

1908, February 19 'Course of Instruction and Suggestions to Teachers' *The Education Gazette*, pp.46-51.

English Subject Components

Speech (Called 'Speech' but not content until 1924. As for 1907)

There is, unfortunately, in our pupils a growing tendency towards indistinct, slovenly, mumbled speech, often accompanied by impure vowel sounds. For this the school must not bear the full burden of blame. In arithmetic, geography, &c., the teacher may sow on new ground, but in English his work will often be a constant struggle to eradicate the weeds of bad habit. But if this tendency is to be checked the teacher must give considerable thought and attention to the speech of the children, to purity of tone and expression. And he must begin at home. Surrounded by a body of unconscious imitators, he must see to it that his own form of speech and expression is above reproach. Children naturally adopt, the intonation and forms of speech of their constant associates, and to some extent they will imitate the teacher. At this stage imitation is the chief factor in education, and it is of the utmost importance that the child should come as much as possible under the influence of good models and be as far removed as possible from the influence of bad ones. But the teacher's part in this matter is an active one: he must strive to cure acquired faults and substitute good for bad habit of speech,

Breathing. -Probably imperfect breathing and adenoid growths have something to do with the lack of clearness of speech, and on this account children should be taught early how to breathe properly.

Drill in opening the mouth, in using the tongue, lips, and teeth correctly, and in sending the voice forward should be taken for a few moments every day. The teacher should strive, too, to cultivate deliberation of expression, and give careful attention to the following suggestions and exercises:

The components of speech are

1. Pure, well-formed *vowels* as dependent upon the *shape* of the mouth.
2. Clear, distinctive *consonants* as dependent upon the flexible use of the tongue, lips, and teeth.

The following exercises are recommended:

Commence with the five primary vowel sounds, phonetically represented as follows: -oo, oh, ah, ay, ee.

oo pronounced as in "too."

oh pronounced as in "go"

ah pronounced as in "father".

ay pronounced as in "day".

ee pronounced as in "me".

Let these five sounds be pronounced in succession (on one breath), observing the following conditions : - The utterance to be measured and well sustained, with the full tone of the voice, directed as far forward in the mouth as possible.

Carefully correct the tendency to mispronounce "oh" as "ow". To secure this correction let the "oh" be derived from "oo."

In like manner correct the tendency to make "ay" into "i," and to secure this correction let the "ay" be derived from "ee"

Finally it is advisable to vary the order of these five primary tones so that the scholars may learn to more readily assume the distinctive mouth-formation required for the pure utterance of each one.

Having *assured* the foregoing, attention should be given to the compound vowels, the chief of which are---"ow" and "i"; "ow" is composed of ah-oh (ah sustained and oh soft). "i" is composed of ah-ee ("ah" sustained and "ee" soft).

In each case the utmost care must be taken to pronounce the "ah" purely.

Following upon these vowel exercises, the practice of consonants should be entered upon, combining them with the five primary vowel sounds in monosyllables.

Examples

B. *boot, bone, bath, bail, beak.*

D. *doom, dole, dark, day, deed.*

F. *fool, foam, far, fade, fear.* and so on through the alphabet.

The utmost clearness and incisiveness should be insisted upon in the consonants, together with a free movement of tongue, lips, &c., is required in each case.

'Let the words be well sustained (almost to the verge of song) in every cue, all five being uttered in measured succession on *one* breath.

Errors in speech should never be passed unnoticed, but should be corrected at once. In this respect English becomes a part of every lesson on the school timetable.

It may sometimes be well to write the correct expression on the blackboard and let all the pupils read the correct expression. This should be done in such a way as not to produce unpleasant feeling in the child corrected.

Reading (Exactly as for 1907)

In the earliest stages great attention is necessarily devoted to the mastery of certain symbols (words), representing certain ideas. Gradually the pupil's power of recognizing the symbols grows, and his mind can be occupied to a greater extent with the thought content.

The teacher should regard the power to extract the thought from the printed page as the test of his children's power to read. If this thought content is suited to the

childs (sic) stage of mental development, if it is interesting, and if it is handled in a sympathetic manner, the teacher is doing much to lay the foundation for a love of reading. This is of the highest importance, because it may create in the minds of the children a desire to possess and use books; and this may do much to break the monotony and increase the happiness and usefulness of their lives.

