

**1916**, February 29, 'Course of Instruction and Programmes of Lessons for 1916' *The Education Gazette*, pp.87-88. Programmes of Lessons: pp.97-157 (see scan).

## English Subject Components

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### The Revised Curriculum

'In view of the change in the compulsory age, which is now from 6 to 14 years, considerable alterations have been made in the classes and the curriculum' (page 87, Introduction)

No introductions given but teachers are referred back to the notes given in 1914.

### Speech

No content given

### Reading

Grade I. – Primer I. Easy sentences framed on the sounds contained in that book.

Grade II.– Primer II. Three story books, such as those in the following series:– Blackie's Coloured Picture Story Books, Arnold's Stories, the A.L. Series.

Grade III.– Adelaide Introductory Reader, and Blackie's Model Reader, or Adelaide Illustrated Reader.

Grade IV.– *Children's Hour*, II., Adelaide Reader, II., and Adelaide History Reader, I.

Grade V.– *Children's Hour*, III., Adelaide History, II., and Blackie's Model Reader III.

Grade VI.– *Children's Hour* IV., and Adelaide History, III., or Gateways to History IV.

Grade VII.– *Children's Hour* IV., an approved book.

Grade VIII.– To study "The World of Books;" to read two approved books, such as "Tale of Two Cities," "Lady of the Lake."

Silent reading must be largely practised in all classes; in the upper grades it may be made of much value in the preparation of History &c. In this connection the books in the School Library should be often used. The Dictionary should be freely consulted.

### Writing

Grade I. – To write with chalk on blackboards without lines from the teacher's copy on the blackboard. (The blackboards must always be upright and at a suitable distance from the child).

Grade II.– To write with lead pencil on paper, large hand, short sentences from memory or from the teacher's copy. To write their own names. (No thickening of the downstroke to be attempted).

Grade III.–To transcribe from the Reading Book, using capitals and loops. The height of the small letters to be about 3/16in. Copybooks 1, 2, and 3.

Grade IV.— To transcribe a passage from the Reading Book, with correct spelling and punctuation. Copybooks 4, 5 and 6.

Grade V.— As in Class IV. Copybooks 7, 8, and 9.

Grade VI.— As before. Copybooks 10, 11, and 12.

Grade VII.— As before. A current hand should be developed. Copybook 13.

Grade VIII.— As before. The writing must be in current hand. To keep a book of extracts. No copybook is prescribed in this class, but the teaching and practice of writing should be continued, the occasional writing of business forms, invitations, applications, &c. being done in the general exercise book.

Note: In all classes exercise books with lines 7/16 of an inch apart should be used. Subject to the Inspector's permission, teachers who desire may dispense with the Copybooks in any or all grades, in which case the work will be done in the general exercise book.

## Spelling

Grades I. and II.— To make words using sounds in the Primer specified for the class. These will be accepted if phonically, though not actually, correct.

Grade III.— To spell correctly words in the Adelaide Spelling Book and the Introductory Reader.

Grades IV, V, VI and VII. The special course, as set out in the programmes. To learn the words contained in their Reading Books. Unseen passages for Dictation, as before.

Grade VIII. — The study of the words in "The world of Books." Unseen Dictation.

Note: Dictation to be done in the general exercise book, which will also contain Composition, Transcription, Grammar. Some kind of Spelling lesson should be given every day. This may be dictation from a prepared passage, dictation from an unseen passage, the teaching of classified words, or practice in oral spelling.

## Oral and Written Composition

Grades I., II., and III.— As in the curriculum for 1914, page 82. The talking should be chiefly in a series of simple sentences. This will aid in preventing the frequent wrongful repetition of "and," "and so," "and then," "so," &c.

Grade III.— To spell correctly words in the Adelaide Spelling Book and the Introductory Reader.

Grade IV.— As for Class II. in the curriculum, page 82. Chiefly simple sentences should be written.

Grade V.— As for Class III. in the curriculum, page 82. In this class the children should learn to combine sentences by the use of simple conjunctions.

Grade VI.—As for Class IV. In the curriculum, page 82. To combine sentences by the use of "who," "which," and "that."

Grade VII. — As for Class V. in the curriculum, page 82. To use prepositional phrases.

Grade VIII.— Use of correlative conjunctions. Participles used absolutely. To paraphrase. To understand how to make paragraphs. Making of notes on the matter read. These notes should afterwards be expanded into continuous composition. Oral narration of current events. To write a letter, an essay or an original story.

