

GOVERNMENT OF MADHYA PRADESH



PRIMARY EDUCATION

IN

MADHYA PRADESH



NAGPUR

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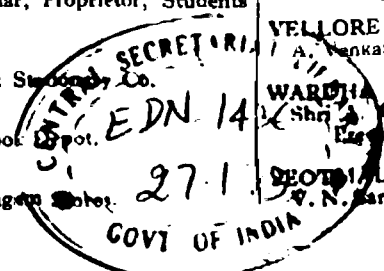
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PRIMARY EDUCATION IN MADHYA PRADESH

AIMS

Primary Education should aim at ensuring literacy of a type such that it will not easily lapse after the pupil has left school. It should lead to the formation of healthy and hygienic habits of body and mind, and should also provide instruction in subjects which will give the pupil a living interest in his environment, and provide useful and attractive occupation for his leisure hours.

PRINCIPLE

1. The successful completion of the Primary School Course is to be regarded as an end in itself.
2. The course is arranged so as to include not less than four standards of attainment.
3. The course is based on the experiences, interests and needs of the pupils and is intimately related to their environment.
4. The subjects to be taught in a school imparting primary education shall be—
 - (i) Language.
 - (ii) Arithmetic.
 - (iii) Geography: local and provincial, and India in relation to the province.
 - (iv) Physical education including practical hygiene.
 - (v) Citizenship, through song, drama and story. (Slight modifications should be made for girls).
 - (vi) (a) For rural schools only—Utilitarian handwork.
(b) For urban schools only—Handwork (drawing, clay-modelling, and paper-cutting and folding).
(c) For girls' schools only—Elementary homecraft.

LANGUAGE

Class I

1. Aims.—To train the pupils—

- (a) in the use of a definite vocabulary;
- (b) to recognize rapidly and comprehend words which they use in oral form when written, and later other words from the selected vocabulary;
- (c) to write very simple words they know in a legible hand;
- (d) to speak slowly and clearly;
- (e) to encourage the pupils to read for pleasure.

2. Standard.—

- (a) 400 words.
 - (b) The primer and the first reader of one of the sets sanctioned by the department. Pupils should be trained to read silently as well as aloud. 60 lines of poetry should be read and understood, of which 30 should be learnt by heart and recited intelligently.
 - (c) Copying from the blackboard, and later from their text-books; letters to be one inch in height.
 - (d) Conversation based on fairy tales, folk-lore, mythological stories, and pictures; 25 stories, of which four should be dramatized, should be done.
3. Correlative handwork.—To illustrate stories used in the above by—
- (a) tracing in sand with finger and pointed stick outlines of simple objects and natural forms;
 - (b) clay-modelling of very simple objects;
 - (c) simple paper-folding, and cutting and tearing of letters and forms of objects and animals.

Class II

1. Aims.—

- (a) To enlarge further the vocabulary of the pupil.
- (b) To enable the pupil to read any simple book of the same standard as the readers prescribed for this class.
- (c) To train the pupil to write correctly and legibly with and without the aid of the teacher.
- (d) To train the pupil to express himself in simple conversation clearly and correctly.
- (e) To encourage the pupil to read for pleasure.

2. Standard.—

- (a) 600 additional words.
- (b) Six books from the list of books suitable for reading in class II. One of these shall be taken from the list of readers prescribed by the department. In silent reading a speed of 50 words a minute should be attained. 120 lines of poetry are to be read and understood of which 50 should be learnt by heart and recited intelligently.

- (c) (i) Copy writing for the first three months.
- (ii) Transcription for the next two months.
- (iii) Transcription and dictation for the rest of the year. Insertion of comma and full stop to be indicated by the teacher. A final speed of eight words a minute should be attained.
- (iv) Writing brief answers to simple questions during the latter part of the year.
- (d) Stories on the lines of those mentioned in connection with class I, but of greater length; 25 stories, of which six should be dramatized, should be done.

3. Correlative handwork.—To illustrate more accurately and with more detail—

- (a) objects mentioned in reading matter by—
 - (i) free-arm and free-hand drawing;
 - (ii) paper-folding, cutting and tearing;
- (b) simple scenes mentioned in reading matter by—
 - (i) drawing (*रंगोळी rangoli*) on a clean floor with powdered chalk, *chhui*, ashes, *garu*, coloured soils or coloured rice;
 - (ii) clay-modelling.

