

home and school life of the child. Breadth of treatment and freedom of arm-movement should be aimed at, and, whether the work be done on the blackboard or on paper, the pupil must be encouraged to draw without cramping the fingers.

Whilst formal lessons are out of place, the pupils will learn a great deal by observing the teacher's methods.

The recognition of six colours—red, orange, yellow, green, blue, violet—with the matching of objects in these colours. Some very simple exercises in free design in colour should be given, mainly in connection with hand-work.

Elementary appreciation of beauty in form and colour in nature and art.

STANDARDS I AND II.

1. *Free Drawing*.—Free illustration and imaginative drawing to be continued. Definite training in the representation of form with chalk, crayon, or pastel of—

- (a) Simple spherical objects, such as ball, orange, apple, balloon, pear;
- (b) Flat objects in front view, such as book, flag, envelope, luggage-label; and
- (c) Nature-study drawing.

Elementary light and shade to be commenced. Memory drawing to correspond.

2. *Design*.—Simple arrangements of shapes, either abstract or based on simple natural forms, to produce designs in colour. No design should be made except for the purpose of immediate application in some practical way—*e.g.*, a simple border decoration for, say, a handkerchief, checked pattern for a kettle-holder, simple corner treatment for a book-cover, &c. Very simple geometrical designs.

3. *Instrumental Drawing*.—Recognition of vertical, horizontal, and oblique lines, right angle, square, oblong, triangle. Use of ruler to draw lines of stated length, and to construct squares, oblongs, and triangles with the aid of the set square. All geometrical drawing to have a purpose in association with handwork and design.

4. Plain lettering in single line.

5. Elementary appreciation of beauty in form and colour in nature and art.

STANDARDS III AND IV.

1. Definite instruction in the representation of form with chalk, pastel, pencil, or brush of—

- (a) More difficult flat objects such as keys, varnish-brush, hand-mirror, hand-bag, knife, shells, certain flowers;
- (b) Study of the third dimension by means of the foreshortened circle. Single cylindrical and conical objects or shapes based thereon, for example, cylindrical tins, tumbler, tumbler partly filled, flowerpot, large ink-bottle, drum, cotton-reels, gloy-bottle. More attention to the representation of solidity or depth by means of light and shade. The drawing of simple groups of associated objects.
- (c) Nature-study Drawing: Memory drawing. Free illustrative and imaginative drawing to be continued. The design and arrangement of the pictorial composition should receive attention.

2. *Design*.—More systematic study of colour—*e.g.*, gradation of several tones of the same colour; colour-mixing and experiments with colours in design; pastel or water colour. Design treated simply but definitely and applied to the arrangement of geometrical units and natural forms; simplicity rather than complexity to be aimed at. Pattern in nature to be studied—*e.g.*, shell-spirals, leaf-arrangement, venation, coloration of insects, &c. Design applied to the decoration of suitable objects, such as a table-centre, a vase-mat, the edge of a table-cover, a dog-collar, a book-cover, Christmas card. The arrangement of designs to be governed by their practical application. Designs should be original.

3. *Instrumental Drawing*.—The instrumental drawing to be taught mainly in conjunction with handwork, design, and such projects as may arise in connection with other school activities.

Use of set-squares in setting out rectangular figures of specified size. Use of compasses in drawing circles, bisecting lines and angles, and in constructing squares, oblongs, and the various kinds of triangles from simple data.