(*c*) False hems and crossway bindings.
(*d*) Decorative stitches, e.g. blanket stitch, feather stitch and variations of any stitches taught in Divisions I and II.
(*e*) Fastenings—tapes, button and loop, hook and worked loop, press studs.

II. *Completed Article.*

The following are suitable: pillowcase, pinafore, Magyar dress, shaped knickers, simple petticoat.

The garment should be designed to show as many as possible of the abovementioned processes.

III. *Materials.*—Calico, print, zephyr, casement cloth, holland, tobralco (small checks, stripes and closely woven all over patterns are not to be recommended).

Thin cottons—Nos. 40 and 50 should be introduced in this division.

IV. Mending.

Repairing of girls' own clothes using any of the abovementioned processes.

N.B.—A lesson in mending should be given once a month.

V. *Knitting* (Optional).

Any article in plain and purl on two or four needles, e.g. vest, scarf, cap, socks.

Division III.

I. *Stitches and Processes.*

(*a*) Disposal of fullness; pleats, gathers, tucks, smocking.
(*b*) Openings: front, shoulder, back—the latter by means of continuous wrap or false hem and false wrap.
(*c*) Fastenings: button and buttonhole, button and loop.
(*d*) Decorative stitches and methods of finishing off garments; these should be chosen to be in keeping with material and style, e,g. (i) embroidery stitches, hem stitch, punch stitch; (ii) collars, cuffs, pockets, belts, buttons, cross-way material.

II. *Garment.*

To cut out and make up any of the following suggested garments: petticoat, dress (magyar or inset sleeves), overall, nightdress, tunic shirt, boy's shirt.

The garment should show the following: seam, hem, opening if required, disposal of fullness, fastenings, suitable method of finish.

III. *Mending.*

Patching in print and calico, darning and other necessary repairs, to be carried out as far as possible on children's own clothes.

N.B.—A mending lesson should be given once a month.

Knitting (Optional).

Plain and purl stitches on four needles. Moss stitch. The following articles are suitable:—

Babies' bootees, children's socks, girls' pullovers, cardigans.

Standard VI.

I. *Garments.*

To cut out and make up garments chosen from the following:—

(*a*) Girl's dress and paid of knickers.

(*b*) Girl's petticoat and pair of knickers.

(*c*) Girl's nightdress.

(*d*) Boy's shirt.

The garments chosen should show as many as possible of the processes prescribed for Division III.

II. *Mending.*

(*a*) Calico patching.

(*b*) Print patching.

(*c*) Darn of a thin place.

(*d*) Darn of a hole.

Samples of the above should be arranged neatly in books.

DRAWING.

INTRODUCTION.

The main purpose of this syllabus is to release the children from the former carefully graded and more rigid type of " lesson " where mainly skills and technique were valued and little, if any, value was given to the child's natural and spontaneous expression. The older type consists of carefully graded lessons from " simple flat objects " to " rectangular objects " and the drawings are arranged from " mass drawings " progressing to " outline " and so on to " shading ", etc.

All this imposes a false valuation upon the child, the accuracy of drawing being, in the end, valued, instead of the expression of feeling, interest and design in colour and arrangement.

In the newer type of work, accuracy of drawing perspective and representation would not be insisted on, or criticised, in the work of young children but the freedom of line and colour and the breadth of expression on large sheets of paper would be the ultimate aim—as well as much craftwork from all kinds of materials available.

Two excellent reference books: Craftwork by children, Picture making by children (R. R. Tomlinson) are available from the Transvaal Education Department Library.

Notes on Materials.

Packing paper, very good light brown paper, or rolls of thick wallpaper or cartridge drawing paper when available, or sugarbag paper.

Powder colour can be obtained at any paint shop. This mixed with gum arabic and water gives a good " poster colour " which is not expensive and children find much easier to use than transparent water colour. A limited number of colours should be supplied—red, green, blue, yellow, brown, black, white are essential, orange and crimson additional. Hog hair brushes—long handles. Size 8 or 9 (not small sizes).

Coloured blackboard chalk.
Charcoal for drawing.

Materials for Craftwork.

Clay, rushes, pieces of wood, etc., these should be chosen according to what is available in the district. (This is based entirely upon Mr. Arthur Lismer's suggestions, with modifications, set forth in his recent report.)

Six, Seven and Eight Years.

