

## SANG.

## SUB-STANDERDS A EN B.

Eenvoudige asemhaal oefeninge gebaseer op nabootsen-  
de bewegings soos 'n kers uitblaas, 'n veer blaas en agter-  
nahardloop, 'n blom ruik, ens. Die sing van aanhoudende  
note op „Koo”, om 'n duif na te boots, of „Moo” om  
'n koei na te boots, met gebruik van die volgende:—

D', C', B, A, G.

1. *Toonhoogte*.—Algemene begrip van toonhoogte,  
soos hoënote, lae note, midde-note, met geleidelike uit-  
breiding tot herkenning van 'n vermoë om d, m, s, d' van  
handtekens en van die swartbord af te sing. Die sing van  
modulator liedere waarin gebruik gemaak word van d,  
m, s, d' word aanbeveel.

2. *Ritme*.—Die herkenning van verskillende snelhede  
soos stap, hardloop, stadig stap; gebruik gewone marsjeer  
as basis vir vergelyking. Die ritme moet geklap of met  
klein stokkies geslaan, of gestap word.

Herkenning van verskillende grade van uitdrukking  
soos f, p, pp, deur te luister.

3. *Liedere*.—Minstens 12 eenstemmige liedjies of sing-  
spele van „A Junior Song Book for Native Schools” of  
die „Shawbury Jubilee Collection” of ander dergelike  
versamelings.

## STANDERDS I EN II.

1. *Asemhalings- en Stem oefeninge*.—Eenvoudige aan-  
houdende note op die volgende—E', D', C', B', A', G'  
gesing tot die vokale klanke „oo”, „eh”, „ih”, „ôô”,  
„aa”, „ei” deur 'n geskikte medeklinker voorafgegaan.  
Die duur van die noot moet geleidelik verleng word van  
4 tot 8 tellings.

Eenvoudige dalende skaalposisies met gebruik van bo-  
staande vokale en met aanhou van die laaste noot. Die  
aantal note moet geleidelik vermeerder word van vier  
tot agt in 'n groep.

Die sing van stygende d-, m-, s-, d'-akkoord op die  
vokale.

2. *Melodie*.—Die majeur skaal van gehoor en van 'n  
modulator wat op die swartbord saamgestel word volgens  
die sol-fa name. Die sing van opeenvolgende note en  
eenvoudige spronge.

Die sing van „fe” en „ta” in nabootsing soos ver-  
want aan d' t d' en s f m respektiewelik, moet in Standerd  
II ingevoer word.

3. *Gehooroefeninge*.—Vir die ontwikkeling van toon-  
hoogte en ritme:—

- Nabootsing deur handeklap of die sing van een-  
voudige, kort ritmiese melodieuse frases;
- herkenning van sol-fa klanke in drie of vier note  
wat geleer is in opeenvolgende frases;
- herkenning van 2- en 3-slagmate in Standerd I en  
4-slagmate vir Standerd II en die waarneming van  
sterk en swak slaes;
- herkenning van verskillende soorte ritmes soos mar-  
sjeer, hardloop, touspring en stadig stap.

4. *Tyd*.—Die les van volslae en voortsettingstekens,  
en halfslae en hul gelykwaardige rustekens. Tydname  
moet geleer word.

Standerd I: Die lees van twee en drieslagmate.

Standerd II: Die lees van vierslagmate.

5. *Bladles*.—Eenvoudige samestellings van wat in die  
vooraangaande inbegrepe is. Gereelde en herhaaldelike  
oefening in bladles is noodsaaklik. Die gebruik van 'n  
bladlesboekie deur die onderwyser, en waar moontlik  
ook deur die klas, word sterk aanbeveel.

Die „Philharmonic Sight-Reader, Book I”, is geskik  
vir Standerd I, en „Philharmonic Sight-Reader, Book II”,  
is geskik vir Standerd II.

## SINGING.

## SUB-STANDARDS A AND B.

Simple breathing exercises founded on imitative actions  
such as blowing out a candle, chasing and blowing along  
a feather, smelling a flower, etc. The singing of simple  
sustained sounds on “Koo” to imitate a dove, or “Moo”  
to imitate a cow, using the following:—

D', C', B, A, G.