Class III

1. Aims.—

- (a) To enlarge further the pupil's vocabulary.
- (b) To train the pupil to read intelligently any material of the same grade of difficulty as that in the readers prescribed for the class.
- (c) To train the pupil to write correctly, legibly, and with some rapidity a piece of simple dictation or expression of his own thought in short simple sentences.
- (d) to train the pupil adequately to express his own thoughts in more sustained conversation.
- (e) to encourage the pupil to read for pleasure.

2. Standard.—

- (a) 850 additional words.
- (b) Seven books from the list of books suitable for reading in class III. One of these shall be taken from the list of readers prescribed by the department. In silent reading a speed of 70 words a minute should be attained. 180 lines of poetry are to be read and understood of which 80 should be read by heart and recited intelligently.
- (c) (i) Dictation with due regard to speed, quantity, and quality. Insertion of comma, semi-colon, and full stop to be indicated by the teacher.
- (ii) Writing of sentences illustrating the use of words already taught.
- (iii) Writing of at least four sentences about any familiar object person or animal.

- (iv) Writing of a very short and simple letter (modern style). In writing a final speed of ten words a minute should be attained.
- (d) Stories dealing with historical incidents, lives of great and good men and women, and adventures.
3. Correlative handwork.—To illustrate more fully scenes of common interest connected with reading matter by—
- free-hand drawing with slate or lead pencil;
 - clay-modelling, on a co-operative basis;
 - rangoli;
 - card-board cutting and pasting, and paper-cutting and folding, on a co-operative basis.

Class IV

1. Aims.—

- To enlarge further the pupil's vocabulary.
- To train the pupil to read intelligently any material of the same grade of difficulty as that in the readers prescribed for this class.
- To train the pupil to write correctly, legibly, and with fair rapidity—(i) a piece of dictation; (ii) a short letter of his own composition; (iii) a summary of any story; (iv) a short narrative.
- To train the pupil in more advanced oral composition.
- To encourage the pupil to read for pleasure.

2. Standard.—

- 1,150 additional words.
- Eight books from the list of books suitable for reading in class IV. One of these shall be taken from the list of readers prescribed by the department. In silent reading a speed of 85 words a minute should be attained. 200 lines of poetry are to be read and understood of which 80 should be learnt by heart and recited intelligently.
- (i) Dictation with increased speed and with due regard to punctuation (insertion of comma, semi-colon, full stop, without the aid of the teacher).
- (ii) Letters to parents, relations and friends (modern style); letters asking for posts, scholarships, admission to other schools, and advice; letters of thanks and acknowledgments. Reading of such letters and other manuscript. Writing of invitations and replies to invitations. Filling in of money order forms. Short descriptive essays including written composition based on pictures.
- Oral composition based on pictures and topics of local interest. In writing a final speed of 14 words a minute should be attained.

3. Correlative handwork.—To illustrate with greater speed and finish scenes, involving action and connected with reading matter by—

- free-hand drawing with slate or lead pencil, crayon or brush,
- constructing two or more scenes on a co-operative basis, as a project, with any material.

NOTES.—(1) Each lesson in each class should, as a rule, combine practical, oral and written work.

(2) As far as Hindi is concerned, the words contained in the Rev. J. C. Koenig's list shall be used throughout the courses.

ARITHMETIC

Aims.—

- (a) The practical application to the pupil's daily needs, whenever possible of all arithmetical processes taught.
- (b) To discipline the pupil's mind to perform neatly and methodically arithmetical processes with reasonable speed and a high degree of accuracy.
- (c) To train the pupil to check the result of his own work.

NOTE.—Each lesson in each class should, as a rule, combine practical, oral and written work.

Class I

A. Practical.—

- (a) Counting concrete objects up to 100.
- (b) Arranging objects in groups of tens: the total number of groups not to exceed ten.
- (c) Addition and subtraction in concrete form: the figures used in problem or answer should not exceed 50.
- (d) Games based on the above.

B. Oral.—

- (a) Enumeration and reading of numbers up to 100.
- (b) Memorizing addition and subtraction tables, no number above 20 to be used.
- (c) Ten times table up to 10×10 .
- (d) Mental addition and subtraction: the figures used in problem or answer should not exceed 20.

C. Written.—

- (a) Writing of numbers up to 100.
- (b) Simple addition and subtraction: the figures used in problem or answer should not exceed 50.
- (c) Use of +, -, and = signs.
- (d) Arranging numbers according to a required sequence.

