

*Senior Division.*—I. Voice-training: Breathing and voice-production exercises on the descending scale, using the syllables *coo, loo, aw, ah*; development of production of pure vowel-sounds and soft tone by sustained notes on the syllables *oo, oh, ah, ay, ee*; prevention of uses of the chest register; all loud singing discouraged.

\*[II. Musical Knowledge and Practice, Sol-fa Notation.—(a.) Tune: Leaps on all the intervals of the scale, including occasionally leaps to *fe, se, ta*; singing at sight (passages occasionally including *fe, se, ta*), also passages containing simple transition indicated by bridge-notes. (b.) Time; Exercises with whole beats, half beats, quarter beats, &c.; time-names. (c.) Ear-training in time and tune; sol-fa names of phrases containing not more than six consecutive notes; occasional introduction of *fe, se, ta*; time-names in easy exercises containing pulse-divisions in (b).

Staff Notation (optional): (1.) The staff; ledger lines, one above and one below; the treble clef. (2.) Letter-names of notes and their positions on the lines and spaces. (3.) Shape-names, and time-values of notes from semibreve to semiquaver; corresponding rests. (4.) The major scales in the keys of C, G, F, D, B flat, A, and E flat. (5.) The time-signatures  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ,  $\frac{6}{8}$ , and their accents. (6.) Expression-marks (cres., dim., rit., rall., allegro, adagio, andante, p, mf, f, D.C., D.S.). (7.) Use of tuning-fork. (8.) Translation, simple cases only—e.g., in key C and E flat—from staff notation to sol-fa, and *vice versa*.]

III. Songs.—Suitable school songs, national and patriotic, in unison and in parts, rounds, catches, canons, and part songs. The greater part of every lesson should be devoted to the songs, through which a great deal of the musical knowledge may be approached.

#### NEEDLEWORK.

The following is the program in needlework to which the work of the school is expected, as far as circumstances permit, to conform; but a modification of the scheme, following similar lines of development, or any other scheme (presented in the form of a written program), may be accepted by the Inspector if it covers substantially the same range of work.

#### JUNIOR DIVISION.

S1.—Preliminary exercises in weaving (simple), lacing, knotting, tying, measuring (foot rule). Stitches up and down through coarse perforated material with wool-needle and wool or fine twine; tacking and overcasting.

Materials: Raffia, flax, macramé, coarse canvas, flannel, wool. Tools: Bodkin, wool-needle, foot rule, thimble, and blunt-pointed scissors.

(Some of this work may be done in P classes if desired.)

S2.—Further use of the needle and thimble. Blanket-stitch, cross-stitch, running, hemming, weaving (canvas for woof); cutting and tearing material.

Materials: Canvas, flannel, and dowlas. Tools: Thimble, short coarse needle, tape-measure, scissors.

In both classes all stitches taught are to be applied in making articles for school or personal needs. The following are suggested examples of suitable articles from which a selection might be made at a stage not higher than S2 in application of the stitches: Book-cover (blanket-stitch); book-marker (blanket-stitch and weaving); pen-wiper (cross-stitch); wall-pocket (cross-stitch and weaving); sewing-bag (running and hemming); duster, lunch-cloth, towel, &c. (hemming).

#### SENIOR DIVISION.

S3.—Seaming, over-sewing, running, and felling. Study of beginning and finishing work, of the right and wrong sides of materials. Tucking, gathering, button-hole stitch. Articles suitable to this stage to be cut, fixed, and made by the children.

Suggested examples for selection: Handkerchief (hemming—smaller stitches than in S2); handkerchief-bag (over-sewing, running); work-bag (running and felling, hemming and cross-stitch); doll's pinafore (running and felling, hemming, tucking); puff-bag (gathering); linen d'oyley or small tray-cloth scalloped with button-hole stitch.

S4.—Study of selvedge and crossway of materials, especially of calico. Gathering, stroking, putting on band, back-stitching in short lengths. Making fastenings—tapes, hooks and eyes, buttons and button-holes, loops and eyelet-holes. Plain darning as for weak places. Articles suitable to this stage to be cut, fixed, and made by the children.

Suggested examples: Pillow-slip (work of S3 and taping, or buttons and button-holes); needle-case or housewife with back-stitched compart-

\* See note on previous page.