

Drawing to scale of such rectangular objects as a page of the *School Journal*, the floor of the schoolroom, top of table, slate, picture-frame. Only simple scales to be used, such as 1 in. = 1 ft., 1 in. = 1 yard, $1\frac{1}{2}$ in. = 1 ft., or $\frac{1}{8}$ in. = 1 in., where the subdivisions into feet or inches can be readily obtained from the ruler.

4. *Lettering*.—Plain block lettering, and simple though less rudimentary print-script.

5. *Appreciation*.—Further development of appreciation of beauty of form and colour in nature and art.

STANDARDS V AND VI.

1. *Free Drawing*.—Free illustrative and imaginative drawing to be further developed. Elementary study of foreshortening and systematic training in the drawing of—

- (a) Objects of the box type, such as chalk-box, matchbox, book, attache-case, brick, cupboard, loaf of bread ;
- (b) More difficult curved forms, such as vases of various shapes, kettle, teapot, pieces of drapery, &c.
- (c) Parts of objects—*e.g.*, large studies of handles, spouts, and rims.
- (d) Groups of fashioned objects and of sprays of leaves and flowers.
- (e) Tree forms from nature.

Outdoor sketching to be encouraged. Memory drawing. Instruction to be continued in the proper use of colour and tone, flat-tinting, harmonizing colours, contrasting colours.

3. *Instrumental Drawing*.—To be taught in relation to design. Use of plain scales. Elementary work in drawing plan and elevation of simple geometrical objects. Isometric and oblique views of simple rectilinear objects.

4. *Lettering*.—Roman capitals, print-script, and broad-pen lettering suitable to this stage.

5. *Art Appreciation*.—Further developments of appreciation through the study of all kinds of good works of art.

STANDARD VII (FORM III).

1. Free drawing to be continued as prescribed for Standards V and VI, but to be more advanced in character. Outdoor sketching should be encouraged. Further study in the elementary principles of perspective.

2. Further study of design applied to definite crafts so that the pupils may gain a fuller understanding of decorative art.

3. Further development of appreciation through the study of good pictures and of other good works of art to be continued.

4. Instrumental drawing to be mainly of a practical character, as, for example, in (a) drawing to scale the ground-plan of a cottage, or plans or maps derived from the use of the plane table ; (b) drawings of cross-sections of simple objects ; (c) drawings connected with elementary mathematics, and with woodwork, ironwork, and other manual-training occupations. In country schools the instrumental drawing should have some relation to farming pursuits—*e.g.*, plan and sections of sheep-dip ; layout of woolshed and pens, of sheep and cattle-yards, and the setting-out of such details of the construction of a wooden shed as piles, floor-plates, joists, studs, wall plates, and braces.

HANDWORK.

INTRODUCTION.

Handwork is to be regarded as serving a double purpose — (1) as a means of satisfying the creative instinct ; (2) as a means of reinforcing the instruction in the ordinary subjects of the curriculum.

Both continuity and progression are essential if the best results are to be secured. During the whole course there should be abundant occupational work providing for free expression, and affording full scope for the exercise of imagination, both reproductive and constructive. In all classes the pupils should be allowed a certain amount of freedom to make something they particularly desire either for themselves or others.

As the pupil develops, a gradual transition should be effected by grafting on to the free work more definite training in the construction of objects in accordance with his own designs or with more or less detailed direction. The latter class of work should receive increasing attention until, owing to experience in conceiving and planning, to the development of muscular control, and particularly to an increased pride in carrying out work with a good degree of exactitude, the pupil is ready to take up with confidence