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English Subject Components

Speech

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, distinct *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, cc.

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 case, all five being uttered in measured succession on *one* breath.

Errors in speech should never be passed unnoticed, but should be corrected by the children 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 (minor revision)

GENERAL REMARKS.

1. There are two kinds of reading: silent (reading to oneself) and oral (reading aloud). And there are two varieties of each: *with* an understanding of the meaning, and *without* such an understanding.

2. To take the latter distinction first. It can hardly be too strongly emphasized that all reading should be accompanied by understanding, or at least an earnest attempt at understanding, the meaning of what is being read.

That this should be so with respect to silent reading is self-evident, since it is the very aim and purpose of such reading. But it is equally valid with respect to oral reading; for though it may be true that the primary purpose of oral reading, in itself, is not so much that the reader himself may understand the author's meaning, as that some person or person listening may understand it; yet it is evident that this is not the purpose the teacher has in view when he sets the task. The pupil's intellect must be developed, and this requires that the pupil himself **thinks** and **understands**. In reading without understanding, the lips, tongue, &c., do their work in a machine-like manner, while the mind is, as it were, lulled to sleep. From an educational point of view, therefore, such reading is of very little value. Moreover, thinking of the meaning tends greatly to improve the reading, even from the more external point of view. It tends, for one thing, to increase its fluency. Adults read by recognizing whole groups of words at a single glance. Beginners recognize only a single word at a time. The sooner children can be trained to read in the adult manner with regard to word groups, the sooner will they likewise acquire the adult's facility. Experiments have proved that nothing so much promotes the power of reading by grouping words as the clear understanding of the meaning of the passage, and nothing so much hinders it as complete disregard of the sense.

But, secondly, attention to the meaning conveyed by the words will even more certainly tend to improve the expression, for the reading will become more nearly like speaking—receiving the same natural and appropriate expression.

3. As regards the first distinction made, while oral reading should receive constant attention in the primary schools, students should likewise be given sufficient opportunities for silent reading; and, in fact, more and more time should be devoted to this as the pupils advance to higher classes.

Oral reading requires separate attention, because it involves that which silent reading does not involve—actual distinct utterance of the words. Pupils must be trained to correct pronunciation and clear enunciation. These, however should not be over-emphasized during reading lessons. The child who is compelled to observe his own pronunciation too anxiously will have little attention left for the meaning, and the higher aims referred to above will then not be realized. This does not mean that the pronunciation should be neglected. Oral reading must be distinct and correct. What is meant is that much of this work may be done outside of reading lessons. Distinct speech must become a habit in the children, and should be insisted upon at all times. In so far as special exercises are required (see instructions under "Speech," p.47), they may well be given at the beginning of the reading lesson, and used freely in singing and conversation lessons.

Understanding the thought is more difficult in oral than in silent reading, since the reader must direct some of his attention to the proper pronunciation of the words, instead of devoting practically the whole of it—as in silent reading—to grasping the sense. And as pupils tend to get rid of the difficulty by ceasing to trouble about the meaning very much, the teacher must so much the more be on his guard and adopt methods to prevent this neglect.

Silent reading should have special lessons devoted to it, because of the greater amount of work and, in many respects, the different kind of work that may be done by means of it. For, as explained, the pupil may devote practically the whole of his attention to the thought of the article he is reading. There is, therefore,

time and opportunity to grasp it more fully and to deal with it in different ways—analyzing it, separating the essential from the unessential, connecting it with what has been read elsewhere, and so on.

The great educational value of this kind of silent reading, with so much mental activity involved, is obvious. And that it is of first-rate importance to *habituate* the pupil to such an intelligent way of reading is equally certain, especially when it is borne in mind that silent reading will be almost the only kind of reading that will be practised by the pupil when he has left school.

LOWER CLASSES

In the lowest class, when the child is first learning to read, a considerable amount of time must of necessity be devoted to the more mechanical process of recognizing and naming words.

There are several ways of teaching beginners to read. The method recommended is the “phonic” method, by which children are taught the *sounds* of letters. Some of the words, however, cannot be taught in this way; these are therefore taught by the “look and say” method. The books to be used are the Adelaide Primers (First and Second).