School Libraries – Where no library exists, an effort should be made to establish one. Well-illustrated history and geography readers will be useful as supplementing the school lessons in these subjects. All books put into the library should be judiciously selected. Children should be encouraged in their composition lessons to write about the books they read. A good library may be not only a great aid to the ordinary work of the school, but a powerful, if silent, influence for the good.

Silent Reading Lessons – In the upper classes an occasional lesson, once a week if possible, should be given when each pupil reads for and to himself. A good library would be invaluable for this purpose. With his note-book beside him, the pupil reads and makes notes as he proceeds. The teacher moves about among his class and discusses the notes made by the pupils, to discover what mastery of the subject matter the pupils have obtained. Some teachers may feel that in such procedure they are wasting time, because they are not *doing* enough themselves, but the best school is that in which the pupils learn best to do things well for themselves under the guidance of the teacher.

Interest in Reading – To establish a real interest in reading is the ultimate goal. This will never be reached unless children get variety in their reading—a variety of suitable and interesting matter. So much really good and interesting material is now being published at low prices that, in most schools, it will be possible for the children to read two or three books during the year. Until further notice, “Gateways to History,” Book I; , may be taken as the special reader for Class II., Book II for Class III., and Book IV. for Class IV. These may take the place of the “Imperial Readers” now in use.

In all classes above the First the second mark will be for expression and intelligent knowledge of the subject matter. Particular stress is laid on good expression and emphasis, and if the reading is clearly poor in these respects only one mark can be obtained; if it is only moderate, but *the sense of the passage is well understood*, the second mark may still be gained.

Reading is not a mere repetition of meaningless words. The matter of vital importance is that the child should grasp the thought involved in the words, and should cultivate in interest in so doing. Such reading, therefore, as betrays grasp of the content is more to be sought than mere verbal accuracy. It is not a good plan to read the same matter over and over again; new matter provides fresh interest which is always an incentive to greater endeavour. In awarding the class mark for this subject the inspector will consider the following points: -

- (a) Deliberation of expression with correctness of articulation, enunciation and pronunciation.
- (b) Comprehension of subject matter (children should be trained to reproduce in their own words the gist of what they read)
- (c) Correct bodily position while reading

With fair teaching and average children it should not take more than six months to learn the Reading Sheets, and about the same time for the Second Primer. This will not be done by repeating the lesson over and over again till the children are tired of it, but by first giving them the *power* to make out the words for

themselves by combining sounds, and then by *reading*. Experience shows that the majority of teachers altogether underestimate the value of making every child thoroughly conversant with the sound of every consonant, vowel, diphthong, and combination. If this be done the power to read will come almost spontaneously.

It is not necessary to wait till every child knows every word on the page. Read to the end of the book, and it will be found that the words have been repeated so often that most of them have become familiar to children.

No objection will be raised to the *occasional* employment of older children in hearing the reading of Juniors and First Class, but any such temporary monitors must themselves have been taught how to form words by the combination of sounds.

Junior Division.— The regulations provide for an upper and lower standard. The Upper Division consists of children whose age is *not less than six years and nine months*, unless it can be shown that they were not on the roll of any school under the Department at the previous annual examination of the school now attended.

Standards.— For the first mark, the Lower Division will read six words correctly out of eight from Primer I., new edition. The Upper Division will read from the first forty pages of the Introductory Reader or Primer II., at the option of Examiner, or, in the case of those who have been less than eighteen months on the rolls of the public schools, from Primer II. The second mark, in both divisions of the class, will be awarded (1) for reading new words made by the combinations of the sounds illustrated in their respective Primers; (2) for writing or making new or old words of a similar kind with loose letters. If the class is large enough, it will be divided into two parts, and whilst some are making up words with their letters, others will be tested in reading fresh words. As this work is closely related to spelling, the mark will be set down under that heading. The whole class will also be tested in the drawing copies on which the teaching is based.

Class I.— Children must read the Adelaide Introductory Reader and the Adelaide Reader No. I.

Standards.—For the first mark, four lines to be read. To obtain the second mark the words must be fairly grouped.