1. *Pitch*.—The recognition of the broad ideas of pitch,  
such as high notes, low notes and middle notes, with a  
gradual extension to the recognition of and the ability  
to sing d, m, s, d' from hand signs and from the black  
board. The singing of Modulator songs introducing d,  
m, s, d' is recommended.

2. *Rhythm*.—The recognition of various speeds such  
as walking, running and slow walking, using ordinary  
marching as a basis of comparison. The rhythm to be  
clapped, to be beaten with small sticks and stepped out.

Recognition by ear of various degrees of expression,  
such as f, p, pp.

3. *Songs*.—At least 12 Unison songs or singing games  
from a “Junior Song Book for Native Schools” or the  
“Shawbury Jubilee Collection” or other similar collec-  
tions.

## STANDARDS I AND II.

1. *Breathing and Vocal Exercises*.—Simple sustained  
notes using the following E', D', C', B', A', G', sung to  
the vowel sounds “oo”, “eh”, “ih”, “aw”, “ah”,  
“ay”, prefixed by a suitable consonant. The duration  
of the sound to be gradually extended from 4 to 8 counts.

Simple downward scale passages sung on the above  
vowels, sustaining the final note. The number of notes  
to be gradually increased from four to eight notes in a  
group.

The singing of the ascending d, m, s, d' chord to the  
vowel sounds.

2. *Tune*.—The Major scale by ear and from a modular  
built up on the blackboard to the sol-fa names. The  
singing of stepwise notes and simple leaps.

The singing of “fe” and “ta” by imitation as related  
to d' t d' and s f m respectively to be introduced in Std.  
II.

3. *Ear-Training*.—To develop pitch and rhythm:

- Imitation by clapping or singing of simple, short  
rhythmic and melodic phrases;
- recognition of sol-fa sounds learnt in stepwise  
phrases of three or four notes;
- recognition of two- and three-pulse measures for  
Standard I, and also four-pulse measures for Stan-  
dard II, and the perception of strong and weak  
pulses;
- recognition of various types of rhythms such as,  
marching, running, skipping and slow walking.

4. *Time*.—The reading of full-pulses and continuation  
marks, and of half-pulses and their equivalent rests.  
Time names to be known.

Standard I: The reading of two- and three-pulse  
measure.

Standard II: The reading of four-pulse measure.

5. *Sight-reading*.—Easy combinations of what is em-  
bodied in the foregoing. Regular and frequent practice  
in sight-reading is essential. The use of a Sight-reader  
by the teacher, and where possible, by the class, is strongly  
recommended.

“Philharmonic Sight-Reader, Book I”, is suitable for  
Standard I. “Philharmonic Sight-Reader, Book II”, is  
suitable for standard II.

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**FEDERATION OF SOUTH AFRICAN WOMEN 1954-1963**

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6. *Liedere*.—Ten minste 24 liedere moet gedurende die tweejaarkursus geleer word: sommige moet met note geleer word, andere van die swartbord. Indien laasgenoemde metode gevolg word, moet die liedere niks meer behels as die moeilikhede in verband met tyd en toon wat reeds bestudeer is nie.

Eenstemmige liedere, eenvoudige rondeliedere, tot 3 dele en tweestemmige liedere.

## HANDWERK.

### A. WERKSKEMAS.

Aan die begin van die jaar moet elke klasonderwyser(es) 'n geskikte werkskema opstel wat op die volgende leerplan gebaseer is. In die skema moet gewys word—

- (i) beskikbare materiaal;
- (ii) artikels en werk wat onderneem sal word;
- (iii) die werk wat vir elke maand beplan is.

Dit sal die opvoedkundige waarde van die werk aansienlik verhoog as die beplanning van die werkskema 'n klasprojek gemaak word waaraan die leerlinge deelneem.

### B. VERSLAG VAN GEDANE WERK.

Elke onderwyser(es) wat 'n klas neem vir Kunsvlyt moet 'n verslag hou van:—

- (i) die werk gedurende elke les gedoen in kort dagboekvorm;
- (ii) individuele artikels (of groepe van kleinere artikels, prente of modelle) wat deur elke leerling gemaak is, vermeldende die datums waarop die artikels begin en voltooi is.

Hierdie verslae sal benodig word wanneer die werk geïnspekteer word.

