

COURSE OF STUDY FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED OR "MISCELLANEOUS SCHOOL.")

[As a general rule there should be at least four classes or division in such a school; (a) those in Reader No. 5, (b) Reader No. 4, (c) Reader No. 3, and (d) Readers Nos. 2 and 1 and Primer. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be the leisure of a graded school in it.]

Reading.—(d) four lessons a day, very short, with spelling, grammar and composition questions on them; (c) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with the full range of questions on them; (a) one lesson (Health Reader No. 2, on alternate days), with full suite of questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) on slate or paper from blackboard or cards, during specified times of the day; (c) same, more advanced; (d) copy books and drawing books once each day; (a) the same, once each day.

Grammar and Composition.—Text book only in (a) and once a day or every other day. Written compositions in (a) and (b). Class instruction or essay criticism once or twice a week.

Geography.—Oral lesson once or twice a week to (d) and (c) and (b). Text book twice a week (b) and (a).

History.—Oral lessons once a week to (c) and (b). Text book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of the points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course.

[In most of these lessons the whole school may profitably take part. In nearly all either the whole senior or whole junior division of the school can take part. A skilful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V lesson, at another time a Grade VI or Grade VII, or Grade VIII lesson which will also contain enough for the observation and interest of Grade I, Grade II, Grade III and Grade IV pupils. An object lesson given to the highest class can also to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorising of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorising is pure cram, injurious instead of being useful. These lessons are intended to direct pupils how they may find out the facts and laws of the world for themselves. The lessons must be direct from nature itself only under the guidance of the teacher, who can save time in bringing the pupils to the point desired from his own more mature experience. They are intended to train the observing and inductive faculties of the pupil. In other words, to train the young to know something of the nature of the world which immediately surrounds them, and which is and will continue to be reacting upon them in one way or another. This knowledge is so much power over nature from which we have to win our material existence.]

MATHEMATICAL DRAWING.

Some attention to this department of drawing is now required in the common as well as the high school grades. Its practical utility to every one, its simplicity, and its use in preparing young pupils for the comprehension and practical application of geometry, point it out as specially necessary before the conclusion of common school work. There are simply two ideas to be mastered,—first the plotting of a line according to scale, and conversely, the measuring of lines thus plotted; second, the plotting of angles, and conversely, the measuring of the number of degrees in a given angle. Ready made scales can be used for the first; but pupils should also know how to construct a scale, at least on paper, for themselves. A protractor or scale of chords, ready made, may be used for the second; but pupils should understand how to make such scales also for themselves. Without any theoretical geometry or trigonometry a common school pupil can thus solve a multitude of problems in mensuration and even navigation. And if he should choose to go on with his abstract mathematical studies afterwards, he will be able to do so with much more ease. In grades IX and X, more neat, accurate and complex work should be expected than at the County Academy entrance examination.

The following are a few specimen questions for exercise.