

1918, November 19, 'Course of Instruction', *The Education Gazette*, pp.183-186.

English Subject Components

In 1918 only the courses were provided. Subject introductions and 'Methods of testing' were omitted. Teachers were referred to the 1917 Course of Instruction.

Speech

The subject 'Speech' was omitted from the 1918 *Course of Instruction and Suggestions to Teachers*.

Reading

COURSE

GRADE I.— 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 a reasonable proportion of the Adelaide First Primer and easy sentences framed upon the sounds dealt with in that book.

Children who have been in fairly regular attendance for at least one year will be expected to read the whole of Primer I., and easy sentences framed upon 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. These children will be expected to group words into phrases.

GRADE III.— Adelaide Introductory Reader, and Blackie's Model Reader, or Adelaide Illustrated Reader.

GRADE IV.— *Children's Hour*, Grade IV.

GRADE V.— *Children's Hour*, Grades V., VI.

GRADE VI.— *Children's Hour*, Grades V., VI.

GRADE VII.— *Children's Hour*, Grades VII., VIII.

GRADE VIII.— *Children's Hour*, Grades VII., VIII.

NOTE 1.— The reading of the *Children's Hour* is to be compulsory in all grades above III. In addition, by the end of the year, each child will be expected to have carefully read three books. These may be chosen from the school library, or from any source; the greater the variety the better. From this it follows that the whole grade need not necessarily read the same book. It is hoped that the opportunity, thus afforded, will give the subject a broader application and allow the teacher a wider field of selection. The following suitable readers are kept in stock at the Education Store:—

- a. Adelaide Readers, III.
- b. Blackie's Model Reader, III.
- c. Gateways to History.
- d. Deeds that Won the Empire.

NOTE 2.— Silent reading must be largely practised in all Grades; in the upper grades it may be made of much value in the preparation of History &c. In this connexion the books in the School Library should be often used. The Dictionary should be freely consulted.

NOTE 3.—No objection will be raised to the *occasional* employment of older children in hearing the reading of Grades I., II., and III., but any such temporary monitors must themselves have been taught how to form words by the combination of sounds.

NOTE 4.—In Grade II. the children will be expected to write 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 Grade II. Word-building should be begun in script rather than in print.

Writing

COURSE

GRADE I.— To write with chalk, without lines from memory or from the teacher's copy on the blackboard. (The blackboards must **always be upright** and at a suitable distance from the child). No thickening of the downstroke to be attempted.

GRADE II.— To write with lead pencil on paper, short sentences from memory or from the teacher's copy. The height of the small letters to be *about* 3/16in. 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. Adelaide Copy Lines 3, 4, and 5 will give the size and style of the writing required.

GRADE IV.— To transcribe a passage from the Reading Book, with correct spelling and punctuation. Adelaide Copy Lines Nos. 3, 4 and 5.

GRADE V.— As in Grade IV.

GRADE VI.— As before. Adelaide Copy Lines 6, 7, and 8.

GRADE VII.— As before.

GRADE VIII.— As before. To keep a book of extracts.

NOTES.—*a.* In Grades II. to VIII. inclusive, exercise books with lines 7/16 of an inch apart should be used.

b. Loop letters and current hand must be taught in all grades from the beginning.

c. In Grades II. and III., the writing in the general exercise book should be done on alternate lines.

d. Children will not be required to use so many books. The Writing, Transcription, Composition, Dictation, and Grammar may be done in a general exercise book, which **need not be retained in the school after it is finished.**

Spelling

COURSE.

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

GRADE III.— To spell correctly words in the Adelaide Spelling Book and the words specially selected by the teacher from the Introductory Reader.

NOTE. —It is not expected that all the words will be taught. These are left to the discretion of the teacher.

GRADES IV, V, VI., VII., and VIII.— The special course, as set out in the programmes. Unseen passages for Dictation.

Note:— In Grade III. the teacher will keep a book containing the words specially taught from the Introductory Reader. Every lesson to be dated.

Oral and Written Composition

REMARKS.

Teaching of English by Rational Methods.