### SUB-STANDERDS EN STANDERD I.

#### 1. *Graswerk*.

- (a) Umsingizane of ander geskikte gras.
  - (i) Vlegsels. Een vlegsel (minstens 12 duim lank) behoort in elke les voltooi te word. Maak ses verskillende soorte vlegsels vir die volgende doeleindes:—
    - (a) die versiering van kleipotte deur die vlegsel op die klam klei te druk;
    - (b) die maak van armbande, halssnoere en ornamente.
  - (b) Umsingizane, isikhonko, umvithi, en ander geskikte grasse; mielieblare, raffia, ens.
    - (i) Klein Tafelmatjies: deur te vleg en die vlegsels in 'n plat rol met garing aanmekaar te werk; of deur middel van toegerolde vulsel wat met vlegsteek vasgeheg is.
    - (ii) Handsakke.
    - (iii) Oop mandjies.

#### 2. *Weef*.

- Wol, raffia of lyn.
  - (i) Tafelmatjies.
  - (ii) Vatlappies. Maak hierdie op karton.

#### 3. *Kleiwerk*.

- (i) Modelleer. Menslike figure, voëls, diere, ens.
- (ii) Pottemakery. Handgevormde potte; bakke van kleirolletjies opgebou.

#### 4. *Kraalwerk*.

- (i) Armbande en ander eenvoudige ornamente.
- (ii) Servetringe.
- (iii) Kraaldoekies.

*Songs*.—At least 24 songs to be taught in the two-year course: Some taught by note, some from the blackboard. If the latter, the songs must not embody anything in excess of the difficulties in time or tune already studied.

Unison songs, simple rounds and catches up to three-part and two-part songs.

## HANDWORK.

### A. SCHEMES OF WORK.

At the beginning of each year, the teachers responsible for each class must draw up a suitable scheme of work based on this syllabus, showing:—

- (i) Materials available.
- (ii) Articles and work to be attempted.
- (iii) Monthly allocation of work.

The educational value of the work is greatly increased through making the planning of the Scheme of Work a class project in which all the pupils co-operate.

### B. RECORDS OF FINISHED WORK.

Every teacher taking a class for arts and crafts must make a record of:—

- (i) Work done during each lesson; in brief diary form.
- (ii) Individual articles (or groups of smaller articles, pictures or modelling) made by each pupil, stating dates of commencement and completion of each.

These records will be required for scrutiny during inspection of the work.

### SUB-STANDARDS AND STANDARD I.

#### 1. *Grasswork*.

- (a) Umsingizane or other suitable grasses.
  - (i) Braids. One string (at least 12 inches long) should be completed in each lesson. Make six different types of braid, for the following uses:—
    - (a) decorating clay pots, by pressing into wet clay;
    - (b) making bracelets, necklaces and ornaments.
  - (b) Umsingizane, isikhonko, umvithi and other suitable grasses; mealie sloughs, raffia, etc.
    - (i) Small table mats. Using method of plaiting and sewing strings in a tight coil; or the coil, filling with binding, method.
    - (ii) Handbags.
    - (iii) Open baskets.

#### 2. *Weaving*.

- Wool, raffia or string.
  - (i) Table mats.
  - (ii) Pot holders. Make these on card-board looms.

#### 3. *Claywork*.

- (i) Modelling. Human figures, animals, birds, etc.
- (ii) Pottery. Pinched pots and simple coiled bowls.

#### 4. *Breadwork*.

- (i) Bracelets and other simple ornaments.
- (ii) Serviette rings.
- (iii) Milk jug covers.

5. *Tekene.*

- (i) Illustrasies en prente met tekenkryt.
- (ii) Stokkiesdrukwerk.

## STANDERD II.

1. *Graswerk.*

## (a) Umsingizane.

## (i) Tafelmatjies.

Hoede. Hierdie word van plat vlegsels soos Isixwexwe en Isixembe gemaak deur hulle plat met noue oorvleueling aanmekaar vas te werk.

## (b) Umsingizane, isikhonko, umvithi, en ander geskikte grasse; mielieblare, raffia, ens.

(i) Klein Tafelmatjies deur te vleg en die vlegsels in 'n plat rol met garing aan te werk; of deur middel van toegerolde vulsel wat met vlegsteek vasgeheg word.

- (ii) Handsakke.
- (iii) Oop mandjies.
- (iv) Besems.