Drawing on large scale, with soft pastel or charcoal.
Subjects and scenes chosen which interest the child.
Food. Where does it come from?
Drawing, paper-cutting and tearing of shapes of vegetables, fruits, etc.

Colour taught by difference of colour of vegetables and fruits and flowers.

Colour and shapes of clothes, etc.
Flowers; recognition of shapes and colours and drawing of these.
Trees: the most easily recognisable in the particular district.
Transport: carts, cars, trains, wagons, bicycles.
Animals: ox, cow, goat, birds, dog, etc.
Stories about animals.
Illustration of legends, etc.
Claywork—modelling of all kinds.
Basket or rush work.

Media.

If possible large brushes, powder tempera paint.
Large sheets of paper.
Blackboard chalk and black crayon on large sheets of paper (ordinary packing paper if fairly thick will do).

It is essential that adult standards should *not* be imposed upon the children, as children at this stage draw only what they know, not what they see.

They cannot accurately represent.

Standards.

Ages 8, 9 *and* 10 *years.*

" Encouragement, guidance, feeding with the right materials, avoidance of documentary fact and rules for doing are the prime essentials of teaching up to ten years of age." (Mr. Arthur Lismer.)

Interest is vivid in such things as: How people live, how they dress, buildings, native settlements in other lands.

History and geography can be expressed through art.

The making of puppets, figures, animals and models of houses, huts, etc., using materials at hand—clay, mealie stalks, roots, etc.

Design.—Children to experiment by repeating a decorative unit which they discover for themselves, from observation of seed pods, leaves, etc.

Paper cutting.—The native kraal, farm scene and activities—hoeing, ploughing.

Clay modelling.—Animals, figures, etc.

11, 12, 13 *and* 14 *Years.*

Here there is a loss of energy, and creative imagination flags.

The illustrative work must continue, but children will be more interested in detail and correct drawing.

Drawing from objects, flowers, landscapes, animals, birds, trees, etc.

Study of weather conditions, seasonal growth, farm incidents, animals of the jungle and veld. These after study can be arranged into picture form.

The beginning of composition: Friezes and mural decoration. Wood carving. Toy making: carts, carved animals, etc.

In addition: Girls—embroidery. Things made from bits of stuff, scraps of metal, etc.

Colour: The arrangement of colours; observation of colour in nature, weather, seasons, etc.

Design and pattern making, finding their own shapes and rhythms.

13 *and* 14 *Years.*

The making of posters and magazine covers, etc. Lettering and spacing and good arrangement.

Carving, cutting, modelling, painting, drawing—all related to the life of the child. " A child learns by doing."

NATURE STUDY AND AGRICULTURE.

The work in this subject must be made as practical as possible and as much time must be spent in seeing and doing as in listening to the teacher or working in the classroom.

The centre of activities will be the garden. In the animal studies every effort must be made to obtain specimens or to see animals which are being studied.

Pupils should keep a record of their activities and of their own observations. If experiments have been carried out in the garden under the direction of the teacher a careful record of these must be kept by the children in their notebooks. This of course applies only to the two senior groups.

Group I, Standards I and II.

Two-year Cyclical Course.

Plant Study.

Parts of a plant, their functions and structure, conditions necessary for plant life, air, light, air, moisture, warmth. Germination of seeds.

Study the growth of five annuals (e.g. mealie, beans, cabbage, watermelon, tomato).

Experiments should be carried out to illustrate the necessity for light, air, moisture, warmth for plants.

Animal Study.

The different kinds of farm animals and how man uses them (cattle, sheep, goats, poultry, chickens, geese, ducks and pigs). The difference between good and bad stock. Which is the more profitable to keep.

Life-history of the frog, cutworm and silkworm. Study of appearance and habits of three birds of the locality. The use of birds to man.

Brief description of the characteristics of mammals, birds, reptiles and fish as classes.

Garden Activities.

Growing of some of the crops of the neighbourhood to illustrate the points studied above. Growing of flowers. Experiments to show the value of good as compared with bad seed. Growing of trees (indigenous and imported) from seed and from cuttings. Cultivation of fibre-bearing plants. The garden activities need not be confined to the garden but the beautification of all the school grounds and even of the children's home can well form a part of this activity.

Group II, Standards III and IV.

Two-year Cyclical Course.

Plant Study.