Class II.—First mark, to read from *Children's Hour*, Class II., taking only those months which comprise the school year, and "Gateways to History," Book I. Second mark for expression and comprehension, as explained above.

Class III.—First mark, to read from the *Children's Hour* for Class III. for the school year 1905-6, and "Gateways to History," Book II. Second mark, for expression and comprehension, as explained above.

Class IV.—First mark, to read with fair fluency from the *Children's Hour* of 1905-6, taking only those months which comprise the school year, and "Gateways to History," Book IV. Second mark will be given for expression and comprehension, as explained above.

Class V.—For the first mark, the children will be tested by a passage taken from the IV. Class *Children's Hour* or "Simple Studies in English History," or any other approved book. For the second mark, as in Classes II., III., and IV.

Class VI.—As prescribed for examination for exhibitions.

Writing (no introduction given but additional notes on copybooks supplied)

Junior Division.— One mark; to write on blackboards, or with lead pencil on ruled paper, not less than five easy words either from memory or from a copy on the blackboard.

NOTE.—Teachers are strongly recommended to begin the use of paper and pencil with the most advanced juniors, although no mark is allotted in the examination.

Class I.—One mark: To transcribe on a leaf of the transcription book a passage of about two lines from the Reading Book. All the capitals will be required in this class, and the children must write their names. Copybooks A, B, and C of the Adelaide series, or 1, 2, and 3 of the South Australian, consecutively written, as per instructions below, will be judged collectively.

Class II.—One mark: To transcribe a passage from the Reading Book on a leaf of the Transcription Book, with correct spelling, punctuation, and capitals.

Copybooks D, E, and F of the Adelaide series, or 4, 5, and 6 of the Ideal, consecutively written, as per instructions below, will be judged collectively.

Class III.— One mark, as in Class II. Copybooks G, H, and K of the Adelaide series, or 7, 8, and 9 of the South Australian, consecutively written, as per instructions below, will be judged collectively.

Class IV.—One mark, as in Class II. Poetry will be selected. Copybooks L, M, and N of the Adelaide series, or 10, 11, and 12 of the South Australian, consecutively written, as per instructions below, will be judged collectively.

Class V.— One mark. to show the Copybooks O of the Adelaide Series, or 12 of the South Australian, that have been regularly written in during the school year.

Note.—Another copybook may be approved by the Department and in that case may be used instead of the "Adelaide" or "South Australian." The "Ideal" will be accepted when used for the school year 1907-8.

COPYBOOKS.

1. These must be *bonâ fide* those used in the school
2. No lesson must be written in them except as shown on the timetable, nor must any lesson shown on the timetable be omitted. Books written up for the examination will not be accepted.
3. The date is to be written *by the pupil* at the *close* of the lesson, below and a little to the right of the last line. (It is not necessary to date pages at the top.)
4. Special care must be taken that all upstrokes in traced lines are properly covered. Some children omit these altogether.
5. Note the proper place for beginning a letter
6. Teachers are not allowed to initial each page.
7. Teachers should train the children to mark their own errors in the formation of letters, and then correct them in the column set apart for that purpose.
8. In judging the books very particular attention is to be paid to the use made of this correction column.
9. Teachers will observe that marks for the copybooks are given to show that the *teacher* has given regular and satisfactory instruction. The transcription shows the *results* of the teaching.
10. It is to be noted that a completed copybook must be shown for every forty-five days' attendance, except in Class V., where a book will be required for every ninety days' attendance.
11. It is suggested that when a child has been very irregular in attendance, the number of days should be stated on the outside of the Dictation, Copy, and Drawing books.
12. Except in special cases, children should not be put back to a lower book than the last one written.

Spelling

This subject is one of the teacher's trials, not so much from the difficulty of individual words, though that is not inconsiderable as from the extent of the ground to be covered. The idiosyncrasies of our language are so many and so remarkable that there seems to be no end to the process of learning to spell. Yet, in spite of all this, to be able to write without errors is one of the qualifications without which no one can claim to be decently educated.

When the vastness of the field is surveyed and the difficulty fairly faced, it becomes evident that no subject requires more effective organization in method of treatment than this.

