

STANDARDS III AND IV.

Modelling in any suitable medium, such as carton, cardboard, clay, plasticine, or natural and waste material, in connection with history, reading, geography, and other subjects. Full opportunity should be taken for applying instrumental drawing in a practical way.

The older boys should, where facilities exist, be allowed to join the classes in woodwork.

Constructive work should include not only the modelling of single objects, but also the representation as on a stage of historical scenes and geographical phenomena.

Home projects in handwork might include raffia work, basketry, toy-making and general gift-making for children in the preparatory classes and for children in hospitals.

STANDARDS V, VI, VII (FORMS I, II, III).

All girls should receive instruction in needlework, and as far as possible in some other domestic subject—*e.g.*, cookery or laundry-work—and all boys in woodwork or metal-work. Where such instruction is provided in manual-training centres the instructor should consult the head teacher regarding the scheme of work, and should, as far as possible and subject to the approval of the Inspector, provide a course of training suited to the needs of the pupils and in harmony with the aims of the school.

Where facilities do not exist for providing courses in cookery, laundry-work, woodwork, or metal-work, the boys and girls should take some form of constructive work in their own schools and the girls advanced needlework.

During the period in which the girls receive instruction in needlework the boys should take additional handwork—*e.g.*, some form of art-craft.

The possibility of taking light woodwork, light metal-work, basketry, weaving, leather-work, or repousse should not be overlooked.

NEEDLEWORK.

INTRODUCTION.

Needlework teaching requires that due attention shall be given to considerations of colour and design, and to securing results of æsthetic value by means of sound constructional work, without neglecting the actual craftsmanship of sewing. The interests of the pupil may thus be stimulated so that better practical work ensues and the cultural value of the training is increased. Whilst the main objective is educational, the child should be so taught as to become proficient in commonly used stitches and to be able to cut and make ordinary garments and do mending and darning. Exercises on small pieces of material may well be used for learning different kinds of stitches, but the preparation of specimen pieces should be discontinued. At all stages the periodical construction and completion of some articles by the pupils should be aimed at.

By appealing to the colour sense and to the creative instinct needlework can be made attractive and interesting, and at the same time a knowledge of sewing and cutting out and the making of ordinary garments can be gained.

Special care should be taken to avoid all conditions unfavourable to eyesight. In no case should materials and stitches be so fine as to strain the children's eyesight. Materials and threads of contrasting colour are a distinct aid in this connection. Children of weak eyesight should not be given any exercise that would be injurious to their eyes, and in serious cases they should not be expected to do sewing at all.

Throughout the classes pupils should be taught to plan and measure the quantities of material required for articles; the Senior Division should learn the price per yard, and calculate the cost of each article made. In the upper classes the instruction should be amplified by lessons given in the selection of materials, in which it should be pointed out that materials which would fade or shrink, or quickly wear out, might not be the most economical, even though costing the least. By this means habits of thrift may be inculcated.

The making of drafts of simple things should be included, and when senior girls are drafting to the figure it should be done on some principle of measurement. It is not necessary to devote time to making elaborate patterns