Class II

A. Practical.—

- (a) Counting by groups of hundreds up to 1,000.
- (b) Arranging objects in groups of twos and fives, the total number of objects not to exceed 100. Construction of tables 2 to 10 with the help of concrete objects up to the limit of ten times.
- (c) Work and games to illustrate processes of multiplication and division.
- (d) Work and games to introduce the ideas of $\frac{1}{2}$ and $\frac{1}{4}$.

B. Oral.—

- (a) Enumeration and reading of numbers up to 1,000.
- (b) Memorizing addition and subtraction tables, no number above 40 to be used.

- (c) Drill work in tables 2 to 10 up to the limit of ten times.
- (d) Rapid mental work in the four simple rules including the combination of not more than two different processes; the figures used in problem and answer not to exceed 50.

C. Written.—

- (a) Writing of numbers up to 9,999.
- (b) Simple problems in the four simple rules including the combination of not more than two different processes at one and the same time; the figures used in the divisor and multiplier should not contain more digits than the pupil's knowledge of the tables permits; the figures used in problem and answer should not exceed four digits.
- (c) Use of \times and \div signs.
- (d) More advanced work in sequence of numbers.

Class III

A. Practical.—

- (a) Recognition of current Indian coins, measures of weight, capacity, and length (local and standard).
- (b) Actual use of coins, weights and measures, to be illustrated through games and handwork.
- (c) Construction of simple balances and foot rules.

B. Oral.—

- (a) Drill work in tables 12 and 16 up to 16 times; tables of money, measures of weight, capacity, length, and time.
- (b) Rapid mental work in the four compound rules; problems should be simple and directly connected with the pupil's environment.
- (c) Understanding of calendar (local and standard), and ability to tell the time by the clock.
- (d) Tables of $\frac{1}{4}$ and $\frac{1}{2}$ up to $\frac{1}{4} \times 10$ and $\frac{1}{2} \times 10$.

C. Written.—

- (a) Reduction (ascending and rescending) of coins, weights, measures (as above) and time.
- (b) Simple problems in the four compound rules.
- (c) Simple 'bazar' accounts.
- (d) The use of the 'rekh' symbols.

Class IV

A. Practical.—

- (a) Finding approximately the surface area of rooms, compounds, and fields.
- (b) Projects illustrating buying and selling, and elementary banking and post office dealings.
- (c) Making of simple note-books for mahajani accounts.

B. Oral.—

- (a) Explanation of the term 'bigha' and 'acre'.
- (b) Rapid mental work in very simple problems involving profit and loss, taxes, rent, wages, and interest.
- (c) Table of $\frac{3}{4}$ up to $\frac{3}{4} \times 10$.

C. Written.—

- (a) Simple problems in surface measurement (involving only length \times breadth).
- (b) Simple problems connected with the environment of the pupil involving—
 - (i) buying and selling;
 - (ii) simple interest, taxes, rent and wages; the unitary method to be used.
- (c) Mahajani accounts.

GEOGRAPHY

Aim.—To train the pupil to take an intelligent interest in his immediate environment and in the country in which he lives.

NOTE.—Each lesson in each class should, when possible, combine practical, oral and written work.

Class I

A. Oral and observational.—

- (a) Identification of five animals and five plants or trees found in the neighbourhood of the school.
- (b) Observation of the sky, sunrise, sunset, sun, moon, stars, and clouds.
- (c) Observation of the movements and size of a shadow in the course of a day.
- (d) Stories of children of three other lands, to be illustrated by pictures, 'cut-outs' or sand-tray models.

B. Practical.—Paper 'cut-out' to illustrate sun, moon, stars, and stories of children in other lands.

Class II

A. Oral and observational.—

- (a) Fixing of the four cardinal points. Direction of winds.
- (b) Rain, rainbows.
- (c) Observations of high, low and sloping ground, and different types of soil to be met with in the locality.
- (d) Observation of surface drainage, including that of a neighbouring nullah, pools, and tanks.
- (e) Observation or illustration of various modes of transport—cart, tonga, motor car, railway train, boat, and aeroplane.

B. Practical.—

- (a) Making of simple weather vanes.
- (b) Making and maintaining by the class of simple weather charts and rain-gauge.
- (c) Compass games.
- (d) Modelling in sand and clay the common forms of land and water.
- (e) 'Cut-outs' or card-board or clay models to illustrate means of transport.
- (f) Very simple clay or sand-tray model of a class room leading to a ground-plan (not drawn to scale) on the slate.

