AN OUTLINE SYLLABUS

OF

PRACTICAL

Language Training

IN

PUBLIC SCHOOLS

BY

R. K. ROW,

Principal, Model School, Kingston.

At the request of the Public School Department of the Provincial Teachers' Association.

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THE COPP, CLARK COMPANY, LIMITED

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SYLLABUS.

FIRST YEAR—PART I. CLASS.

1. Abundant practice in expressing real thought as it is evoked in the regular subjects of study.

2. Persistent correction of all false idioms, whenever used.

3. Careful correction of all errors in pronunciation, with special practice on words frequently mispronounced.

4. Training out of wrong habits of articulation and enunciation, whether the result of imperfect vocal action, careless habits of speaking, wrong patterns at home, or other cause.

5. Slow pronunciation for vocal and phonic drill.

6. Descriptive sentences about objects presented for study. Systematic questions should be asked.

7. Observation, imagination and expression lessons on some carefully selected pictures.

8. Short descriptions of actions.

9. Copying with care, aiming at perfect accuracy, words and sentences taught in reading.

10. Short *written* statements about things studied.

11. The use of the period and of the question mark.

12. The use of capital letters to begin sentences, proper nouns, and for the pronoun I.

13. Reproduction of suitable stories.

14. Memorizing and reciting appropriate stories.

NOTE.—These written exercises, Nos. 9, 10, 11 and 12, assume the possession of considerable facility in using the pencil. The judicious teacher will know when to introduce them, but they need not conflict with the plan of teaching writing through the elemental principles and a gradation of the letters.

Subjects for Talks.

The best are those connected with the regular school-lessons; if these are not interesting something is wrong. Only such subjects as it is desirable to lead the children to study should be chosen:

The horse,	Our cat,	The cow,	Fur,
Stones,	An orange,	The sheep,	Feathers,
Pets,	Holidays,	Wood,	Glass,
Rain,	The sun,	Grass,	A kind boy,
Snow,	The moon,	A plant,	Buds,
Frost,	The stove,	Christmas,	Leaves,
Winter games,	A frog,	Easter,	Sap,
My dog,	A bee,	Fruits,	Bark,
My bird,	A flower,	My doll,	Manners,
An apple,	Our house,	Grandmother,	Planting flowers.

SECOND YEAR—PART II. CLASS.

1. All the suggestions for the *First Year* apply to the *Second Year*.

2. Simple oral and written descriptions of objects studied. These should be (*a*) Simple statements elicited by systematic questions (*b*) Connected reproduction of the thoughts developed.

3. Writing proper names, the word "I" and such abbreviations as Mr., Mrs., Mon., Tues., Jan., Feb., St., and initials.

4. How to use: *to*, *too*, and *two*; *is* and *are*; *was* and *were*; *a* and *an*; *there* and *their*.

5. Oral reproduction of a part or even the whole of a short story read in class.

6. Oral reproduction of short stories told by the teacher or by a classmate.

7. Descriptions of scenes pictured in reading lessons.

NOTE.—Train pupils to confine themselves to definite topics.

THIRD YEAR.—SECOND CLASS.

1. Constant application of the knowledge and skill gained in preceding grades.

2. All the ordinary uses of capitals. The rules should be developed by induction.

3. Writing undivided quotations.

4. The use of the apostrophe in common contractions and in nouns in the possessive case.

5. Dictation exercises to give practice in the correct use of capital letters and common punctuation marks.

6. Oral and written reproduction of stories.

7. Original stories suggested by pictures or by story skeletons.

8. Exercises to teach the correct use of *is* and *are*;

was and *were*; *a* and *an*; *have* and *has*; *did* and *done*; *saw* and *seen*; *broke* and *broken*.

9. Short letters, giving special attention to approved method of writing and arranging heading, salutation, body, subscription and signature.

10. Careful study and memorization of gems of poetry and prose.

NOTE.—Nos. 5, 6, and 7 should lead to a knowledge of practical paragraphing.

Subjects for Lessons.

My Mother,	The Postmaster,	About Mary,
My Father,	The Farmer,	The Sailor,
My Uncle,	The Merchant,	The Mason,
My Teacher,	My Seat Mate,	The Carpenter.

