

The forms of the personal and relative pronouns. Correction of errors in the written and spoken language, with simple reasons therefor. Simple punctuation.

Senior Division (S6).—G1, COMPOSITION.—To include the reproduction, though not the paraphrasing, of the matter contained in poetry or any other easy literary matter, and of the subject-matter covered during silent reading. Letter-writing and the writing of simple business forms are to be practised. Training in the use of a paragraph and in the sequence of paragraphs through oral exercises in summarizing the main idea in successive paragraphs or stanzas of selected reading-matter. The composition should show some evidence of taste, of descriptive power, and of the possession by the pupil of a fairly wide vocabulary.

G2, GRAMMAR.—Revision and extension of the work for S4 and S5 applied to somewhat more difficult, but not to very difficult, cases. The substitution of words, phrases, and clauses for other forms with the same function. The use of the three cases of nouns and pronouns. The use of the infinitive, the participles, active and passive voice, first, second, and third persons, and the common tenses to be taught by their use in sentences. Correction of errors of speech, with simple reasons therefor. Simple punctuation, with conversion from direct to indirect speech, and the converse. Paragraphing and rearrangement of sentences to secure clearness, brevity, and force.

For further details and suggestions see Appendix G.

GRAPHIC EXPRESSION.

19. The course of instruction in graphic expression shall be as follows:—

H. DRAWING.

Preparatory Division.—This subject should be regarded chiefly as a means by which the children may express their ideas or impressions of objects animate or inanimate, or ideas suggested by nursery rhymes or other forms of story. The drawing should at first be free and spontaneous, and the teacher should devise exercises arising from these drawings in order to develop powers of observation, with increasing dexterity and better control over the muscles. The drawings should be on a large scale, preferably with coloured chalk or crayon. A definite plan of work for each term should be set out by the teacher.

Junior Division.—Drawing should be treated as a means of expression and illustration connected with other lessons such as reading, nature-study, and handwork, but provision should be made for systematic training in the drawing of various simple forms. The scheme should, in the first stage, include free drawing with coloured crayons, chalk, brush, or pencil, in mass and in outline, of familiar, natural, and fashioned objects containing simple, curved, or straight lines, or both, illustrative and imaginative drawing, elementary drawing with the ruler, including exercises involving simple measurement.

Middle Division.—The representation with chalk, pencil, or brush of simple natural and fashioned objects, also of simple flat ornamental shapes cut out on a large scale in cardboard, &c. Memory, imaginative, and descriptive drawing. Provision should be made for developing the particular skill of any pupil with regard to a certain form of drawing. Simple geometrical exercises according to measurement with the ruler and set-squares should be provided, with exercises in form and colour designed to ornament a given object or form.

Senior Division.—Freehand drawing and design of a more advanced character than for the Middle Division, including the representation of natural and fashioned objects of flat shapes, such as shields, crosses, stars, &c., cut out on a large scale in cardboard or wood; also of foreshortened and unforeshortened, circular and rectilinear shapes leading up to the pictorial representation of simple objects. The free drawing should be associated, where practicable, with modelling in plasticine or clay. For design or colour work natural units derived from forms known to the pupil are to be employed. Special arrangements should be made to develop special aptitudes in particular phases of drawing on the part of individual pupils. Instrumental drawing is to include drawing to scale from pupils' own measurements of simple objects. Practical exercises in setting out lines and angles, and the construction of simple geometrical figures. In the case of boys the instrumental drawing should be connected chiefly with exercises in woodwork, in the case of girls with dressmaking, and in the case of girls and boys with practical mensuration and design.

For further details and suggestions see Appendix H.