The child should *not* begin by learning the alphabet, for the phonic method does not require that the children should know the customary names of the letters, but their sounds.

Adelaide First Primer

The First Primer is intended for teaching all the short vowels, all the consonants, and the combinations *ch, sh, th, wh*. (Each of these pairs of letters denotes *one* sound, and should be taught as such.)

- (1) the first step is to teach the “type word” *hat*. (Type words are words like map, cap, hat, &c. which serve as examples or types. If the pupil knows these he will easily read other words which are like them.) Each type word should be dealt with in the following way—
 - (a) First of all get the real object of which the type word is the name (a real hat, &c.) and have a conversation with the children, or tell a story, about it.
 - (b) Next draw a picture of the object on the blackboard.
 - (c) Let the children draw the same picture.
 - (d) Next write the name of the object underneath the drawing on the blackboard.
 - (e) This should be copied by the children as before.
 - (f) After this the teacher will *say* the word several times, each time more slowly than before. It will not be long before the children find out that the one name *hat* is really made up of three different sounds. The children will distinguish the sounds more easily if they are taught to watch the teacher’s lips as the word is pronounced.
 - (g) Thereupon the teacher will show the children which letter stands for each of these sounds.
 - (h) The next task is to give the children practice with these three letters and their sounds. For instance, the teacher may hold up the letters one by one and let the children make the right sound; or the teacher may make the sound and let the children write down (or “draw”) the letter.Note— In sounding letters like p, b, &c., do not pronounce them— or let the pupils pronounce them – like pu, bu, &c. (with a short u), or like per, ber, &c. The lips will be seen to move, and the escaping breath will be heard a little, but no actual vowel should be sounded.

- (2) After the type word *hat* has been thus taught – which will have required several lessons– the next step will be to teach two more type words. These are taught one at a time, in the same way as *hat*.
- (3) By this time three type words, giving six different letters, and so six different sounds, will have been learned. The children will now be able to make new words by combining these letters in several ways. (see pages 1 and 2 of the Adelaide First Primer) This may be done by letting the children write the letters. The children should be given plenty of practice in this, for when once they understand how to do it, much of the difficulty of learning to read will have disappeared.
- (4) The fourth type-word, *fan*, will next be taught, and the two new letters, f and n, combined with those already learnt in the way just described.
- (5) The next step will be to teach the children (by the “look and say” method) the little words *I*, *the* and *see* and afterwards *is* and *on*.
- (6) Having learned these words, the pupil will now be able to read little sentences. (See page 4 of Adelaide First Primer.)
- (7) The next type word is *pin*, which should be taught in the way already explained above. This word gives the short vowel i, and by combining this with the consonants already learnt, a number of new words may be obtained.
- (8) So the work proceeds. With each new type word a new sound is learned, and by combining this with the sounds already known, further new words may be made.

“Look and say” words are introduced very sparingly. Some of these words (like *is* and *on*), which are at first taught by this “look and say” method, later on may be treated as *sound* words.

At first the sounds given are perfectly regular in sound. Experience shows that when a child has had practice in reading words in this way, he will disregard any slight anomaly in the sound if the word before him is one with which he is quite familiar. For instance, he is not troubled by the two sounds of *th* in *thin* and *that*. Again, though the *s* in *has* is probably a *z*, the pupil will *sound* it to himself in the ordinary way with a sharp *s*, but *read* it unhesitatingly with the proper pronunciation.

Towards the end of the Primer a few words are introduced which test this power– for instance, *father*, *mother*, and *brother*.

