

In the case of special classes—for example, a class of retarded children—the instructor in woodwork and the teacher in charge of the class should collaborate very closely in the framing of a suitable course, and the scheme of work adopted should be developed and modified step by step with the development of the subjects taken by the class-teacher. While this close co-operation is most essential in the case of special classes, it is also necessary for all classes, if the full value of the manual training is to be obtained.

If the class-teacher attends at the manual-training centre with his boys as often as possible, and not only assists in the supervision of the work, say, in drawing, but also himself works at the bench so as to maintain by actual touch his understanding of the nature of the training which his boys are receiving, he will find it comparatively easy to correlate the manual training with the other subjects of the curriculum in a natural, logical, and interesting way, a task otherwise almost impossible.

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

The course in woodwork shall include the following divisions:—

1. **DRAWING.**—*Use of scales, set-squares, tee-square, drawing-board, compasses, and pencils; geometrical constructions required in woodwork* (to be ascertained by consultation with the instructor); *plan and elevation of simple rectangular models; oblique and isometric projection; hand sketching in orthogonal projection, or in oblique or isometric projection; dimensioning and lettering drawings.* For each exercise in woodwork either a dimensioned hand sketch or a dimensioned instrumental drawing shall be made, either full size or to a convenient scale.

2. **TOOLS.**—Their use, development, construction, and maintenance. The instruction should include all the tools ordinarily used by the pupils, and the treatment should be as precise and practical as possible, the pupils making their own notes and sketches.

3. **MATERIALS.**—Growth of trees and their conversion into timber; characteristics and recognition of the commoner woods used by the pupils; derivation, manufacture, characteristics, and uses of other materials used by the pupils.

4. **BENCH-WORK.**—The exercises are to be so chosen and arranged as to provide for a regular and orderly development of the use of the various tools, and careful adjustment of the difficulties of manipulation to the stage of development of the technical skill of the pupil. On the other hand, a fixed range and order of exercises is not to be adopted, and the interest of the pupils must be maintained by the selection of objects which the pupils themselves regard as worthy of their best efforts. In the case of each tool the introductory exercise may belong to a fixed series chosen as being best adapted to the purpose of initiating the pupil into the use of the tools.

No rigid syllabus of the type of exercises to be chosen for the several years can be laid down, but as a general guide to teachers in preparing their schemes of work the following rough classification is suggested as being suitable, it being understood that in special exercises chosen by the pupils themselves and in team work the range of operations may be extended or restricted as required.

In Standard V (or Form I) the exercises should include planing to size, sawing to straight lines, paring to straight lines; use of bradawl and gimlet; the fitting of simple single joints and similar operations.

In Standard VI (or Form II) the exercises should include those of Standard V (or Form I) with the addition of the use of the gouge, bow-saw, and spokeshave, sawing to curved lines, shaping to curved lines, more difficult joints, including single mortise and tenon joint, dowelled joints, the construction of simple rectangular frames and simple inlays.

In Standard VII (or Form III) the exercises will include the work of the two previous years, with the addition of more difficult joints such as the double mortise and tenon joint and the dovetail joint, and of more difficult frames.

In all years simple metalwork fittings required in connection with the woodwork exercises should be made, as far as facilities permit, by the boys themselves.

In drawing up schemes of work it is to be noted that the bench-work is of first importance and must occupy the greater part of the time available; the drawing will necessarily absorb a considerable portion of the remainder, and the lessons on tools and materials will therefore be mainly incidental.

For further guidance the teacher should consult the special pamphlet on Manual Training issued by the Department.