Class III

A. Oral and observational.—

- (a) Observation of the local 'bazar', and of articles and products sold therein. Tracing of sources of food supplies and their connection with the soil and climatic conditions under which they are produced. Tracing the sources of other necessities of life such as clothing, shelter, and fuel.

- (b) Local communications, including places of interest and importance in the neighbourhood and principal paths and cart-tracks.
- (c) Study of the tahsil and the district with relation to physical features, climate, products, occupation, trade centres and communications.
- (d) Reading of maps of village tahsil, and district.

B. Practical.—

- (a) Collecting specimens of chief products.
- (b) Construction of a plan of the school and its immediate neighbourhood in clay or card-board.
- (c) Relief map of district in clay, showing communications and trade centres, and places of interest.

C. Written.—

- (a) Recording in the simplest form results of observation as in A (a) and (b) above.
- (b) Ground plan with key of—
 - (i) school and neighbourhood;
 - (ii) village, indicating principal roads and main features.
- (c) Map of district showing principal features.

Class IV

A. Oral and observational.—

- (a) The chief natural divisions, climate, chief products, occupations, communication, towns, names of districts and divisions of these provinces.
- (b) Chief means of communication connecting these provinces with the rest of India.
- (c) Elementary study of the relief of India, the peoples of other provinces, their lives and occupations.

B. Practical.—

- (a) Relief map in clay of these provinces and of India.
- (b) Pictorial representation on relief maps in clay or in the ground to illustrate life in various parts of India.
- (c) Drawing of maps (with or without stencils) of these provinces and of India showing the points mentioned above in A.

C. Written.—Written work on the above.

CITIZENSHIP

Aims.—

- (a) To cultivate the sentiment of patriotism on a broad basis.
- (b) To train the pupil to do what he can to improve his environment.
- (c) To impart an elementary knowledge of what constitutes a good citizen.

NOTE.—The topics mentioned below in each class are to be treated through songs, stories or dramatization.

Class I

Good manners: polite modes of addressing parents, near relations, teachers, friends and strangers; love of home, school, village, and fields; kindness to animals.

Description and construction in clay or earth of an ideal hut or house.

Class II

The policeman, *kotwar*, postman, and doctor.

The rules of the road and 'safety first' measures.

Class III

The *patwari*, *malguzar*, *mucaddam*.

Songs to inculcate pride in local rivers, canals, hills, crops, and handicrafts.

The post office, railway station.

Class IV

The village panchayat and local bodies. District and tahsil Officers.

Songs to inculcate pride in district, province, and country.

Hospitals, co-operative banks and the danger of indebtedness, famine and relief works, the police thana, child welfare and social service.

Elections, demonstration farms, and taxes (these can be omitted in girls' schools).

PHYSICAL EDUCATION INCLUDING PRACTICAL HYGIENE

NOTE.—Mr. Danielson's syllabus should be followed as regards physical activities.

Class I

Children to be taught how to wash hands, feet, eyes, ears, mouth, and hair, and to clean the nose and nails. Importance of daily bath. Cleaning of teeth, preferably with a neem or babul datoon.

Class II

As in class I. Washing of clothes. How to chew food properly.

Class III

As in class II. Importance of fresh air, fresh and clean food, water and milk. The danger of cholera, diarrhoea, dysentery, and enteric from bad food and drink. The proper way to sleep. Danger of flies and of spitting. Need of clean houses. Correct disposal of refuse of all kinds. Preparation of datoons.

Class IV

As in class III. The danger of mosquitoes, fleas, bugs, lice, drugs and intoxicants. The functions of the chief organs, and the need of cleanliness and regularity concerning them.

Simple first-aid bandages. Treatment of insect bites. How to wash and keep clean wounds and sore eyes.

Construction of field latrines (by boys only).

UTILITARIAN HANDWORK FOR RURAL SCHOOLS

NOTE.—The following lists are suggestive. Teachers should pay due regard to differences of talent and local material.

Class I

Aims.—Introductory training of the hand and eye in creative work.

Making of plates and cups from leaves (पत्तल and डोला), head-pads (कुंदरी), grass *moras*.

Cleaning of material for making string.

Class II

Aims.—Training of the hand and eye in more complex processes than those provided for in class I.

Paper-weaving as preparation for bamboo-matting.

Simple paper-flowers.

Making of string from लन, दमोड़ा, बककल, गटवा, मट्टवा, पास with the help of डेरा and बकरी.

Simple chicks, and *thatera* of bamboo and from thick strips of bamboo.

