

**SYLLABUS OF NUMBER WORK
AND SUGGESTIONS TO
TEACHERS CONCERNING
LESSONS IN ARITHMETIC FOR THE
USE OF INDIAN SCHOOLS**

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Syllabus of Number Work and Suggestions to Teachers Concerning Lessons in Arithmetic for the Use of Indian Schools by Various

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VARIOUS

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SYLLABUS

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SUGGESTIONS TO TEACHERS CONCERNING
LESSONS IN ARITHMETIC

FOR THE USE OF

INDIAN SCHOOLS.

PREPARED BY
THE SUPERINTENDENT OF INDIAN SCHOOLS.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1894.



DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., June 25, 1894.

SIR: I have, in accordance with your request, examined the proof sheets of a syllabus on arithmetic and another syllabus on language, prepared by the Superintendent of Indian Schools for the teachers under his direction, and I beg to say that I find the same well fitted for the purpose in view.

The Superintendent of Indian Schools has, I think, done well to lay some stress on the point that a course of instruction adapted to the children of the Indian tribes should be different from that adapted for the use of our native children, who have been brought up to use the English language and to practice the manners and customs of English-speaking people. I find it well, therefore, that he should direct the attention of the corps of teachers called to this work of instructing Indian children to the best order of presenting the elements of arithmetic and language studies to the minds of the children that they are to have in charge.

I see that the handbooks before me are adapted with great skill to familiarize the teachers in the art of constructing a text-book or plan a course of study in arithmetic or in language. There is certainly nothing more important in the training of teachers to the work of imparting instruction to pupils belonging to a different race, or speaking a different language, than this practice in taking to pieces a course of study or a text-book presentation of the matter they are to teach. It must be remembered that there are no text-books specially adapted for Indian children. It happens, therefore, that teachers who take up this work produce poor results unless they have themselves studied the psychological basis on which a good course of study or a good text-book is made.

A syllabus like one of these on arithmetic or language will go far to assist the teacher to rise above the bad methods of text-book teaching which are so common even in elementary schools for our native children. It is hoped that the teachers of the Indian schools will not be satisfied with the verbal memorizing of the pages of a text-book, but will learn to teach by the topical method and to unfold logically each following step from the preceding and build up in the minds of the pupils a consistent body of knowledge.

I understand that it is the intention of the Superintendent of Indian Schools to place this syllabus in the hands of his teachers before holding a series of institutes. The teachers will have an opportunity to prepare themselves in advance with questions for discussion and points that require explanation, and they will find these printed outlines to be a perfect means of recalling the course of instruction given at the institutes. I can not commend too highly the conception and execution of this plan to improve the methods of instruction in the Indian schools.

I am, very respectfully, your obedient servant,

WM. T. HARRIS,
Commissioner.

The SECRETARY OF THE INTERIOR.

PREFACE.

The following pages constitute neither a text book for the use of children nor a manual for the hands of the teacher, they present in an orderly fashion a series of exercises in various phases of language work to be used by the teacher as occasion may require: A certain amount of material and a certain number of devices for lesson work, as well as directions to find and invent more of these things. They were prepared with a view of gradually freeing teachers and the school from the tyranny of the text book, which, wherever it exists, brings to the teacher indolence of spirit and to the pupil weariness of soul. Teachers unfamiliar with vital methods of school work will do well to use these suggestions cautiously. It is better that they should still, in a large measure, continue text book methods in their work, using these suggestions chiefly, at first, in order to secure hints for illustrative work, and that they only gradually and as their power grows trust themselves to stand alone.

