

**REVISED COURSE OF
STUDY FOR
THE COMMON
SCHOOLS OF ILLINOIS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649412181

Revised Course of Study for the Common Schools of Illinois by Various

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VARIOUS

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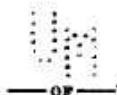
*Illinois state teachers' association.
County superintendents' section.*

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REVISED COURSE OF STUDY

FOR THE

COMMON SCHOOLS



— OF —

ILLINOIS.

PREPARED BY A COMMITTEE OF COUNTY SUPERINTENDENTS

— AND —

**PUBLISHED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION IN 1880, AND
REVISED IN 1894 BY A COMMITTEE APPOINTED BY THE ILLINOIS
STATE TEACHERS' ASSOCIATION.**

**TAYLORVILLE, ILL. :
SCHOOL NEWS PRINT, C. M. PARKER, PUBLISHER.
1894.**

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PUBLISHER'S ANNOUNCEMENT.

This edition of the Course of Study has been carefully revised and corrected by and with the approval of the members of the committee that wrote and arranged it. The superior excellence of the Course merits the best typographical display. This we have tried to give it, and we feel confident that superintendents, teachers, and pupils will be pleased with our efforts.

PRICE.

We know by an experience of more than ten years, that the judicious use of a well arranged course of study in the rural districts, will be highly beneficial to the educational interests of any county, in bringing system and order out of confusion and chaos. That this Course may have a widespread introduction, we have placed the price at the minimum—only a small profit above the cost of production. In quantities of five hundred copies or more, the price is \$5.00 per hundred; and in smaller quantities, \$6.00 per hundred. Single copies 10 cents, postpaid. The former edition has been successfully used in a large number of states, and more than forty thousand copies have been sold. It is hoped that this revised edition will meet with equal favor and success.

CORRESPONDENCE SOLICITED.

Correspondence with reference to the introduction and use of this Course is solicited, and will receive careful attention. From month to month, during the school-year, THE SCHOOL NEWS AND PRACTICAL EDUCATOR will publish many practical articles containing helps and suggestions on the work given in this Course for the current month; also suggestions on how to classify the school, use the Course, etc. So far as we know, this is the only journal now published that makes a specialty assisting the rural and village schools in following a systematic course of study. We shall aim to make THE SCHOOL NEWS a *manual* of the work to be done each month.

C. M. PARKER, Editor School News,
TAYLORVILLE, ILL.

12-10-20
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Prof. F. C. Newcomb

9-17-1923

PREFACE TO FIRST EDITION.

To the County Superintendents of Illinois:

The committee selected by you on April 10, 1899, to prepare a course of study for the common schools of Illinois, submits herewith its report:

In the preparation of this course, the committee has consulted the various manuals now in use in the State, and has kept in view the varied needs and conditions of the different localities. Though no claim is made that the work here outlined can not be improved, it is believed that it may be adapted to the schools of every county in the State.

The thanks of the committee are due to Superintendent of Public Instruction Richard Edwards, who prepared the two years' higher course, to W. S. Mack for the drawing, to W. H. Ray for suggestions in teaching reading in higher course, to W. H. Hatch for suggestions in teaching botany, to Fernando Sanford for suggestions in physics, and to B. P. Colton for suggestions in zoology.

The committee also desire to acknowledge the great assistance rendered them by Messrs. W. H. Gantz, Jonathan Piper, and George P. Brown for aid in compiling, criticizing, and correcting the body of the work.

READING CIRCLE.

Knowing the value of good reading as an educating influence, we cordially recommend to every pupil and teacher the Reading Circle Work as announced in another place by its manager, E. A. Gastman, and that the course be adopted in every school. It is self-evident that as a child is taught to read, good reading matter should be provided.

G. R. SHAWHAN, Supt. Champaign County.

J. A. MILLER, Supt. McLean County.

GEO. W. OLDFATHER, Supt. Knox County.

GEO. I. TALBOT, Supt. DeKalb County.

J. D. BENEDICT, Supt. Vermillion County.

PREFACE TO THE SECOND EDITION.