Class III

Aims.—To teach indigenous arts and crafts for profit and use in daily life.

Coloured clay dolls. Hollow clay-work and its firing, on a co-operative basis.

Bamboo-matting of various patterns. Bamboo chicks of superior quality.

Basket-making from paper-pulp, bamboo, grass, or cane. Walking sticks of cane, plain and plaited.

Bags of knotted string, stringing of rope on *charpoy*s and *machans*.

Simple button-making, and fans of various types.

Bead work.

Spinning and simple knitting.

Class IV

Aims.—As for class III, but more advanced. All work to be done on a co-operative basis and, if possible, as a project.

Work in clay of a finished type. Making and firing of tiles and bricks.

Wire-work : baskets.

Grass and bamboo-matting of more intricate patterns. Brooms कांमरा, जाली, नचनी and rope-making and repairing.

Tape and niwar weaving.

Knitting or spinning and weaving.

NOTE.—School gardening and minor operations in connection with agriculture should be done by pupils regularly throughout each year, wherever possible. Each class should have graded work planned out in gardening. Wherever possible, care of some animals, such as rabbits, goats, chickens or cows, should be undertaken in schools.

HANDWORK FOR URBAN SCHOOL

Aims.—Training of hand and eye, and the development of self-expression.

Class I

(a) Free-hand and free arm outline drawing of very simple forms; and mass filling in chalk, slate pencil, or crayon.

(b) Cutting out and pasting in brown-paper-books pictures of all kinds (scrap books).

Class II

(a) Collection and display of such things as stamps, match labels, pictures, and advertisements.

(b) Paper-weaving and the making of simple paper-flowers.

(c) Cutting out of silhouettes for wall decoration.

(d) Simple brush work.

Class III

(a) Collection and display of articles on a more systematic basis.

(b) Simple clay-modelling and colouring.

(c) Bead work.

(d) Work with paper-pulp.

(e) More advanced brush work.

(f) Spinning or simple knitting.

Class IV

(a) Collection and display of articles, on a co-operative basis.

(b) Clay and paper-pulp modelling and colouring.

(c) Simple toy-making.

(d) Simple painting.

(e) Spinning and weaving or knitting.

NOTE.—School gardening and minor operations in connection with agriculture should be done by pupils regularly throughout each year, wherever possible. Each class should have graded work planned out in gardening. Wherever possible care of some animals, such as rabbits, goats, pigeons, chickens or cows, should be undertaken in schools.

HOME CRAFT (FOR GIRLS)

Class I

- (a) Giving help in the cleaning of rooms.
- (b) ~~Clean work~~ Stitches, (i) running with coloured cotton and large needle on coarse cloth, (ii) elementary top-sewing—no fine stitching. Either a handkerchief with a coloured tacking stitch or a basta to be made. Thimble drill to be begun. Plain knitting on two large needles with soft wool.

Class II

- (a) Sweeping of floors; making the home beautiful; making of chulas, pattals and donas, and washing clothes.
- (b) Stitches—hemming and back-stitching. A baby's *kurta* to be made. A paper pattern of *kurta* to be cut out with the help of the teacher. Thimble drill.

Knitting on two needles, plain and purl, with soft wool. Galaband to be made.

Class III

- (a) Sweeping, dusting, and cleaning of rooms. Cleaning of cooking and other vessels, and furniture. Proper care of bedding. Washing, blueing and starching of clothes. Simple cooking (e.g., dal, rice and chapattis). Helping the mother in preparing vegetables.
- (b) Stitches—filling, gathering and putting into a band.

Petticoat, simple blouse or pyjamas to be made. Pattern to be cut out of paper unaided.

Knitting—a simple baby's cap.

Class IV

- (a) Cleaning of rooms (continued). Care of lanterns and lamps. More advanced cooking and the serving of meals. Importance of tinning (*kalai karana*). Grinding of cereals. Washing as before; use of iron, if possible. Care of house latrine.

- (b) Making a garment used in the locality, e.g., jumper, polka, or blouse. Pattern to be cut first out of paper and then out of cloth.

Repairs of garments, e.g., patching and darning.

Button-holing.

Very simple embroidery.

NOTE.—School gardening and minor operations in connection with agriculture should be done by pupils regularly throughout each year, wherever possible. Each class should have graded work planned out in gardening. Wherever possible, care of some animals, such as rabbits, goats, pigeons, chickens or cows, should be undertaken in schools.