2. *Weef.*

Wol, raffia of lyn.

- (i) Tafelmatjies.
- (ii) Vatlappies.
- (iii) Beursies.

3. *Kleiwerk.*

- (i) Modelleer. Menslike figure, voëls, diere, ens.
- (ii) Pottemakery. Handgevormde potte; bakke van kleirolletjies opgebou.

4. *Kraalwerk.*

- (i) Armbande en ander eenvoudige ornamente.
- (ii) Servetringe.
- (iii) Kraaldoekies.

5. *Tekene.*

- (i) Illustrasies en prente met tekenkryt.
- (ii) Stokkiesdrukwerk.

## SPELE.

Onderwysers(esse) word daaraan herinner dat spele in al die algemene aktiwiteite van die les ingesluit word en dat hulle, net soos al die ander vertakkinge van Liggaamlike Opvoeding, stelselmatig en progressief onderrig moet word.

Daar word eers met die spelaktiwiteite van die substanders begin en daarna word ook verskeie soorte jaagspele ingevoer. Die paar reëls wat nodig is moet eenvoudig en maklik verstaanbaar wees. Langdradige en ingewikkelde verduidelikings doen afbreuk aan die gees van die spel. Daar moet soveel as moontlik van speletjies wat die kinders ken en wat aan hul kultuurerfenis behoort, gebruik gemaak te word.

Met gooi- en vangoefeninge behoort reeds op 'n vroeë ouderdom begin te word. Oefening vir die swakker hand moet nie vergeet word nie sodat tweesydigte ontwikkeling bevorder word. Skop- en kopstootoefeninge vir seuns behoort later bygevoeg te word.

Spanaflosspele wat die verskillende aktiwiteite tot dusver individueel beoefen, insluit, verwek altyd belangstelling by die leerlinge. Onthou dat daar 'n groot verskeidenheid is. Die stelsel waarby punte toegeken word vir spoed, styl, kontrole, ens., word aanbeveel. Finale plekke deur die spanne verower behoort aan die klas bekend gemaak te word.

Spanspele is uiters belangrik vir die ontwikkeling van die spangees en die vermoë om met ander saam te werk. Hulle moet dus soveel as moontlik aangemoedig word.

5. *Drawing.*

- (i) Illustration and picture making in crayon medium.
- (ii) Stick printing.

## STANDARD II.

1. *Grasswork.*

## (a) Umsingizane.

- (i) Table mats.
- (ii) Hats.

These are made from flat braids such as Isixwexwe and Isixembe, by sewing them together flat, with narrow overlap.

## (b) Umsingizane, isikhonko, umvithi or other suitable grasses, mealie sloughs, raffia, etc.

- (i) Small table mats. Using method of plaiting and sewing strings in a tight coil; or the coil, filling and binding, method.
- (ii) Hand bags.
- (iii) Open basket.
- (iv) Brooms.

2. *Weaving.*

Wool, raffia or string.

- (i) Table mats.
- (ii) Pot holders.
- (iii) Purses.

3. *Claywork.*

- (i) Modelling. Human figures, animals, birds, etc.
- (ii) Pottery. Pinched pots and simple coiled bowls.

4. *Beadwork.*

- (i) Bracelets, Necklaces and other simple ornaments.
- (ii) Serviette rings.
- (iii) Milk jug covers.

5. *Drawing.*

- (i) Illustration and picture making in crayon medium.
- (ii) Stick printing.

## GAMES.

Teachers are reminded that games are included in the general activities section of the lesson and have to be taught systematically and progressively.

Beginning with the game-like activities of the substandards the many varieties of chasing games are introduced. The few rules necessary must be simple and easily understood. Long-winded explanations destroy the spirit of the game-activity. As much use as possible should be made of games known to the children and belonging to their cultural heritage.

Throwing and catching practices should be started at an early age. Practice for the weaker hand should not be forgotten so that bilateral development is encouraged. Kicking and heading exercises for the boys can be added later.

Team relay games involving the many different activities already practised individually are always of interest to the pupils. Remember that there are many varieties. The system of awarding points for speed, style, control, etc., is recommended. Final team placings should be announced to the class.

Team games are important in developing the "team spirit" and the ability to co-operative with others. They should therefore be encouraged wherever possible.

—  
TUINBOU.  
(Standerds I en II).

