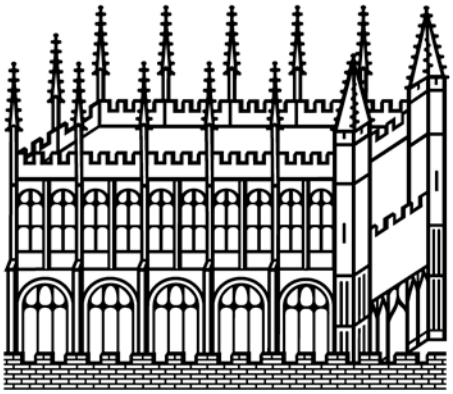


IMPROVEMENTS

IN

EDUCATION;

Abridged.

CONTAINING A COMPLETE EPITOME,

OF THE

SYSTEM OF EDUCATION,

Invented

AND

PRACTISED BY THE AUTHOR,

JOSEPH LANCASTER.

" All nations, indeed, of which we have any account, in becoming rich, have become profligate; a torrent of depraved morality has, in every opulent state, borne down with irresistable violence those mounds and fences, by which the wisdom of legislators attempted to protect chastity, sobriety, and virtue. If any check can be given to the corruption of a state, increasing in riches and declining in morals, it must be given not by laws enacted to alter the inveterate habits of men, but by education adapted to form the hearts of children to a proper sense of moral and religious excellence."—*Bishop of Landaff's Charge*, 1788.

London:

PRINTED AND SOLD BY J. LANCASTER, FREE SCHOOL, BOROUGH ROAD,

SOUTHWARK.

1808.

TO

JOHN DUKE OF BEDFORD,

AND

JOHN LORD SOMERVILLE,

In Testimony of the cheerful, generous, and important Assistance they have repeatedly given to the Institution and System of Instruction described in the ensuing Pages, this Publication is

Most respectfully inscribed,

By their obliged and grateful Friend,

JOSEPH LANCASTER.

FREE SCHOOL BOROUGH ROAD,
1st. of 10th. Month, 1807.

PREFACE.

The following pages contain details of a plan of education for the poor, marked by its facility, economy and extensive usefulness. The plan is ORIGINAL and this tract gives details never before published, the author reflects with pleasure on its now long tried and fully proved utility.

On this plan a boy not 17, conducted a school in Somersetshire, for twelve months, under the patronage and immediate notice of the Duke of Somerset. At the commencement of the School, of 70 children: there were not 6 could read, at the end of six months, there were only six *not able to read,* every boy who could read, could also write, and the majority could cypher.

A Boy of 16 organized a School, at Clewer, near Windsor. This School was instituted by General and Mary Harcourt; it consists of near an hundred boys and is at present in high order.

It

It was recently visitted by the Queen and Princesses, whose benevolent minds were delighted with the economy of the system, and order of the School.

The Society for bettering the condition of the poor employed one of my boys to organize a School for them. the School contained one hundred and fifty boys, their dicipline was pleasing and exemplary, and their improvement conspicuous. The same lad has been to Durham to aid the benevolent plans of the Bishop of that diocese, as to the education of the poor.

A lad of eighteen, organized a school at Seaford in Sussex, for sixty children, by desire of John Leach M. P. and Recorder of that place. Another lad not seventeen, established a school for 250 children, at one of the principal dock yards, which many children of the workmen at the docks, attend gratis. Another boy is about to organize a school for seven hundred children, in one of the first sea ports in the kingdom. The Prince of Wales, very liberally subscribed one hundred guineas to the building of a school-room, at Liverpool which is one of the best constructed the author has ever seen.

A number of other instances equally useful might

might be enumerated, but as they altogether form only *part* of a system; under the distinguished patronage our Sovereign and his august family: it is intended when the design is complete [and that it is likely to be ere long] to publish all the particulars in a general report. Some thousands of children are now in a train of education, who would have been utterly destitute of instruction but for the advantage derived from the benefit of this system. In only two principal towns of this kingdom, eleven hundred children are about to be educated and the Rectors of the towns have applied to the author for teachers.