To the County Superintendents and Teachers of Illinois:

The committee appointed by the State Teachers' Association, December 28, 1895, to revise the Course of Study for the Common Schools of Illinois, begs to lay before you the result of its labors. What experience in the schoolroom has demonstrated to need improvement, has been carefully considered, and we believe this revised edition will tend to produce still better results in the schoolroom. We are well aware that to prescribe a course for a state as large as Illinois is a difficult task, and we do not expect that it may suit the wishes and tastes of all. The lengths of term in different parts of the State, the changed conditions under which the teachers must labor under these circumstances, will in some instances necessitate an adaption of branches as well as of the time allotted to each branch. At any rate, even an ideal course of study could be directive only, not mandatory; and it is fervently hoped that superintendents and teachers will regard this course as prepared with the latter end in view. We do not claim perfection or infallibility in the work laid down for the several years, and hence, we do not wish to restrain the liberty of those for whom the course is intended, when they can do better. Nor are the changes in this revision so radical as to conflict with the suggestions and directions of the first edition.

The committee feels indebted to Dr. Frank H. McMurry, of the University of Illinois, for the course in natural science.

The attention of the county superintendents and teachers is respectfully directed to the announcements of the managers of the Teachers' and Pupils' Reading Circles, and we bespeak for these agencies for better work, the co-operation of all.

HENRY RAAB, Supt. Public Instruction.

GEO. R. SHAWHAN, Supt. Champaign County.

HENRY FOSTER, Supt. Livingston County.

JOSEPH M. PIPER, Supt. Ogle County.

A. C. BUTLER, Prin. Taylorville Township High School.

OUTLINE OF THE COURSE.

PRIMARY GRADES...

First Year	Reading. Spelling. Writing. Language. Number. Hygiene. Drawing. Reading. Spelling. Writing.
Second Year	Language. Number. Hygiene. Drawing. Reading. Spelling. Writing.
Third Year	Language. Arithmetic. Physiology. Drawing. Reading. Spelling. Writing.
Fourth Year	Language. Arithmetic. Physiology. Geography. Drawing.

GRAMMAR GRADES...

Fifth Year	Reading. Spelling. Writing. Grammar. Arithmetic. Geography. Science. Drawing. Reading. Spelling. Writing.
Sixth Year	Grammar. Arithmetic. Physiology. History. Science. Drawing. Reading. Spelling. Writing.
Seventh Year	Grammar. Arithmetic. Geography. History. Science. Drawing. Reading. Spelling. Writing.
Eighth Year	Grammar. Arithmetic. Geography. History. Science. Drawing.

HIGHER COURSE.....

First Year	General History. Arithmetic or Algebra. Physiology. Botany and Bookkeeping. General History.
Second Year	Algebra. Zoology. Natural Philosophy.

INTRODUCTION.

THIS Course of Study is designed to be used by teachers and pupils, giving them a *definite* idea of the work required in each branch. It outlines in detail the several branches required by law to be taught in the public schools of the State. The aim of this work is:

First.—To advance the pupils, step by step, to give them credit for work done, and to lessen the damaging results of a too frequent change of teachers.

Second.—To *unify* the work in the common schools of the county, thus forming a basis for comparing, by means of written examinations or reviews, the results in the different schools, and for a closer and more effective supervision.

Third.—To keep constantly before the minds of pupils *subjects* and *principles*, instead of paragraphs and pages, thus practically solving the vexed question concerning diversity of text-books, and rendering it possible, by outlining by topics, for pupils to use whatever text-books they may have.

Fourth.—To enable directors and parents to know better what the common schools are accomplishing for their children, hoping in this way to gain their active sympathy in the work.

THE PLAN.

Eight grades of work below the High School are provided as follows:—

Primary Grades.—The Primary Grades include the first, second, third, and fourth years; and present the work of the chart, first, second, and third readers; also oral instruction in language, number, physiology and hygiene, and geography. In the third and fourth years, an elementary text-book in language may be used, and a text begun in arithmetic, the fourth year.

Grammar Grades.—These include the fifth, sixth, seventh, and eighth years; and present the work of the fourth and fifth readers; and include also elementary and advanced texts in arithmetic, grammar, geography, and history, and an elementary text in physiology and narcotics. Observation work in the natural sciences—zoology, botany, and natural philosophy—has been prepared.

Spelling, writing, and drawing, are to be included from the chart through the fifth reader.

