square root; easy mensuration of plane surfaces and of solids bounded by planes and of the cylinder. Suitable mental arithmetic; shorter methods of working sums in lower classes generally.

Especial emphasis is to be laid on the importance of the oral and mental work.

The knowledge of the work of any class in English and in arithmetic shall be deemed to presuppose a knowledge of the work of any lower class in the same subject.

(3.) *Drawing and Handwork.*

(i.) *Drawing*: It is recommended that, where the Senior Division is divided into two, three, or four separate classes, the instruction in drawing should include such work as that described below, any suitable program on these lines being accepted; but in any other case a smaller program may be drawn up, provided that sufficient instruction is given in free drawing from actual objects, in the use of simple drawing-instruments, and in the knowledge of colour.

First Two Years.—The representation with chalk, pencil, or brush of simple natural and fashioned objects (for examples see "Further Directions" under clause XVI), also of simple flat ornamental shapes cut out on a large scale in cardboard, &c., and, in S4, of circular shapes unforeshortened and then foreshortened. Memory and imaginative drawing.

The construction to given dimensions of rectilinear figures of three, four, six, and eight sides, and of circles and parts of circles. Drawing to scale in plan and elevation very simple straight-lined objects.

Elementary practice in pattern-making (with known forms as units) illustrating the principle of symmetry, and (with brush and colour) in mass filling, direct representation, without outline, of simple shapes, and colour-matching.

The instruction in drawing should be associated with suitable instruction in handwork; the free drawing with modelling in plasticine or clay, and the instrumental drawing with brick-laying, paper-work, cardboard-work, or light woodwork.

S5 and S6.—The instruction in drawing should include the representation with chalk, pencil, or brush of simple natural and fashioned objects (for examples see "Further Directions" under clause XVI), of flat shapes cut out on a large scale in cardboard, &c.; also of foreshortened rectilinear shapes leading up to the pictorial representation of simple objects; memory drawing. The free drawing should be associated, if practicable, with modelling in plasticine or clay.

Drawing to scale in plan and elevation, from the pupils' own direct measurements, simple objects based on the cube and prism, and on simple combinations of these; practical exercises involving the careful setting-out of lines and angles; use of protractor. The instrumental drawing should, in the absence of facilities for instruction in woodwork, be associated with constructive work in cardboard or some other suitable medium.

Elementary design and colour work. Only units derived from forms known to the pupils are to be employed.

(ii.) *Handwork*: One of the following—Woodwork, elementary agriculture, dairy-work, needlework, and, where suitable arrangements can be made, cookery and practical home science (girls).

(4.) *Nature-study and Geography.*

A graduated course for the four years should be drawn up from the topics suggested under these heads in the Appendix; but any suitable program