In the Free School, Borough-Road Southwark which has lately been much improved above 4000 children have had the benefit of Education gratis, through the humble labours of the author and his juvenile teachers under the blessing of divine providence. For this exertion he has been amply rewarded with the peace always attendant on well-doing, other reward he has neither sought nor received.

Since the above was written the patriotic Mayor of Canterbury J. S. Brown, John Abbott, the Deputy Lieutenant of the county, and a number of the most liberal minded persons in that city have warmly interested themselves in this

this plan, and a school for 300 children is already opened. Near a thousand uneducated children may be found in Canterbury and its vicinity, utterly unprovided for by any existing charity whatever, near three hundred applications for admission to the boys school there, were made in two days. The school is opened in the old palace of the Archbishops of Canterbury—In the very place where the primitive martyrs used to be imprisoned examined and tortured—There are now three hundred poor and hitherto neglected children, being taught to read their BIBLE.

At Dover a school for 300 Boys, has been successfully established—The children of pilots and sea-faring persons cheifly attend, and were got into order in two weeks time—without *any resort to the rod,* by a boy of seventeen. The inhabitants of Dover are indebted to their generous representative, John Jackson, Esq. for the establishment of this Institution. The author has given near fifty Lectures on education in different places, and with uniform approbation and success. The KING and QUEEN and ROYAL FAMILY have recently renewed their subscriptions and from all the author has done and all he has seen. He is convinced the voice of the nation at large, is in favor of the EDUCATION OF ALL THE YOUTH IN THE EMPIRE.

The plan has been deeply injured in many respects by *artifice* and BIGOTRY. In the most material points, the designed injuries have been unavailing—I submit the plan, ORIGINAL as it is to the country. The same cannot be found in any other work, unless copied, or pirated, and I leave its enemies, as well as my own, to the reproach of their own hearts, and the goodness of a righteous Creator, at whose hands I hope they will find mercy, they do not merit.

The author has an establishment for training young men and lads as Schoolmasters, it has been materially injured by weakness and malice, but what has been already mentioned of the usefulness of young persons trained in it, will prove that is is yet likely to be productive of much good to the country. Great and effectual service has been rendered to the Institution by the timely care, medical skill and attention of *a benevolent Physician, who gives his advice gratis

Subscriptions to the publications, are most essentially useful to forward these designs: it is from the profits arising from his publications, J.L. defrays his travelling expences, and of the utility of his labours, he will instance only one fact. He has been seven weeks on one journey

* Thomas Hancock, M. D. Bevois Court, Basinghall Street.

only, has not done half the good he might have done if he had more leisure, and yet has stimulated benevolent persons to establish schools for the education of above 2000 children.

The author has been unable to do all he intended on account of his many Benevolent engagements. While this work has been at press the preliminary steps have been taken for the education of many thousands of children, and he has not spared personal exertion (day or night,) pains or expence *without remuneration*—a principle on which he has invariably acted these ten years.

He was recently invited to Lynn in Norfolk, by a number of the Gentry and *all the Clergy* of that place. After a lecture on education delivered in the Guildhall, a subscription was opened for establishing a school there, and above *L.*100 subscribed before the persons assembled left the room; a committee is formed, a school-room preparing and a master *chosen*. The master is to be sent to J. L. to be qualified by his instructions. As to the *practical knowledge of this plan* the public are desired to consider no person practically qualified to teach it, who have not a certificate from J. Lancaster of their having been under

under his care. This will prevent the intrusion of *imposters* whose lame attempts only discredit the plan, in the eyes of such as have not seen * the original, or duly investigated its merits.

Of all the ideas in this plan there is only one borrowed from the *Hindoo* mode of *education*, that is printing in sand, and it is materially improved and *only* applies to the A. B. C. *class*.