How plants feed, plant food, origin of soil, tilth, cultivation, use and types of manures.

Methods of propagating plants (seed, cuttings, layering, grafting, etc.).

Conservation of moisture and principles of dry farming.

The trees of the locality (uses, types and methods of propagation). This includes wild trees.

Fruit trees, wild and imported: their uses and care.

Methods of cultivating common vegetables (e.g. onions, peas, potatoes, carrots, spinach, beetroots, beans, etc.): how to cook and use them.

Methods of combating weeds and the reasons why this must be done.

Animal Study.

Life-cycle of the fly and mosquito. Methods of control. Dangers to man.

Sheep, types for wool or for meat. Which is more profitable to keep, sheep or goats. Care and feeding. A brief description of the causes and course of such sicknesses as heart water, liver fluke, scab and blowfly.

Poultry.

If possible the study of poultry should be carried out in a practical way by constructing a chicken run and keeping a breeding pen of a rooster and two or three hens. If a rooster of good breed is kept with some common hens the advantages of keeping good poultry can be taught in a practical way, for the offspring should lay more eggs than the fowls of the community.

Breeds for egg-laying and for meat production.

Feeding, care, importance of keeping poultry clean.

Various systems of keeping of poultry (i.e. intensive, semi-intensive and free-range).

Characteristics of such breeds as Leghorns, Wyandottes, Rhode Island Reds.

Care of broody hen. Treatment of tampans, worms, roup, scaly leg and pip.

Gardening.

Growing of vegetables mentioned above. Experiments with various plots to see the difference between plots without manure, deep digging or weeding and those which have been manured, well dug and weeded. Experiments with different kinds of seed to see which is best for the locality (mealies, watermelons, beans, etc.). Actual practice in the methods of propagation studied above.

Growing of fruit trees from seed. Actual grafting to show how tree can be improved (e.g. peach or plum trees). Care of trees and treatment of such pests as codling moth, ants, the common borer, worms.

Where further information about agricultural problems may be obtained.

Group III, Standards V and VI.

Two-year Cyclical Course.

Plant Study.

Methods of cultivation, life history, types and characteristics of mealie and kaffir corn.

Further study of soils, their qualities and methods of improvement. Humus. Study of life cycle of cut worm and stalk borer; methods of control.

Study of appearance and methods of control of witch weed, twitch grass, and other weeds of the locality.

Crop rotation. Types of grasses. What is meant by pasture control.

Animal Study.

Types of beef and milk cattle. Contrast with scrub stock. Advantages of well-bred cattle. Feeding, care, breeding. Brief study of such cattle diseases as heart water, red water, gall sickness, East Coast fever, anthrax. What the Veterinary Department is doing to stamp out cattle diseases and the part to be played by the cattle owner.

Measures to be taken against the diseases mentioned above. Where people can obtain information about agricultural problems. Papers and bulletins.

Visits should be paid, if possible, to see good cattle and good methods of caring for them. Grazing and soil erosion.

Gardening.

Growing of various crops suitable to the locality.

Experiments with various kinds of seed for mealies, beans, or any of the usual crops. If the teacher can introduce new kinds of crops or vegetables not known to the children or parents he should do so.

Experiments with fertilisers, deep cultivation, etc., should be carried out as before.

Experiments in crop rotation. Actual practice in methods of stopping undue soil erosion in the school grounds or in the locality.

If possible the work of the local Agricultural Demonstrator should be witnessed by the children and they should be taught how to co-operate with him.

PHYSICAL EXERCISES.

No detailed scheme will be laid down but teachers will be required to submit to the Inspector of the Circuit a detailed syllabus of the work they propose to do during the year.

The following points must be borne in mind when constructing the syllabus:—

(*a*) The disciplinary value of the subject must be stressed. Hence instant reaction to commands must be insisted upon.

(*b*) The subject gives scope for concerted group action. Hence groups must be carefully arranged, e.g. small pupils must not be made to march with big pupils, girls must not be made to drill with the boys.

(*c*) All commands, where feasible, must be given in the vernacular of the pupils.

(*d*) Games must form an essential part of the drill lessons but they must not dominate the lesson, nor must they be taken merely to relieve the teacher of the work involved in drilling the pupils. Such games must have a definite aim.

(*e*) The drill exercises must be progressive and must serve to improve the physical condition of the pupils.