Second Primer

- (1) It is supposed that the child who uses the Second Primer has already mastered the sounds given in the First Primer (namely, all the consonants, all the short vowels, and the double consonants *ch*, *sh*, *th*, *wh*) as well as the “look and say” words therein.
- (2) The second Primer is intended for teaching the long sounds of the vowels and also certain diphthongs. No new “look and say” words are introduced. These sounds will be taught in much the same way as were the sounds of the First Primer, namely by means of type words. The type words chosen are:– *Ball*, *saw*, *gate*, *sail*, *dray*, *bite*, *wheel*, *leaf*, *globe*, *boat*, *moon*, *house*, *trowel*, *oil*, *fry*, *rule*.
- (3) The method of dealing with each type word will be much like that followed in the First Primer; namely, the real object, if possible, is shown, then a drawing of it is made, and so on. But while any short vowel of the First Primer could be sounded itself, the long vowels of the Second Primer should not be pronounced separately, but combined with some consonant that follows it, e.g., not *ā* alone, but in a syllable, as *āte*.
- (4) After a type word has been taught, plenty of practice should be given in reading words like it from the blackboard. For this purpose other simple drawings may be employed. Thus a sketch of a *rake* may be put on the board, and the

words *cake, lake, make, take, &c.* written or printed underneath: the children will read them very easily.

(5) After practice in this way has been given, the lesson in the book dealing with that type word may be read.

(6) When that has been mastered, proceed to the next type word, and so on.

(7) Special notes:— In each lesson the words which illustrate the particular sound to be taught are printed in *black* type. These words should in the first instance be learnt from the blackboard. It should be noted that in some cases there is a very slight modification of the vowel sound, but not, it is considered, enough to prevent the child from making out the word by himself. Examples— The *e* in *pretty*, and the *ai* in *chair* as compared with *sail*. In a very few words (*face, rage, cage, &c.*) the soft sounds of *c* and *g* are introduced. Special attention should be drawn to this, as also to the word *lollies*. Do not tell the pupil a word; let him *find it out* by combining the sounds, referring if necessary to the type words and lists. Even in the lowest class the two points emphasized above should receive attention.

In the first place, as soon as the children have acquired some little skill in reading sentences, the teacher should make sure that they are thinking of the meaning while they are reading orally. This, as explained, is more difficult in oral than in silent reading. It is still more difficult for beginners. For even the mere recognition of the *words* will still be troublesome at this stage, and there are still difficulties to overcome. The pupil must correctly pronounce the word; he must look ahead to the next word; he must remember what he has already read; and by combining the old with the new he must gather the meaning of the sentence. Children will frequently read the sentence correctly aloud, but must quickly read it over again for themselves when asked the meaning. They should be encouraged to get the correct thought as well as the correct pronunciation the first time, and nothing should be done to increase the difficulty, which is already so considerable. In particular, children should not be made or allowed to “point” as they read. For one thing it tends to keep the pupil at the word-at-a-time level, instead of the word-group level, which has shown to be necessary for easy and fluent reading; and further, it greatly increases the difficulty of rapidly grasping the sense of the sentence.

There is one method which merits special mention here on account of the excellent way in which it combines reading with oral self-expression, and with writing.

(a) Conversation lessons (given in connection with Nature Study, pictures, stories, and so on) form the basis, supplying the child with thoughts or ideas.

(b) The teacher, by means of skilful questioning and in other ways, encourages the children to express their thoughts in a suitable manner. He should have well planned out the lesson beforehand and prepared a number of sentences (say four or five) containing sounds which the children have already learnt. If the questioning is carried out skillfully there should be little difficulty in obtaining from the class sentences (or “stories” as they will be called in these lower classes) as nearly as could be desired like those which the teacher had previously selected.

(c) The children’s “stories” will give further opportunities for conversation and expression of ideas. As soon as the teacher has obtained the sentence he desires, it should be written on the blackboard.

(d) As each “story” appears on the blackboard, one or more of the children will be asked to read it. At the end of the lesson the whole will be read through again. The children already know the thought (since the sentences had been spoken before they were written) and they should have no difficulty with the reading.

(e) Finally, the children should transcribe the “stories” on their own slates or blackboards. The accompanying diagram will help to give an idea of the scheme as written on the teacher’s blackboard at the end of a lesson of this kind.

In the second place, special opportunities should be given for silent reading. It is evident that almost every ordinary oral reading lesson will give opportunities for silent reading to most of the pupils; but something more than this is desirable.