On his return from Lynn, the author delivered a lecture (by permission) in the Town Hall of Cambridge. As a proof ef the liberality of the University, of about 700 persons who attended, the far greater proportion were students and clergy. After hearing the details of the plan with an attention highly honourable to themselves for two hours, with marked approbation; THE KINGS *professor of* DIVINITY *took the chair, amidst the loud and repeated acclamations of the audience*. The establishing of a school was then proposed, a committee named, and a subscription immediately began which amounted to above 100 Guineas in a few minutes after the lecture was

* In one instance, J. L. was at a Sea-port Town, and found a person, whom he had never seen, and who knew nothing of his method of teaching to write, professing himself a *private* tutor at four guineas for six lessons to teach what he was absolutely ignorant of.

was over, and was nearly doubled the next day. The guineas Subscribed were *sterling* marks of approbation.

J. Lancaster has also made another excursion to Canterbury, and a Girls school has been established in that City. He held two Lectures in the Guildhall and had the honour to see the boys school visited by persons of the first distinction, to their great satisfaction.

On his return from Canterbury, he lectured in the Town Hall at Rochester and Maidstone, with the greatest success. Schools are to be established in both places.

These various journeys, while this work has been at press, have occasioned it to be less correct than it would have otherwise been. The generous Reader will accept this apology.

The particulars of this System of Education, as practically applied to females; are intended to be published with Improvements. Also a list of books fit for prizes, and rewards for schools, and proper to form school Libraries.

All letters directed to the author on the subject of education must be post paid; and only such will be attended to.

EPITOME

OF

J. LANCASTER'S

INVENTIONS AND IMPROVEMENTS

IN

Education.

METHOD OF ARRANGING A SCHOOL INTO CLASSES.

FIRST, The object in view, in forming a School into classes, is to promote improvement. If only four or six scholars should on examination be found in a school *learning the same thing*, as A. B. C. ab, addition, subtraction, &c. they should be formed into a class, as their proficiency will be nearly doubled, by being classed, and studying in conjunction. A class may consist of any number of scholars, more or less without limitation to any particular number.

THE RULE BY WHICH CLASSES ARE TO BE FORMED.

Any number of boys, whose proficiency is nearly equal in what they are learning, should be

classed, and taught together. Of course the whole school must be arranged into classes.

OF THE TWO KINDS OF CLASSES.

As there are two descriptions of boys in every school, viz. those who are *learning,* and those who have *learn'd,* so there are two kinds of classes. To the first, the object of study is a progressive series of lessons, rising step by step, to that point, where children may take an interest in, and store their minds with knowledge for use in future life: to the last, the different branches of learning, are not so much objects of STUDY as mediums of MENTAL IMPROVEMENT.

I intend in the course of this tract, to point out a series of lessons adapted to both descriptions of scholars.

GRADATION OF CLASSES IN LEARNING TO READ.

CLASS.	*LESSONS.*
1.	A, B, C.
2.	Two letters, as ab, &c.
3.	Three letters.
4.	Four letters.
5.	Five and six letters.
6.	Testament, or selection of Scripture lesson.
7.	Bible.
8.	A selection of the best proficients in Reading.

The

The Children learning the alphabet as hereafter described, may learn to *print* their letters in the sand, or on a slate.

After a learner has improved beyond the first class, *whatever* class he may be in, he must learn to make his *writing* alphabet on the slate.

After having learn'd the writing alphabet, *whatever class* the scholar *may be in*, he must write on the slate *the same* as he reads or spells in his reading or spelling lesson. If in the two letter class, he will write words of two letters; if in the three letter class, words of three letters, &c. &c.

GRADATION OF CLASSES IN LEARNING TO WRITE.

Class.

1. - Printing A, B, C.
2. - Writing alphabet, or words of two letters.
3. - Words of three letters
4. - - - - - - - Four letters.
5. - - - - - - - Five and Six letters.
6. - - - - - - Two syllables, &c.
7. } A particular series of spelling lessons, pub-
8. } lished by J. L.

The mode of tuition in writing, being connected with the new method of spelling, will be hereafter described under the head spelling.