Three specific plans are laid down, each of which has its own importance. In transcription the child makes use of his visual memory. He looks at the printed word and then reproduces it on paper. As his acquaintance with words increases quickness of recognition and ease of transcription keep pace, until only a small percentage of the words that he has to write need more than a glance. If transcription were the only means of learning, however, progress would be infinitely slow, because it is only by repetition that words are fixed in the memory, and it is only the most common words that recur often enough to be remembered by this plan alone. Evidently, then, in transcription, one of the points to be aimed at is accuracy. Though in the early stages too much must not be expected, there should be a constant striving after absolute correctness.

The second plan is dictation. It may be objected that dictation is more examination and not teaching. Examination dictation must hold a secondary place. Sometimes the exact passage should be prescribed for preparation. At other times the page or column from which the passage is to be taken should be set beforehand for study. Correction of errors is of the greatest importance. A list of errors should be kept by the teacher and frequently reviewed with the class.

Thirdly, we have the spelling lesson, and it is this which affords the greatest scope for organization. It must not be thought that writing a list of words on the blackboard, having them read and repeated, and testing the result is giving a spelling lesson. There is no perfect plan, but there are a number of aids, and each must be used for what it is worth.

It is often claimed that spelling is learned by the eye-by observing the form of the word. That is true, but not all truth; the ear has its share to do. If we learn chiefly through the eye, it is the ear that directs the call on the eye memory when the word is to be written. By means of a trained ear, too, we distinguish between sounds that approach one another, as "able " and "ible." The effect of training the ear is many-sided. It leads to distinguishing words, to closer observation of form, to clearer speech, to correctness of utterance, to a musical tone-all of which react on and help one another.

1. *Syllables*.-Nearly all the longer words are made up of phonic syllables. The need in these cases, then, is accurate enunciation and recognition of each syllable. In the *reading* lesson distinct pronunciation must be taught. No word should be spelled without its syllables being first enunciated.

2. *Classification*-The principle of the "Adelaide Spelling Book" should be carried on. All words which present *real difficulties* should be taught in groups, under a type word, the group being added to as the words are met with. Association of form is the helping principle.

No attempt should be made to get a *complete list*, as this results in weariness and loss of interest. Each child should keep a book ruled in columns in which to gradually compile a series of groups.

3. *Rules.* -There are a few rules that are of value. These should be made use of. The exceptions give trouble.

4. Words may be grouped from another point of view-the thought association (*eg.*, words relating to the garden, flowers, bulbs, trees, geographical terms, and so on).

5. Association groups may be made on a derivation basis-as proceed, process, procession, succeed, excess, &c., &c.

6. *Word-growing.*-Beginning with the root or stem, the groups of section 5 may be carried further. For instance, taking the root *cedo*, we get *ceed* and *cede* as two main branches. These take certain prefixes, so we get the verb "succeed" ; from this the noun "success" ; then the adjective "successive," the adverb "successively," and so on. The prefixes "pro" and "ex" give other branches. The form *cede* with prefixes, gives another series of branches, and the form *cease* yet another. The process may be represented diagrammatically as it tree with branches and twigs. It may be made intensely interesting, and it combines the study of words with pure spelling.

7. Mnemonic lines are sometimes valuable, *e.g.*, "i before e, except after c. "

Every possible aid must be used, partly to maintain interest, but more for the purpose of adding impression to impression till every word of a group helps the mind to every other word, and makes reproduction all but automatic.

Junior Division.— One mark. In both divisions the mark will be awarded (1) for reading new words made by the combination of the sounds illustrated in their respective Primers; (2) for writing or making new words or old words or a similar kind; or (3) for writing short simple sentences including such words. Teachers are strongly recommended to begin the use of paper and pencil with the most advanced Juniors, although no mark is allotted in the examination. Word-building should be begun in script rather than print. The children find much pleasure in writing words and in the discovery that writing has a real use, and is not mere painful drawing. They may even be asked to write little sentences, and sometimes to express their own thoughts. At the examination children may be asked to write words on paper with the pencil, or on blackboards with chalk.

Class I.—A mark will be given for spelling correctly on slates or paper from dictation four out of six words chosen from the "Adelaide Spelling Book" and the "Introductory Reader." In this class the transition will be made from the sound of the letter to its name. Words may be spelt at first by both methods.

