

*Junior Division.*—Coloured beads or buttons (in groups), skipping-rope, hoop, wooden spoon, gridiron, wire netting, envelope, slate, kite, knife, axe, football, toy flags, toy animals, ninepin, bow and arrow, horse-shoe, carrot, plum, apple, unserrated leaves, pansy, daffodil.

*Senior Division.*—S3 and S4: Picture and photo frames, toasting-fork, fan, croquet-mallet, spade, broom, cricket-bat, tennis-racquet, school-bag, tambourine, basin, wood-shaving, clock-spring, bag of sugar, lantern, serrated and subdivided leaves, sprays of three or four leaves, twigs and small boughs, buds, blossoms, berries, fruits, feathers, shells, butterflies, fish.

S5 and S6: Bottle and vase forms, school bell, paper scroll, boot, hat, linen cuff, flower-pot, toy yacht, brief-bag, Indian club, Japanese umbrella, dorothea bag, draped shawl or curtain, doll, woodwork and garden tools, kitchen utensils, simple science apparatus, feathers, insects, fish and other animal forms, shells, fern and palm leaves, grasses and rushes, celery and rhubarb sticks, fruits and vegetables generally.

The course in drawing should provide for some elementary practice in colour-discrimination, colour-matching, and colour-harmony.

With the view of providing further opportunities for the cultivation of taste in form and colour, and of enabling pupils to gain an elementary knowledge of the laws of arrangement, simple exercises in space-filling and the formation of patterns should find a place in the course of drawing for each standard. Exercises in elementary design, which may be regarded as affording opportunities for the application by the pupil of his knowledge of form and colour to decorative purposes, should be worked in conjunction with the exercises in free drawing. Pupils, indeed, should be taught to regard each exercise in drawing as an exercise in composition and space-filling. Some attention should be given to lettering, especially block and Roman lettering.

Opportunities for suitable practice, adapted to the capacities of the pupils, in the manipulation and use of rulers, set-squares, compasses, and protractors are to be afforded throughout the course. Drawing with these instruments should include easy exercises in the accurate setting-out of lines, angles, and simple geometrical figures, drawing to scale in plan and elevation, and very easy exercises in solid geometry. All drawings to scale should invariably be done from actual measurements made by the pupils themselves. The instrumental drawing should be associated as far as possible with the practical work in arithmetic and with constructive work in paper, cardboard, wood, &c.

It is not advisable to prescribe any special course in elementary manual training, since what is suitable in the case of one school and one teacher may be quite inapplicable in others. The lower classes should receive some instruction in what may be described best as kindergarten work—*e.g.*, folding and cutting paper, forming ornamental designs in paper, and making models of objects in plasticine or cardboard. Full liberty will be allowed to teachers in their choice of subjects: the Inspector will, however, approve of the suitability of the course of handwork adopted, having regard to the needs of the particular school and to the value of such course as part of the general curriculum of the school.

It must be borne in mind that quality of work and not quantity is to be aimed at; that the object of the instruction is not to turn out a large number of specimens for inspection, but to train the children to habits of careful observation and exactitude, combined with cleanliness and neatness.

#### (a.) *Woodwork.*

Wherever it may seem expedient to do so, the Department will take steps to establish workshops for the purpose of giving instruction in woodwork. As a general rule, however, the Maoris residing in the district will be expected to give assistance in providing material and in the erection of the building.

Where workshops are provided instruction must be given for not less than 120 hours in each school year, not less than three hours being devoted to woodwork in any one week. Of this time one hour may be taken during ordinary school hours—*e.g.*, during the time devoted to the instruction of the girls in sewing—the other two hours being given outside ordinary school hours.

The course of work may be arranged by the teacher on the lines suggested in the handbook on woodwork issued by the Department. After the preliminary exercises have been taught boys should be encouraged to apply the knowledge and skill acquired to the construction of such articles as may prove useful to them in their homes—*e.g.*, brackets, shelves, boxes, stools, bedsteads, doors, gates, tables, &c. These articles may be disposed of at actual cost price to the Maoris of the place. The moneys thus obtained are to be recorded in a book provided for the purpose, and, if not expended in purchasing material, are to be paid into the Public Account.