GRADATION
OF CLASSES IN LEARNING ARITHMETIC.

Class 1, Pupils who are learning to make and combine, units, tens, &c.
2, Addition,
3, Compound ditto.
4, Subtraction.
5, Compound ditto.
6, Multiplication.
7, Compound ditto.
8, Division.
9, Compound ditto.
10, Reduction.
11, Rule of Three.
12, Practice.

THE MODE OF EXAMINING PUPILS FOR, AND ARRANGING THEM INTO CLASSES, TO LEARN READING, AND WRITING.

On the entry of a Scholar, the Superintendent should examine his proficiency in distinguishing the letters of the printed alphabet; if he does not know them all, he must be placed in the first Class.

If the superintendent finds the pupil knows his alphabet *perfectly*, he must place him in the Second class.

If the scholar can perfectly repeat all the lessons

sons belonging to the second class, he must be placed in the third, if he can repeat well all the lessons appropriated to the third class, he must be placed in the fifth: The same rule to be observed in forming the sixth and seventh classes.

The eighth class to be a selection from the best readers in the seventh; they may be admitted to the use of Books, for the improvement of their minds, which the other classes are not allowed; on this subject more will be said in the sequel.

OF WRITING IN CLASSES.

By the usual method of teaching to write, the art of writing is totally distinct from reading or spelling. On the new plan, spelling and writing are connected, and equally blended with reading. When a boy is classed for learning to read by the arrangement of reading classes, (see page 2nd) he is consequently classed for learning to write at the same time (see page 3d.)

On the admission of every Scholar, the Superintendent will enter the name, residence, and every other particular relative to him, under its proper head, in a School-list; a printed plan of which, is annexed.

ON FORMING A SCHOOL INTO ARITHMETICAL CLASSES.

On the new plan, the first great care of the Master, must be wholly to discard the numeration table, and the practice of learning numeration by it., as it is entirely superseded by the new method, which teaches the same thing, in a much shorter, and more practical way.

Whenever a pupil is admitted into the School, and has never before learn'd any ARITHMETIC, he must be placed in the first class. If he has made any *apparent* progress, unless that progress be found on examination to be *real*, he must begin again at the first class. In forming a new School with the above exception, it will be best for *all* the pupils to begin Arithmetic, from the first class.

OF THE ARRANGEMENT OF LESSONS FOR CLASSES.

In the course of this epitome, an abridged specimen of the lessons for the classes will be given. At present it is only requisite to say, that on my new system of education, there is a series of lessons to be pasted on boards, adapted to each class, as the classes rise above each other, progressively. These lessons being regularly numbered, should be placed on the school-walls, on nails, numbered, in like manner. The card lesson, No. 1 (for the

2nd or any other class) to be placed on the nail No. 1. Lesson No. 2 on the nail No. 2, &c. Each series of lessons to be placed by itself. Each class to study *only* that series of lessons adapted to it; this rule must be invariably attended to, or the classes which are learning, will be particularly liable to confusion. When pupils are removed from one class to another, it is then only, they may enter on a new series of lessons.

The method of rewards attached to this plan of classification will be detailed by itself.

CHAP. 2nd

OF MONITORS WHO TEACH, AND THE QUALIFICATIONS REQUISITE FOR THAT DUTY, AND MODE OF ASCERTAINING THOSE QUALIFICATIONS.

On this head, the duty of the superintendent or master, will be, to ascertain that each monitor is *fully competent,* to teach the lessons of the class he is appointed to. This certainty can be obtained only by actually examining the *intended* monitor in the lessons he will be required to teach. The master must never appoint a new monitor without such examination. I have known some persons who *pretend* to teach on my plan, appoint a boy as a monitor, merely because they judged him to be a good reader; no master should appoint monitors by *guess,* when an actual certainty

ty is in his power: but this cannot be attained without an examination and progressive series of lessons on my plan adapted to the mode of tuition.