At times the class as a whole may be exercised in silent reading. This can be done by allowing the children to read a short story to themselves from the blackboard (written beforehand), or from some suitable reader. When sufficient time has been given to such silent reading, the blackboard should be turned over or the readers closed, and the teacher should call upon one child to begin his "story", another to continue where he left off, and so on. Such methods can be employed only when that which is read is really somewhat like a story. A similar plan, however, is sometimes tried with single isolated sentences. The child is allowed to glance at his book for a few moments, then asked to look up at his teacher and "say" what he has read. If he **uses his own words** and expresses the thought correctly, he has mastered the meaning of what he has read; but if he merely repeats the words in the book, he gives no proof that the meaning has been grasped at all. Still, even this kind of reading may occasionally be practiced, for it helps to develop the pupils' power of reading longer *groups* of words at one glance, and this power, as has been previously shown, is very important; but the exercise will be most valuable if the "thought getting" as well as the "word recognition" is insisted upon.

The pupils may also be encouraged to read individually for themselves. Little story books might be distributed to the children (excellent ones for the purpose may be obtained at about 1d.each), which they might perhaps be permitted to take home to read, just as older children receive books from the school library.

Upper Classes

1. Oral reading will, of course, still be given in the upper classes, and the remarks made concerning the necessity for distinctness and correctness of pronunciation will apply here also. At the same time much greater demands may be made upon the pupils' power of rapidly and fully grasping the meaning of the passage they are reading. "Oral reading is a complex operation consisting of three processes—the recognition of the words, the recognition of the author's thought, and the expression of this thought definitely with properly related emphasis. The child's attention should not be distracted from the highest element of his work by having to pay conscious attention to the subordinate elements. He cannot acquire thought as accurately, as comprehensively, and as rapidly as he ought to acquire it, if he has to give a large part of his attention to the recognition of words he has to read." (J.L. Hughes, in "Teaching to Read.")

Every new reading lesson presents a number of new or unfamiliar words, which at the commencement of the lesson should be written in short sentences on the blackboard by the teacher. The context will help the child to discover the force of the word, and after making it out on the blackboard, he will recognize it without difficulty when he meets it in his reader.

2. But silent reading, as explained above, should gradually have more and more time allotted to it. Moreover, since the aim in this work will be to develop the pupil's power of rapidly and accurately apprehending thought, and of dealing with that thought, recognizing essentials and subordinating details, arranging and re-arranging the ideas in accordance with some preconceived plan, and expressing the thought in his own words, therefore the methods employed should be of a kind calculated to realize these ends.

In particular these lessons may be correlated with composition lessons. The making of notes on what is being read, and the arrangement of these notes systematically (prominence being given to statements in accordance with their importance for the elucidation of the central idea), will be found a valuable exercise for promoting clear and logical thinking. Précis writing and the composition of short essays on books recently read (perhaps specially set) should also be practised in the higher classes. The books employed for this purpose should not be the pupils' ordinary school books. Books from the school library will be especially useful in this connection, though pupils may be permitted to bring approved books of their own.

Reading Matter and the Libraries

1. Where reading is taught without sufficient regard for the meaning, skill must be acquired by reading the piece, and each paragraph and sentence of that piece, over and over again.
2. Where it is recognized that the understanding of the meaning must in all reading be insisted upon, both for the realization of higher mental development as well as even "mechanical" proficiency, there the constant repetition method will be rejected and a continuous supply of new reading matter will be seen to be very desirable. *The Children's Hour* will supply some of this; school libraries will supply most of the rest.
3. Every school should possess a library. It will be found valuable, and even necessary in order to obtain good reading. It has been shown how even in the lowest classes, easy story books may be lent out to the more advanced children; and in no class should the practice thus begun be given up. Each class should have books suitably graded, either in a little library of its own or in a special division of the general school library. Nor will its use be confined to the improvement of reading. It has been already explained how it might affect composition lessons. Moreover, well-illustrated books on stirring deeds in history, or on geography and travel, will do much to awaken a new interest in these subjects. Such a library of books, judiciously selected, will be a most powerful influence for good throughout the school, enriching the pupils' minds and helping to develop their character. The results will amply repay the slight trouble which the keeping of the library in order may involve.