—  
A. INLEIDING.

1. Die algemene doelstellings by die onderrig van tuinbou is—

- (a) om die kind te leer wat die beste metodes is om sekere plante soos groente, blomme en bome te plant;
- (b) om die kind met 'n liefde vir en 'n belangstelling in die grond en plantelewe te inspireer;
- (c) om die kind te laat verstaan hoe plantegroei en sy eie welvaart afhang van die verstandige versorging van die grond en plantegroei;
- (d) om die kind te leer om mooi omgewings bv. blombeddings, blomtuine en sierplante te waardeer.

2. Oral waar moontlik moet die praktiese werk op 'n famulietuinbasis gedoen word.

3. By alle skole moet die leerlinge en leerkrigte grondherwinningswerk onderneem.

4. Alle tuinwerk, grondherwinningswerk en werk op die skoolterrein moet so beplan en georganiseer word dat al die leerlinge besig gehou word. Van alle praktiese werk wat uitgevoer word moet noukeurig boekgehou word. Alle gereedskap moet skoon gehou, goed versorg en gereeld getel word.

5. Tuinbou moet deur seuns sowel as dogters gedoen word.

6. Elke skool moet sy bes doen om soveel kos (groente) as moontlik te produseer deur die grond vrugbaar en produktief te hou en om die leerlinge aan te moedig om dieselfde tuis te doen. Die verbetering en verfraaiing van die skoolgrond moet 'n belangrike rol in die kind se opvoeding speel. Blomme en bome, insluitende vrugtebome moet op die skoolterrein geplant word. Deur die opsit van tenks en die bou van damme moet soveel water as moontlik opgevang word.

7. Die leerkrigte se gesindheid teenoor hierdie stimulerende en konstruktiewe werk is van die grootste belang en hy/sy moet vir hulle tot 'n voorbeeld en inspirasie wees.

—  
B. LEERPLAN.

1. Versameling van geskikte materiaal vir die maak van kompos, wat in die tuin en blombeddings gebruik kan word.

2. Versameling van klippe en ander geskikte materiaal vir grondbewaringswerk.

3. Bewerking van persele, bemesting, plant van saad, verplanting, skaduwee-voorsiening, natgooi, grondkometers en dreinerings.

4. Voorbereiding van 'n saadbedding, die belangrikheid van goeie saad, saai van saad.

5. Versameling, montering en benaming van verskillende gras- en onkruidsoorte.

6. Praatjies oor insekte, voëls en plantsiektes wat in die tuin en omgewing opgemerk word.

7. Die aanlê van blombeddings rondom die skoolgebou en die plant van geskikte blomme.

—  
NAALDWERK.

—  
STANDERD I.

1. Breiwerk.

- (a) Hantering en posisie van brei-gereedskap: spesiale aandag moet gewy word aan die hou van die naalde en die draad.
- (b) Regsbreisteek.
- (c) Steke opsit en afhaal.

—  
GARDENING.  
(Standards I and II).

—  
A. INTRODUCTION.

1. The general aims of the teaching of gardening are:—

- (a) to teach the child the best methods of growing certain plants, vegetables, flowers and trees;
- (b) to imbue the child with a love for, and interest in, the soil and plant life;
- (c) to teach the child to understand how plants grow and how his own well-being depends upon the wise care of the soil and vegetation;
- (d) to train the child to appreciate beautiful surroundings—flower beds, flower gardens and ornamental plants.

2. Wherever possible the practical work should be done on a family garden basis.

3. At all schools soil conservation work should be carried out by the pupils and teachers.

4. All gardening operations, soil conservation and work in the school grounds should be so planned and organised that all the pupils are kept busy. Careful records of all work done must be kept. All equipment must be kept clean, properly stored and regularly checked.

5. Gardening should be done by both boys and girls.

6. Each school should do its utmost to produce as much food (vegetables) as possible by keeping its soil fertile and productive and to encourage the pupils to do the same at their homes. The improvement and the beautifying of the school grounds must always form an important part of the child's education. Flowers and trees, including fruit trees, should be planted in the school grounds. As much water as possible should be conserved by the installation of tanks and the construction of dams.

7. The teachers attitude towards this creative and stimulating work is of the utmost importance. He/she must serve both as an example and as an inspiration.

—  
B. SYLLABUS.