The First Transcription Books, written throughout the school year under the rules given below, will be judged collectively. The regulations require that these books shall be used in Class I. throughout the year, but in the earlier months the transcription may be from the *blackboard*, and one lesson need not extend beyond half a page. During the last six months of the school year there must be one lesson on a page, as in Class II., and it must be true transcription direct from the reading book; the long letter may have loops or otherwise, at the teacher's option.

NOTE.— The blackboard may be used for teaching in the ordinary way. Teachers are at liberty to use the 'Second Transcription Book,' if they prefer it.

Class II.— A mark is allotted for a passage of about forty words, to be written on paper; all the stops will be dictated. Three errors in spelling will fail. The

dictation and transcription books written during the year will be judged collectively. These books must strictly comply with the rules given below.

Class III.— A mark allotted for a passage of about sixty words, to be written on paper. The children will be told when a sentence is completed, and must supply the proper stops, as laid down in the Language Standard. Three errors in spelling will fail. Books as in Class II.

Class IV.— A mark is allotted for a passage of about seventy-two words, to be written on paper. The children will be told when a sentence is completed, and must supply the proper stops. Three errors in spelling will fail. Books as in Class II.

Class V.— A mark will be given for a passage of about 100 words from any book, to be written on paper, but no technical or unusual words will be given. Stops will not be dictated. Three errors in spelling will fail. Books, as in Class II., but they must contain *only* dictation.

Class VI.—As prescribed for the examination of exhibitions.

NOTE.— None of the dictation exercises will be taken from the *Children's Hour*

DICTATION AND TRANSCRIPTION BOOKS

The following are the rules under which these books are to be written:

1. The book is to be regularly written in throughout the school year. The mark is mainly for the systematic teaching of spelling, and only to minor degree for writing.
2. The lessons in these books are to follow in the order of the time table.
3. There must be nothing else in the book.
4. Each lesson is to be begun at the top of a fresh page, and the date is to be written by the pupil at the beginning of the lesson. Care should be taken that space is not wasted by making the lesson occupy a page and only a few lines of the next page.
5. A few minutes should be allowed towards the close of the lesson for the children to carefully compare the dictation or transcription with their books, neatly underline the errors, and immediately write out the corrections.
6. The system of revision and initialling by the teacher will no longer be required nor allowed. **The teacher must train the children to accurately correct their own work at the end of each lesson.**
7. All lessons are to be of fair length. If they are habitually made too short, the books will not be passed.
8. Strict attention will be paid to the character of the writing, and the general neatness of the book, as well as to the careful correction of errors by the children. The writing should be bold and good, allowance being made for the fact that there is no copy, and, in the case of dictation, for a somewhat higher rate of speed. In Classes IV. and V. children should be trained to write at a reasonably rapid rate.
9. In Class II. it should be particularly observed that the transcription is to be in small hand, i.e., loops are to be made on the letters b, h, l, &c. The letter d should not touch the upper line, but only go about three-fourths of the way; the letter t half the distance.
10. German-ruled books are to be used in Class II. (size of writing $\frac{5}{32}$ of an inch), and Class III. (size of writing $\frac{1}{8}$ of an inch). For classes IV. and V., plain exercise books, with lines $\frac{7}{16}$ of an inch apart.
11. The transcription and dictation will consist of passages from the reading prescribed for the class, but a few separate words may be written at the end of the lesson. Sentences contrasting the use of "is" and "his," "as" and "has," "no" and "know," and the like, should be given very frequently.
12. No lesson must be written in these books out of timetable hours, (except of course, when an unsatisfactory exercise has to be re-written), nor must any lessons prescribed on the timetable be omitted.

13. Teachers will be required to give at least two oral lessons per week in spelling in each class, and in these lessons best methods of every kind must be used. This instruction should be specially noted.

Oral and Written Composition (minor changes)

The school seeks to enlarge the child's circle of ideas and at the same time strives to increase his power of expressing them. We think in words, and it is plain, therefore, that to increase the child's power of thinking we must add to his stock of words and his command over them.

"A gap in a man's vocabulary is a hole and tatter in his mind; words he has not signify ideas he has no means of clearly apprehending; they are patches of imperfect mental existence."