EXAMINATION STANDARDS

Junior Division – Children admitted to school while under the age of 6, and who have attended with fair regularity for nine months, will be expected to read the Adelaide First Primer and easy sentences framed upon the sounds dealt with in that book. The test will be as far as possible collective, and marks will not be awarded to individuals.

Children who have been in fairly regular attendance for at least one year and nine months will be expected to read from the Second Primer and the first forty pages of the Introductory Reader. An individual test will be applied, and one mark will be given for fair power to read from the prescribed books.

Children in their second school year who have not attended for a year and nine months will be expected to do a proportionate part of the work. Due allowance will be made for those children who fail to reach the standard, provided the reasons given are satisfactory.

The Junior course will, as a general rule, occupy two years. Children of 8 years of age will not be allowed to remain in the Junior Class except under very unusual circumstances.

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

Second mark.- In the Upper Division the mark will be awarded for writing short simple sentences including words made by the combination of the sounds illustrated in both primers. 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 in 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.

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

LOWER DIVISION – Primer II. and Introductory Reader.

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

In all classes above the First, the second mark will be for expression and intelligent knowledge of the subject matter. Particular stress will be 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.

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.

Class II.—First mark, to read from the *Children's Hour*, Class II., taking only those months which comprise the school year, and the "Adelaide Reader, No. II or "Adelaide History Reader," No. II. 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, and "Adelaide History Reader," No. III. Second mark, for expression and comprehension, as explained above.

Class IV.—First mark, to read with fair fluency from the *Children's Hour*, Class IV., for the school year, and "Adelaide History Reader," No. III. Second mark will be given for expression and comprehension, as explained above.

Class V.—For the first mark, children will read from the Fourth Class *Children's Hour* and "Deeds that Won the Empire," or any other approved book. For the second mark, as in Classes II., III., and IV.

Class VI.— The *Children's Hour* and "The Art Reader" or other approved reader.

Writing (photographs illustrating 'Correct position for writing' accompany the introduction)

In teaching this subject the teacher's aim should be to enable the children to acquire the power to write legibly, neatly, and, in the upper classes, with fair rapidity. To accomplish this threefold aim special attention must be given to the following considerations:—

SPECIAL CONSIDERATIONS

1. *Position*—A good position is important in consideration of the pupil's work, his comfort, and health. He should sit erect, near the desk, without leaning on it, and face it directly. Turning to right or left, leaning one side against the desk, or resting the head on the arm may lead to serious physical injuries. Curvature of the spine, malformation of the chest, and short sight or myopia are among the evil results which follow continuous sitting in a wrong position. The injury to children's eyesight, arising from working continuously at too close a range, may be serious and permanent. In his book, "Health in the School," Dr. Elkington, in dealing with this subject, says--"The eyes of young children differ from those of adults in that they are somewhat long-sighted, the eye being relatively shorter from front to back. This means in practice that a child has to strain its eyes much more, proportionately, than a normal sighted adult in order to see any object clearly. As soon as the object is brought nearer than 12in. from the eye, the strain increases very rapidly with every inch of nearness. The powerful muscles round the eye at the same time pull on the globes, so as to roll them inwards. The child's eye is not nearly so well supported and packed up with fat at the back of the socket as is that of an adult, and all this pulling and dragging tend to bulge the back wall of the eye backwards. Directly this occurs, the eye has become longer than it should be, the lens cannot focus clearly on the sensitive spot, the image falls short and the condition known as short-sight or myopia is permanently produced. The eye condition which predisposes to this defect, disappears only very gradually, and is present, in considerable degree, up to 10 and even 12 years of age. Hence it is of very great importance that children, and especially infants, should not be allowed to work with any less distance than 12in. (15in. is even better) between any object and the eye. The enforcement of this habit of keeping the eye the proper distance from the work **should be begun on the day the child enters school and should be insisted upon up to the day he leaves**. Whether in kindergarten, in reading, in writing, in sewing, or in any other school occupation, it is of the greatest importance to insist on this working distance being maintained, both as an essential to the easy and effortless use of the eyes, and as a necessary safeguard against serious injury to those important and delicate organs. **The teacher of an infant class is particularly concerned in this matter, for it is here and only here that the habit of sitting in a proper working attitude can be formed, and it is here that the eyes are most liable to injury.**" The posture should be comfortable and natural. Sitting square to the desk, the pupil should place his left *hand* and wrist (not the whole arm.) on the desk to keep his paper in position. The right arm should be at right angles to the front of the desk, while the feet should rest easily but firmly on the floor in front and not be drawn under the body. The importance of maintaining a correct position should be explained to the children, and constant attention given to the matter.

