

**PUBLIC SCHOOLS OF SAN
FRANCISCO;
REVISED COURSE OF
STUDY, JUNE, 1892**

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ANONYMOUS

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PUBLIC SCHOOLS

OF

SAN FRANCISCO



Revised Course of Study

June, 1892



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Revised Course of Study

FOR THE

PUBLIC SCHOOLS

June, 1892

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COURSE OF STUDY

PRIMARY GRADES

TIME OF PUPILS IN THESE GRADES FROM 4 TO 5 YEARS

RECEIVING CLASS

GENERAL DIRECTIONS:

Children are admitted to the Receiving Class at 5 years of age, at any time during the year.

If most of the children in a receiving class are under 6 years of age, they will be required to take in arithmetic only Step I, and the simple parts of the course in other things.

In classes where most of the pupils are from 6 to 7 years of age, the entire course may be completed in one year or even less. The work in these classes must be adapted to the evident capacities of pupils.

SEC. I. READING, WRITING, LANGUAGE AND SPELLING

Principles

I. In teaching reading, the order of development is: (1) the idea, (2) the spoken word, (3) the printed word, (4) the written word, (5) utterance.

II. Children should be trained to read in an easy, natural tone of voice, very much as they talk, only a little more distinctly.

III. Beginners should be taught by a judicious combination of the word method, letter or spelling method, and the phonic method.

IV. When children begin to use a book, train them to stand erect and hold the book in the left hand.

I. GENERAL OUTLINES

Time, 12 hours a week

1. ORAL LESSONS: Purpose—to accustom pupils to express their thoughts in simple and correct forms of speech. Material—reading and observation lessons, pictures or whatever the ingenuity of the teacher may suggest.

2. READING: (a) From the blackboard, short sentences, expressing in the pupils' own words, thoughts suggested to them through observation and conversation; such sentences being taken as will easily lead to a gradual recognition of words. Later, the acquaintance with words must lead to the analysis of the spoken word into its elementary sounds, and of the corresponding written word into the letters, or combination of letters, representing those sounds. (b) From a chart. (c) From authorized first readers, and from the supplementary books of corresponding grade. (d) A few pieces of suitable poetry must be studied and learned for recitation.

3. Pupils must be so guided as gradually to gain the power for themselves of making out the words of a sentence, and of getting its thought. Distinct articulation, good tones, and expression must be the aim from the beginning. After the first four months, the early lessons in the first readers of the circulating sets can be used with advantage.

4. WRITING. (a) Copying words and sentences from the blackboard and from slips. (b) The forms and names of letters learned. (c) Simple sentences written from dictation.

II. SPECIFIC DIRECTIONS

1. The teacher will study carefully the suggestions on the first pages of the State First Reader.

2. Beginners must be taught from blackboards and charts.

3. Put words on the blackboard both in print and in script, side by side.

4. Select from any good Primer or First Reader, 50 or more easy words.

5. In beginning writing, let one-half the class practice on the blackboards and the other half on slates.

6. After the first five months, let pupils occasionally take a lesson with pens and paper.

7. In spelling, use both the oral and the written method.

8. Teach pupils to spell suitable words selected from their reading lessons. They should not be required to spell from memory all the words they find in their lessons, because their ability to read and pronounce words runs far ahead of their memory to spell them.

9. The words which children are most interested in spelling are the names of common objects at home or at school; the names of things they eat or wear; the names of boys and girls; of animals. For groups of words teachers are referred to the first month's work in Swinton's Word Primer.

10. Do not be afraid of letting children spell easy words of two syllables; they are no harder than monosyllables.

11. In blackboard writing, see that your pupils form the habit of holding a crayon properly.

12. Give an occasional drill-exercise in making large ovals in order to secure freedom of arm movement.

13. Teach children to write both capital and small letters from the beginning.

14. In slate-writing, use only long pencils, and train your pupils to hold them as a pen is held.