The above is the title of a book which has been compiled to deal with the treatment of Language in Grades II., IV., V., and the course for 1919 will follow the lessons set out in this book on weekly program form. As a teacher's manual, it deals very fully with the methods to be followed, in much the same way as the manuals of arithmetic deal with the Arithmetic Course, and it is confidently expected that the teacher's work will be rendered easy, effective, and interesting. In order to obviate much blackboarding a scholar's book of exercises has been prepared for Grades IV. and V. These exercises are based upon the teacher's manual, in much the same way as the scholar's exercises in arithmetic are based upon the arithmetic manuals. The cost to the child will be sixpence for the two years' course, and the teacher's manual will be sold at eighteen pence. Teachers are advised to book their orders early in December as, owing to the abnormal cost of paper, only a limited number will be published in the first edition. In 1920 it is proposed to issue a similar manual of method dealing with the top Grades of the school, but for 1919 the work for Grades VI., VII., and VIII., will remain unaltered.

SPECIAL NOTE.— Should any teacher desire to follow the old course in Grades III. to V. in composition and grammar, he may do so for 1919, and the inspector will test accordingly.

COURSE.

GRADES I. AND II.—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. 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," etc.

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. "

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.

5. 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).

GRADES III. TO V. INCLUSIVE.— ‘Teaching English by Rational Methods,’ as per *programs*. The books of exercises will be found most useful in these Grades.

GRADE VI.— 1.To relate some event, to write a short account of some story connected with their lessons in history, geography, poetry, nature study, reading, or other subject within their knowledge. In this grade the children should learn to combine sentences by the use of conjunctions.

2.To combine sentences by the use of “who,” “which,” and “that.”

GRADE VII. — As for Grade VI. To write a letter.

GRADE VIII. —1. As before.

2. To write an essay or an original story.

Grammar

1. COURSE

GRADES IV. AND V.– As per *programs*.

GRADE VI.– The treatment of the *undermentioned* work should, as far as possible, follow the lines laid down in "Teaching of English by Rational Methods."

GRADE VI.– As for the lower grades, and in addition–

- (a) 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 and adverbs– Kinds and regular comparison.
- (e) Verbs– Tenses (present, past and future) – further studies.
- (f) Punctuation, as before; further use of the comma and apostrophe. Note of exclamation. Quotation marks (direct quotation).
- (g) Correction of common errors.
- (h) Elementary treatment of phrases.
- (i) Oral parsing.
- (m) 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— Number, gender, person, case— Use of pronouns in pairs.
- (c) Verbs—Transitive and intransitive, Tense—Present perfect, past-perfect, future perfect. Auxiliaries of tense.
- (d) Adjectives and adverbs—Kinds and comparison
- (e) Punctuation—Further use of comma and apostrophe. Quotation mark, (indirect quotations, and broken quotations).
- (f) Correction of common errors
- (g) Parsing—Reasons need not be written down
- (h) Prepositional phrases
- (i) Analysis—Simple sentences (subject and enlargement, predicate, object and enlargement, and extension). Complex sentences with one adjectival clause.

GRADE VIII.– As for lower grades, and in addition—

- (a) Nouns—Nouns in apposition, nominative of address.
- (b) Pronouns—Personal, relative and interrogative.
- (c) Verbs— Principal parts, auxiliaries of voice, active and passive voice, participles.. Mood—Indicative, imperative, and infinitive. Conjugation of Indicative mood, active voice.
- (d) Phrases – Participial—Kinds. Prepositional—Kinds.
- (e) Parsing – Full.
- (f) Analysis – Simple and complex sentences, as in scheme on page 40 of the curriculum. The complex sentence not to contain more than two subordinate clauses.
- (g) Expansion of adjectives and adverbs into phrases and clauses, and contraction of clauses into phrases or words, and of phrases into words.

Poetry

COURSE.

Grade I. ...	24 lines per quarter minimum.
Grade II ...	24 lines per quarter minimum.

Grade III....	36 lines per quarter minimum.
Grade IV. and V.	48 lines per quarter minimum.
Grade VI., VII. and VIII.	72 lines per quarter minimum.