Good teaching in the use of his language will enable, the child to express his ideas correctly, and will assist in developing the power of thinking accurately and in connected sequence.

Language Lessons in the Infant School –1. The teacher begins talks with the children (*at least once a day*) on *subjects familiar* to the children -their homes, meals, pets, gardens, games, &c. The children should do most of the talking. The teacher's skill will be shown, not in what she says, but in what, by suggestion and question, she leads the pupils to say.

2. Then should follow *stories*, told *to* the children and retold by them - Simple nursery stories should come first; then fairy tale, myth, and legend. "

NOTE.–At the examination the Inspector will ask to see a list of stories which the teacher has dealt with during the year, and will select one to be told before him. He will judge of the teacher's success by her method of telling the story, and by the power the children show in re-telling it.

3. Pictures, simple nature study, and observation lessons will all afford means of enlarging the pupils' knowledge of their mother tongue. Their imagination may be cultivated by encouraging them to " make up " stories concerning pictures placed before them.

4. After a child has begun to read he should be encouraged to reproduce each lesson– at first orally, then in writing. At first the written reproduction should be in outline, but gradually he will learn to tell the story in greater detail.

Class I . will be tested in a way similar to that outlined above.

Class II . will no longer be tested by being asked to supply answers to questions. They will be asked to write three or four sentences on some simple object presented to them, or on some simple object brought before them (*eg.*, a lead pencil, the blackboard, a picture in the schoolroom, an outing, &c.). The Inspector may hold a little preliminary conversation with the children before requiring them to write their sentences.

Class III .–Parts of the history, geography, and poetry lessons should be similarly treated, the child first acquiring the ideas and then expressing them. In this way composition, either oral or written, should form part of every lesson given in the school, and it should be the common bond which unifies the whole curriculum. Such a course, steadily persisted in, will have very great effect in increasing

clearness of thought and expression, which will be evident in every part of the school work.

Class IV. will write a short essay on an easy subject or an original story suggested by a picture, book, &c.

Classes V. and VI. will write an essay on a subject not too difficult. Special attention should be given to the proper use of stops and marks, particularly quotation marks.

Composition exercises are to be written in books by Classes III., IV., V., VI., and the books preserved until after the examination.

Grammar

Class II.–

- (a) To learn the use of capitals, full-stops, and note of interrogation.
- (b) To learn to divide a sentence into subject and predicate.
- (c) To learn the meaning of noun and verb, and to frame sentences from given nouns and verbs.

Class III.–

- (a) To learn the use of commas, note of exclamation, quotation marks.
- (b) To distinguish in a sentence pronoun, adjective, adverb, conjunction.
- (c) To analyse simple sentence into subject, predicate, object.

Class IV.–

- (a) All parts of speech.
- (b) Number, gender, and case, and use of the apostrophe.
- (c) Transitive and intransitive verbs
- (d) To conjugate a verb in active and passive voice in all tenses – indicative mood.
- (e) To analyze simple sentence distinguishing enlargements of subject and object and extension of predicate.

Class V.–This class should do the work set out in the Southern Cross Series "English Grammar and Composition," Standard IV.

Class VI.– As prescribed for examination for Exhibitions.

Poetry

Poetry is the highest form of literature, and an effort should be made to inculcate a love for it. The mother's cradle songs and nursery rhymes probably begin to form the taste for musical sounds. The infant teacher should continue this and aim at fostering a love for beautiful thought as well. A poem may be simple and yet be a beautiful thought fittingly expressed. In teaching poetry there is a twofold aim – to secure possession of the thought and a just appreciation of the language in which the idea is expressed. Care is necessary in the selection of poems, to see that they are suited to the child's mental development. In narrative poetry an attempt must be made to visualize or form mental pictures of the scenes described. As the inculcation of a love for poetry is the main object, every possible care should be taken to prevent a feeling of anything like drudgery in memorizing the poems.

JUNIOR DIVISION.– Not less than twenty-four lines per quarter.

CLASS I.– Not less than thirty-six lines per quarter.

CLASS II.– Not less than fifty lines per quarter.

CLASS III.– Not less than seventy-five lines per quarter.

CLASSES IV. AND V. – Not less than 100 lines per quarter.

CLASS VI.– As prescribed for examinations for exhibitions and Bursaries