Higher Course.—To aid those pupils who wish to continue their studies beyond the common branches, and to provide a more extended course of study for the smaller graded schools, a higher course has been prepared and

inserted. This covers two years of High School work, including texts in science, algebra, general history, and bookkeeping.

CLASSIFICATION.

The classification of the pupils in the different grades is a subject that must be left to the judgment of the individual teacher. The following is approximately what should be found in an average school of thirty pupils:

Reading.—Not more than five classes with nine recitations daily.

Spelling.—Two classes, one intermediate and one advanced. One recitation each, daily.

NOTE.—In the first four years, spelling should be taught in connection with reading.

Language.—Two classes as in spelling. One recitation each, daily.

NOTE.—In the first and second years, language should be taught in connection with reading.

Penmanship.—One class daily and *never* omitted.

Arithmetic.—One recitation, oral. In text, classes to suit conditions.

NOTE.—Where possible, combine two classes.

Geography.—Never more than two classes in the text-book. One recitation each, daily.

History.—Two classes, one elementary and one advanced. One recitation each, daily.

Grammar.—Two classes, one elementary and one advanced.

Physiology.—One class in oral work, and in sixth year, an elementary text for supplementary reading.

INDIVIDUALITY OF THE TEACHER.

In preparing the outline, great care has been taken not to encroach upon the individuality of the teacher, for that is invaluable. Except in the most primary work, the course states only *what* should be taught; to the individuality of the teacher is left the *how* to teach the subject. He should remember that he is at liberty to use any or all methods at his command. The only requirement is that *he do the work well*.

ALTERNATION OF WORK.

Country schools have practiced combining classes ever since they have been in existence. An effort is here made to combine classes in a systematic manner and in a way that will produce little trouble to pupils taking the course.

The course outlines two years' work in advanced grammar; the seventh year treats of the forms and properties of words, or etymology; the eighth year, of analysis of sentences. The pupils having studied language and an elementary text in grammar are prepared to begin with either year. Let all pu-

pils prepared to study advanced grammar this year, take, say the eighth year's work, analysis. The younger ones may be compelled to work a little harder at first, but soon will be able to keep up. Next year drop analysis, and let all who are in these grades study etymology or the seventh year's work. The third year let all study analysis again, and so on. Every two years, the book or course is completed and no one is wronged. Follow the same plan with geography and also with history in the seventh and eighth years. Three of the heaviest classes have thus entirely disappeared, and no one is injured. The same course may be pursued with the two years' work in the fourth reader, the two in fifth reader, and the two in elementary grammar in the fifth and sixth years. The oral exercises in physiology and hygiene in the first and second years, and also those in the third and fourth, may alternate in the same way, or the four years may be combined in one exercise.

The drawing may be given as a general exercise to all the pupils in the room, and may alternate from day to day with penmanship.

Three years of science work below the High School has been prepared— one in zoology, one in botany, and one in physics. These may alternate, but one branch being taken each year, all the pupils of the grammar grades doing the work in one class. In order that teachers may work together in county and local institutes, and assist one another in developing these topics, and that pupils changing districts may not be hindered in pursuing the course, or lose time by duplication of the work, the following order is recommended: Study Zoology 1894-5, Botany 1895-6, and Physics 1896-7.

No necessity exists for any country school, or even the small graded schools of six rooms or less, attempting to carry all the Higher Course every year. If the first year's work has been taught in the school this year, then let all pupils entering the Higher Course next year, take up the second year's work with the class preceding them. The third year, all who have not taken the first year can now take that year's work with the new class just entering, and thus complete the course. This can be done with all studies except mathematics and Latin; and, besides affording all pupils opportunity to take advanced studies, enables the teacher to give sufficient time and thought to each branch without laying a burden upon himself too great to be borne.

It is, also, believed that superintendents of counties in which the average term of school is but five or six months in each year instead of seven or eight, can easily adapt this course to their needs by dividing it into nine or ten years' work of six or seven months each, as individual cases demand. A regular course, adapted to circumstances, with definite work outlined, and pursued intelligently is recommended in all cases.

EXAMINATIONS OR WRITTEN REVIEWS.

To enforce this Course of Study the work has been divided as far as practicable, into months, and a system of monthly written examinations or reviews recommended.