2. *Management of the Pen*-Holding the pen properly is one of the most difficult of early school tasks. The muscles of the fingers are not yet fully under control, and much patient care is needed to overcome this defect. Special practice should be given three or four times during every writing lesson, until the difficulty is mastered. It is not sufficient that the child should be taught to imitate the forms presented; he should be taught to do so in a way that will gradually lead to his being able to write with fair rapidity and without discomfort.

3. *Blackboard Instruction*-The Child's failure to write well must not be set down entirely to his lack of control over his hand. It is due largely to his not realizing clearly the precise shape which is desirable. He knows in a general way, but as yet he has but little appreciation of those more delicate differences in outline, of spacing, and of all that goes to make up beauty of form. The eye must be trained

to see such things, while the hand is gaining power to produce correct forms. To do this the teacher must use the blackboard freely, and must direct special attention to the differences between well and badly shaped letters. The children should be encouraged to criticize the writing produced upon the blackboard so that the teacher may discover to what extent their eyes are developing the power to appreciate beauty of outline. The blackboard should be regularly and frequently used. Occasional lessons should be given on the formation of difficult letters, the children using ruled paper instead of copy books. In such lessons attention should be given to the analysis of the letters in which mistakes are commonly made. In the upper classes - Third, Fourth, and Fifth - exercises should be given to develop freedom of movement. The exercise shown on the opposite page will be found helpful. Let the children first go through the movements necessary to produce these forms, with the arm fully extended, making the curves in the air by a shoulder movement, and also, as an alternative practice, making the same forms by a wrist movement. When they use pen and paper, encourage freedom of movement; let them make the forms as large as possible and with quick strokes. Exactitude will come with practice.

4. *Thorough and Systematic Correction*—It is not an uncommon experience to find children filling pages of their copybooks without criticism from themselves or their teachers, repeating the same errors from the first page of the book to the last. Far from doing good, such a method is positively harmful. It trains the child to believe that anything will do, and in many cases leads to habits of gross carelessness. The moral effect of such work is bad. It tends to produce people easily satisfied and incapable of effort. Errors should be detected directly they are written and a strong effort made to prevent their repetition. Children should be trained to examine their own writing carefully, and to correct their errors at once.

5. The teacher's own writing should be such as is worthy of imitation. The teacher who writes in a careless and slovenly fashion handicaps himself severely in his efforts to teach his pupils. Teachers must always bear in mind that a great deal of what the child learns—perhaps the greater part --- comes from his power of imitation. Let, then, the teacher's handwriting placed before the class always be of a high standard.

EXAMINATION STANDARDS

Upper 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.

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. Longmans' Copybook No. 1 and Adelaide series Nos. 2 and 3, 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, Adelaide series, 4, 5, and 6, consecutively written, as per instructions below.

Class III.— One mark, as in Class II. Copybooks ,Adelaide series, 7, 8, and 9, consecutively written, as per instructions below.

Class IV.—One mark, as in Class II. Poetry will be selected. Longmans' Copybooks 10, 11, and 12.

Class V.— One mark, as in Class IV. To show copybook 13 of the Adelaide series.

COPYBOOKS.