1. Collecting of suitable material for, and the making of, compost to be used in gardens and grounds.

2. Collecting of stones and other suitable material to be used in soil conservation work.

3. Cultivation of plots, manuring, planting, transplanting, shading, watering, mulching; bastard and true trenching.

4. The making of a seed-bed, the importance of good seed, the sowing of seed.

5. Collecting, mounting and naming various grasses and weeds.

6. Talks on insects, birds and plant diseases observed in the garden and in the neighbourhood.

7. The laying out of flower-beds round the school buildings and the planting of suitable flowers.

—  
NEEDLEWORK.

—  
STANDARD I.

1. Knitting.

- (a) Manipulation of knitting tools; Special attention to be paid to the holding of the needles and thread.
- (b) Plain knitting.
- (c) Casting on and off.

'n *Voorlopige artikel*, deur gebruik te maak van nie meer as 12 steke nie en No. 9 breinaalde: 'n Reguit strook waarvan 'n mussie, mat, beursie, ens. gemaak kan word.

*Groot artikel*, in regsbreisteek. Een van die volgende: 'n kappie, 'n mussie, 'n serp.

## 2. Naaldwerk.

- (a) Hantering van naaldwerkgereedskap: gebruik van die naald en vingerhoed en die regte manier om die materiaal te hou.
- (b) Soomvou langs die ewewydige kante van die materiaal.
- (c) Rygsteke op materiaal—begin met 'n knoop en eindig af met 'n agtersteek.
- (d) Dekoratiiewe rygsteke op materiaal.

*Voorlopige artikels*: 'n Klein matjie.

*Groot artikel*: Een van die volgende:—'n Sakdoek, serp, naaldwerkvoorskoot.

### STANDERD II.

*Breiwerk en Naaldwerk moet gelyktydig gedoen word.*

#### 1. Breiwerk.

- (a) Hantering en posisie van breigereedskap: spesiale aandag moet gegee word aan die hou van naalde en draad.
- (b) Regs en Aweregsbreiwerk.
- (c) Eenvoudige vermeerdering en vermindering.

*Voorlopige artikel*: deur gebruik te maak van die kousband- en koussteke; moet *een* van die volgende gemaak word: 'n sak of 'n beursie.

*Artikel van volle grootte*: Een van die volgende: 'n Kappie, jakkie, serp, ens.

#### 2. Naaldwerk.

- (a) Klein rygsteke—eenvoudig en dekoratief.
- (b) Rolnaat.
- (c) Soom.
- (d) Oorhandswerk.
- (e) Aanhegting van band.

*Voorlopige artikel*: Een van die volgende: 'n Griffel-sakkie, 'n klein sakkie.

*Groot artikel*: Een van die volgende: 'n Kussingsloop, voorskootrok vir 'n kind, of 'n elfie-kappie vir 'n baba.

*Preliminary article*: Using not more than 12 stitches and No. 9 knitting needles. A straight strip to be made into a cap, mat or purse, etc.

*Full-sized article*: In plain knitting. *One* of the following to be made: Bonnet, cap, scarf.

#### 2. Sewing.

- (a) Manipulation of sewing tools: Use of the needle and thimble and the correct holding of material.
- (b) Folding hems down parallel sides of material.
- (c) Tacking on material: Beginning with a knot and ending off with a back-stitch.
- (d) Decorative tacking on material.

*Preliminary article*: Small mat.

*Full-sized article*: *One* of the following to be made: Handkerchief, scarf, sewing apron.

### STANDARD II.

Knitting and sewing should be done concurrently.

#### 1. Knitting.

- (a) Manipulation of tools: Special attention to be paid to the holding of needles and thread.
- (b) Plain and purl.
- (c) Simple increasing and decreasing.

*Preliminary article*: Using garter and stocking stitches: *One* of the following to be made: Bag or purse.

*Full-sized article*: *One* of the following to be made: Bonnet, jerkin, scarf, etc.

#### 2. Sewing.

- (a) Running—plain and decorative.
- (b) French seam.
- (c) Hemming.
- (d) Top-sewing.
- (e) Attachment of tapes.

*Preliminary article*: *One* of the following to be made: Pencil case, small bag.

*Full-sized article*: *One* of the following to be made: Pillowcase, child's pinafore, baby's pixie cap.