## Grammar

Grade IV.—

- (a) To know the meaning of nouns and verbs. Only verbs of action need be taught.
- (b) To frame sentences containing these parts of speech, and to be able to pick them out in sentences.
- (c) To understand the meaning of the terms "singular" and "plural" and to be able to use singular and plural nouns in sentences.
- (d) To know how to use capitals and full stops.
- (e) To know the use of "a," "an," and "the" before a vowel and silent "h".
- (f) Analysis— Division of simple sentences (not inverted) into subject and predicate. To supply a missing subject to a given predicate, or a missing predicate to a given subject.

Grade V.— As for Grade IV. and in addition—

- (a) To distinguish in sentences all the parts of speech except preposition and interjection and frame sentences containing them.
- (b) Nouns—common and proper. Number— Singular and plural. Gender— To understand the meaning of Masculine, Feminine, Common, and Neuter.
- (c) Verbs, including "to be," "to have," &c.
- (d) Pronouns— Personal.
- (e) Correction of simple common errors.
- (f) The use of the comma and interrogation mark.
- (g) Analysis— Division of simple sentences, including inverted forms and such sentences as "Shut the gate" into subject and predicate. (Arnold's Language Lessons are a useful guide to the teaching of the above course).

Grade VI.— As for the lower grades, and in addition—

- (a) Preposition and interjection. To distinguish and use all parts of speech in sentences.
- (b) Nouns— Number, practice in the methods of forming the plurals of nouns. Gender, as before.
- (c) Pronouns— Number, gender and person. Use of pronouns in pairs, *e.g.* you and I, him and me.
- (d) Adjectives— Kinds.
- (e) Verbs— Tenses (present, past and future).
- (f) Punctuation, as before; further use of the comma and apostrophe. Note of exclamation.
- (g) Correction of common errors.
- (h) Oral parsing according to the plan on page 103 of the curriculum (E.G., 1914).
- (i) Analysis (subject, predicate, object, and extension). Simple sentences only.

Grade VII.— As for lower grades, and in addition—

- (a) Nouns—Case, person
- (b) Pronouns—Personal and relative. Use of pronouns in pairs.
- (c) Verbs—Transitive and intransitive, Tense—Present perfect, past-perfect, and future perfect. Auxiliaries of tense. Principal parts.
- (d) Adjectives and adverbs—Kinds and comparison
- (e) Punctuation—Further, use of comma and apostrophe. Quotation marks, direct and indirect quotations, broken quotations.
- (f) Correction of common errors
- (g) Parsing—Reasons need not be written down
- (h) Prepositional phrases
- (i) Analysis—Simple sentences (subject, predicate, object and extension). Complex sentences with only one subordinate clause. Noun, adjectival, and adverbial clauses.

Grade VIII.— As for lower grades, and in addition—

- (a) Nouns—Nouns in apposition. Nominative of address.
- (b) Pronouns—Interrogative.
- (c) Verbs— Copulative. Auxiliaries of voice. Active and passive voice. Participles. Verbal nouns. Mood—Indicative, imperative, and infinitive. Conjugation of Indicative mood, active and passive.
- (d) Phrases – Participle—Kinds. Prepositional—Kinds.
- (e) Parsing – Full (see scheme, Nesfield, page 88).
- (f) Analysis – Simple and complex sentences, as in scheme on page 103 of the curriculum.
- (g) Expansion of adjectives and adverbs into phrases and clauses, and contraction of clauses into phrases or words, and of phrases into words. (Nesfield's "Easy Parsing and Analysis" will be found a useful guide for the course outlined above).

## Poetry

Grade I. ...	24 lines per quarter minimum.
Grade II ...	24 lines per quarter minimum.
Grade III....	36 lines per quarter minimum.
Grade IV....	48 lines per quarter minimum.
Grade V....	60 lines per quarter minimum.
Grade VI....	80 lines per quarter minimum.
Grade VII....	100 lines per quarter minimum.
Grade VIII....	100 lines per quarter minimum.

Each year the poems selected for a given grade must be such as have not been taught to the same children in any other grade.

In Grades VII. and VIII. suitable extracts of prose may be studied and committed to memory in lieu of some of the poetry. In these grades children will be expected to be familiar with the history of at least six of the leading poets (including those whose poems have been studied), and be able to give orally or in writing short accounts of their lives and work, and to name some of their writings. It is advisable that short extracts from each of these poets should be memorized.

Note—Children in all grades should be trained to reproduce in their own language the subject matter of each poem studied. The aim of the teaching in this subject should be to make the children love good literature, particularly poetry, and in the upper grades, to understand wherein lie the beauty and merit of the language. Many poems which are well suited for school purposes are too long for the whole to be memorized; 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 poem.