1. No lesson must be written except as shown on the timetable, nor must any lesson shown on the timetable be omitted.
2. 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.)
3. 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.
4. In judging the books very particular attention will be paid to the use made of this correction column.
5. Teachers will observe that marks for the copybooks are awarded to show that the *teacher* has given regular and satisfactory instruction. The transcription shows the *results* of the teaching.
6. It will be generally sufficient if there are two copybook lessons per week, except in Class V., where one lesson per week will be considered sufficient.

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.

EXAMINATION STANDARDS

Class I.— In this class the transition will be made from the sound of the letter to its name.

A mark will be given for spelling correctly on paper, from dictation, four* out of six words chosen from the "Adelaide Spelling Book" and the "Introductory Reader." The transcription Books will be judged collectively. The regulations require that the 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, and it must be transcription direct from the reading book; the long letters must be looped.

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.— A passage of about 120 words from any book.

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

DICTATION AND TRANSCRIPTION BOOKS

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

1. The mark is mainly for the systematic teaching of spelling. The book is to be written in regularly throughout the school year, and is to contain a record of "special" lessons in spelling.
2. The lessons in these books are to follow in the order of the time table.
3. Each lesson is to be begun at the top of a fresh page, and is not to occupy more than a page, and the date is to be written by the pupil at the beginning of the lesson.
4. Towards the close of the lesson a few minutes should be allowed for the children to carefully compare the dictation or transcription with their books, neatly underline the errors, and immediately write out the corrections.
5. **The teacher must train the children to correct their own work at the end of each lesson.**
6. All lessons are to be of fair length. If they are habitually made too short, the books will not be passed.
7. 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.
8. 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.
9. 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.
10. 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.

11. 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.

12. SPECIAL SPELLING LESSON - 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.

* Note.- In the Lower Division *three* words will be accepted instead of *four*

Oral and Written Composition Grammar

(now under the heading 'Oral and Written Composition, and Grammar')

The school seeks to enlarge the child's circle of ideas and at the same time strives to increase his power of expression. 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 expression.

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.

The following books will be found useful:– " Stories to Tell to Children," by S.C. Bryant (Houghton, Mifflin, & Co.); " In Nature's Storyland," Edith Hirons (Geo.Philip & Son).

EXAMINATION STANDARDS

Junior Division and First Class.— The course as set down above.

Class II. — To write three or four sentences on some simple object exhibited to the class, (*eg.*, a lead pencil, the blackboard, a picture in the schoolroom), or on some simple theme brought before it (*e.g.*, an outing, &c.).

Exercises as given in Arnold's "Language Lessons," Books I. and II. to page 20.

To learn to divide a sentence into *subject* and *predicate*.

To learn the meaning of *noun*, *adjective*, *pronoun*, and *verb*, and to frame sentences using these parts of speech.

Class III.—This class will be expected to tell the story of some history lesson, to give an account of any interesting matter dealt with in the geography, nature study, or reading lesson, or to express the story conveyed in a poem.

Exercises as given in Arnold's "Language Lessons," Book II., page 20 to end and Book III.

To distinguish in a sentence *adverb*, *preposition*, *conjunction*, and *interjection*, and to frame sentences using these parts of speech.

To analyse a simple sentence into *subject*, *predicate*, *object*, and *extension of predicate*.

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

Arnold's "Language Lessons" Book IV. and analysis of simple sentences, using enlargements of subjects and objects.

To know thoroughly all parts of speech.

Part of the examination in Grammar in Class IV. will be in writing.

Classes V. and VI. —To write an essay on a subject not too difficult.

Arnold's "Language Lessons," Book V., and to the end of page 25 and pp. 29-34 of Book VI.

Part of the examination in Grammar in Class V. will be in writing.

Note: --1. In all classes special attention should be paid to punctuation.

2. The Inspector may hold a little preliminary conversation with the children before requiring them to write their exercises.

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

Poetry (minor changes)

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. Many poems are well suited for school purposes but for their length rendering memorizing tedious. In such cases *portions* may be selected for learning by heart, provided that the children have first been made familiar with the meaning and spirit of the whole poem.

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. and VI.— Not less than 100 lines per quarter.