

**THE PRACTICAL MANUAL
OF THE
MADRAS, OR NATIONAL
SYSTEM OF EDUCATION**

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The practical manual of the Madras, or national system of education by Various

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VARIOUS

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THE
PRACTICAL MANUAL
OF THE
MADRAS, OR NATIONAL SYSTEM
OF
EDUCATION,
AS PRACTISED AT THE
Society's Central Schools, London;
Together with Observations on the
ORGANIZATION OF SCHOOLS:
FOR THE USE OF COMMITTEES, MASTERS, AND
TEACHERS OF SCHOOLS.

LONDON:

J. G. AND F. RIVINGTON, ST. PAUL'S CHURCH-YARD; AND
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58.

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PREFACE.

THE following pages were at first written by the Author on his passing through the Central School, Baldwin's Gardens, as a probationary master, to assist him in the better discharge of any duty to which he might be appointed. They were afterwards submitted to the late much lamented Rev. A. Bell, D.D. who, having had them several months to peruse, was pleased to return them with a letter, of which the following is a copy.

“ London, 5th June, 1826.

“ DEAR SIR,

“ I have received much satisfaction in looking at your papers. They furnish a specimen of your devotion to your profession, which does you great credit. With every good wish for your success,

“ I am, Dear Sir,

“ Your faithful and obedient

“ To Mr. H.”

“ A. BELL.

With this recommendation they now appear in the present little work, and are offered to the particular notice of Committees, and Masters of National Schools; and it is confidently hoped, if put into the hands of the Teachers as an occasional Class Book, it will be found to lessen a great deal of labour, and facilitate the improvement of the children generally.

THE
PRACTICAL MANUAL,

&c.

RELIGIOUS INSTRUCTION.

LESSONS to be committed to memory, as the Lord's Prayer, &c. are taught by pauses and clauses in three distinct stages.

1st stage. The teacher gives out the clause, and the children repeat it, pause by pause, as it is given out: thus,

“ Our Father—which art—in heaven, |

The assistant teacher having, in like manner, said the clause, let each child lead the class for a time.

2nd stage. Each child takes a pause only of the previous clause, the rest repeating as before.

3rd stage. Every successive clause having been said by the 1st and 2nd stages, is added to what has already been learnt, and the whole is again said by pauses only as in the 2nd stage.

The Lord's Prayer, divided into Pauses and Clauses.

“ Our Father—which art—in heaven, | Hallowed—be
—thy name, | Thy kingdom come;—Thy will—be done—
in earth,—as—it is—in heaven: | Give us—this day—our

daily bread ; | And—forgive us—our trespasses, | as—we forgive them—that trespass—against us ; | And—lead us not—into temptation, | But—deliver us—from evil : | For thine—is—the kingdom, | And—the power,—and—the glory, | For ever—and ever.—Amen. |

In this manner the Collects of the Morning and Evening Service, the Prayers on entering and leaving Church, the Graces before and after Meat, the Creed, and the Ten Commandments are taught.

N. B. Wherever this mark (—) occurs, it is intended to direct the class to repeat what has just been said.

READING.

Script Cards, page 1, line 1.

The children are sent to the desks, and have slates and cards given them. The teacher of each child reads *i, l, t, o* ; and guides the hand in tracing the form of the letter *i* with the pencil on the card, then *l, t, o*. Next desires them to be written on the slate, and then to be read over several times. Lastly, having turned the slate and put the card under it, the teacher dictates the letters promiscuously. The child being able to read and write the whole line, is put with others of equal proficiency into a class.

Script Cards, page 1, line 2.

The class stand or sit in a square, the teacher and assistant occupying one side of it, (or in a circle).

The teacher says, “ shew cards.”

At the word “ shew ” each child puts the right hand to the card placed under the left arm ; and at the word “ cards ” draws it forth.

The teacher gives out the page, as "page 1—"

A figure 1 is written at the right-hand corner of the slate.

The teacher gives out, "the first word on the second line from the top.—"

The cards are placed under the slates so as to see the word and line alluded to.

The teacher points to a child to begin; suppose the first.

1st child says
 2nd
 3rd
 4th
 5th
 6th
 7th
 8th
 9th
 10th
 11th
 12th
 13th
 14th
 15th
 16th
 17th
 18th
 19th
 20th
l-a-la-, -l-e-le-, -l-i-li-, -l-o-lo-, -l-u-lu-.

The children should be directed to drop the right-hand from the slate to the side of the body after each letter is written. The readiness to catch the signal for this will soon discover the most proficient child in the class.

The lesson appears on the slates thus:

la, le, li, lo, lu.

It must now be read, by each child taking part and the rest repeating. Let it be read several times over. Examine the slates and assign places.

The Promiscuous Lesson.

The teacher having selected a word, as *li*, (to be first spelt and written,) points to a child to begin; suppose the sixth.

{ 6th also says
 } the word.
 7th
 8th
 9th
li-l-i-li-