What I Saw in the Country,	How to make People Happy,
A Visit I made,	Taking Care of Flowers,
What I would like for Breakfast,	What I would do with five Dollars,
My Ride in the Cars,	A Polite Boy,
My Ride in the Steamboat,	A Coward,
Our Picnic,	Gathering Nuts,
A Dream,	The Kinds of Fruit I Like,
Taking care of the Baby,	How Animals are Dressed,
Animals I have Seen,	Where and When to Get Wild Flowers,
Why Some are Unhappy,	The Good Done by Birds.
The Singing Hour,	Where the Streams Come From,
A Queer Man,	A Picnic Party,
A Band of Musicians,	A Story I Read.
How to be Helpful,	

FOURTH YEAR.—THIRD CLASS, JUNIOR.

Three years' careful, skilful, systematic training in language should form correct habits and develop considerable power in both speaking and writing. It is perhaps not too much to expect:

(*a*) Plain, rapid writing.

(*b*) Perfectly correct spelling, punctuation, syllabication, and capitalization in the pupil's composition.

(*c*) Correct use of all common idioms.

(*d*) Considerable power and freedom in thought expression.

If these habits are well formed it will require only careful, continual practice to fix them permanently and to increase the language power to the highest degree of efficiency.

1. Exercises of previous grades to be continued if needed.

2. Careful written reproduction of a part or the whole of nearly every lesson studied that supplies a series of connected ideas.

3. Short written examinations. Pupils to be allowed the use of a dictionary, and taught how to use it.

4. Correct idea of a statement, a question, a command.

5. The two parts of a statement. The terms subject and predicate may be used.

6. The function of the noun; proper and common; singular and plural.

7. How to write the different forms of the possessive nouns, singular and plural.

8. The function of adjectives.

9. The function of pronouns.

10. The function of verbs.

11. The function of adverbs.

12. The subject nominative and the forms of the verb that agree with it.

13. Letter writing continued. Correct form. Paragraphing.

NOTE.—As a rule the grammar should be taught inductively in connection with the reading and literature; but to do this the teacher must have sufficient knowledge, skill, energy and patience to draw from the pupils or supply numerous supplemental examples for the purpose of comparsion and contrast so that function, relation, or law may be clearly discovered. The teacher who cannot or will not do this should have a set of carefully prepared sentences and exercises ready for each grammar lesson.

No definitions should be *given*, and it is not desirable that pupils should *memorize* their own during this year.

Text-books on grammar in the hands of young children are worse than useless.

FIFTH YEAR—THIRD CLASS, SENIOR.

1. Continued application of the principles taught in preceding grades.

2. Much careful, original writing, especially in the reproduction of matter studied in regular subjects, literature, history, geography, science, etc., etc.

3. Short written examinations. Return for correction all papers containing mistakes in rhetoric, syntax, spelling, capitalization or ordinary punctuation. At this stage pupils should be able to correct nearly all of their own errors. Marginal check marks such as *r, g, s, cp, p* may be used. *Accept no careless work.*

4. Paragraphing. To be studied in literature and applied in composition.

5. The function of adjective and adverbial phrases.

6. The simpler cases of nouns and pronouns.

7. Easy analysis of portions of reading lessons made incidental to the study of literature for the purpose of making the meaning clearer, and leading to observation of the functions and relations of words and phrases.

8. The correct use of *may* and *can ; stop* and *stay ; rise* and *raise ; fall* and *fell.*

9. Business Letters.

10. Business Forms, as, Promissory Note, Receipt, Order.

SIXTH YEAR.—FOURTH CLASS, JUNIOR.

1. Continuation and extension of all the work of the Fifth Year.

2. Sentences and clauses. Their kind and relation.

3. Gender of nouns.

4. Personal pronouns. Gender and number forms.

5. Regular and Irregular verb forms.

6. Simple tenses of verbs.

7. Principal parts of common verbs. The teaching of these should be accompanied by much practice in the correct use of the past tenses and past participles of such verbs in sentences.

8. Careful study of *shall* and *will*; *should* and *would*; *ought* and *should*; *like* and *love*; *teach* and *learn*.

9. Business correspondence.

10. Original stories and essays.

11. Memorizing choice selected passages, to be repeated often.

SEVENTH YEAR.—FOURTH CLASS, SENIOR.

1. Continued application of the principles developed in preceding grades.

2. Completion of the teaching of the functions of the different parts of speech and of their relation in sentences.

3. The Verbs, including Participles and Infinitives should receive special attention now.

4. Relative and Interrogative Pronouns.

5. Correct use of who, which and that.

6. The careful writing of reports of original investigations in subjects interesting to the pupils.

7. Original stories.

8. Memorizing choice selections of prose and poetry.
9. Letter-writing above criticism as to form.
10. Debates.