The necessity for such examination is more urgent, as in the minor lessons, the sounds of letters often vary from soft to hard, and a number of words admit of different meanings, and are consequently pronounced different ways. A pupil may read well in general, and yet either not know, or may forget after some time such local variations. If then, he is not carefully examined by the superintendent he will teach some words improperly.

As it respects Arithmetic, the superintendent should ascertain by individual examination, whether the pupil he selects as a monitor, is fully master of each particular sum, or lesson appointed to be taught to his class. The *monitors of reading, and spelling.* should not *only be able, as scholars,* to understand and perform the lessons they are appointed to teach, but be *instructed* under the inspection of the superintendent; in the mode of teaching, and any locality, which may be attached to particular lessons.

It should be considered that monitors on the new plan are of two descriptions, those for *tuition*

on, and those for *order*. Duties, which, as will be shewn in the sequel, are in *some* instances, wholly distinct from each other.

To these, we must add a third description, who are called Inspecting Monitors. Of these, even in a very large school, but *few* are requisite.

Monitors of every kind are sometimes *stated,* and sometimes *occasional.*

Monitors are stated, when they are appointed to attend the regular duties of the school; in tuition, order, or inspection. Monitors are occasional, when acting as *substitutes* for regular monitors, whom ill health, or any other cause, may detain from school.

RULES FOR APPOINTING MONITORS OF TUITION.

Firstly, the monitors appointed, must understand and be quite perfect in the lessons they are to teach, as to good reading and spelling.

Secondly, they must understand the *mode* of teaching.

Thirdly, in the first five classes, monitors may be appointed from the next superior class to teach

the one immediately below it. Thus, the second or two letter class will furnish monitors who may teach the first, or alphabet class, the third will supply monitors for the second, the fourth for the third, and the fifth for the fourth, the sixth class will supply a choice of monitors for the fifth, for itself, and for the order of the *school*. *Before* the seventh class, each class will supply boys to teach the class below it; this will ground the monitors in the lessons they have themselves last learn'd, by the act of teaching them. From the sixth class upwards, the classes will supply boys to act as monitors and teach themselves; the teachers of the sixth, seventh, and eighth classes, may be chosen out of the said classes, as any boy who can read can teach, and the art of tuition, in those classes, depends only on the knowledge of reading and writing. The system of inspection of progress in learning, as respects the scholar, is *only* on *his* part mental, neither inspection nor the mode of instruction, require any other qualification on the part of the teacher than the mere art of reading and writing, united with orderly behaviour.

OF MONITORS TICKETS, SUPERINTENDENT'S LIST, AND THE OFFICE OF MONITOR-GENERAL.

Every monitor should wear in school, a printed

or

or leather ticket gilt, and lettered thus—Monitor of the first class—Reading Monitor of the second class—Monitor of the third class, with variations for arithmetic, reading, spelling, &c.

Each of these these tickets to be numbered. A row of nails with numbers on the wall marking the place of each ticket, to be placed in every school-room. The nail numbered one, being the place for the ticket, No. 1. When school begins, the monitors are to be called to take their tickets, every ticket left on a nail, will shew a regular monitor *absent,* when an occasional monitor must of course be chosen.

One monitor of order, to be appointed by the master, to see what monitors are absent daily, and to appoint others in their place for the occasion; this in a *large* school, will be found a great relief to the master.

As nothing should in any case be left to the Monitor, the Superintendent should in the first instance appoint every stated monitor himself, he should then examine the school to find a number of boys fit to be occasional monitors, of these he should make two lists, one for himself, and one for the lad appointed as monitor-general, and from that list he will appoint substitutes. The monitor-general's office is merely *to take an account of monitors*

nitors present and absent, and toappoint substitutes from the Superintendent's list of boys fit for the different offices of monitors.

OF THE DUTIES OF MONITORS.

In large schools on the old plan of education, the burden of the master's duty increases in a great degree, with the increase of numbers, till it becomes *insupportable.* On the new plan, the burden increases in a very small degree in comparison of the number, and admits of dividing the master's labour among many, which would otherwise rest only on himself. Some classes in a school will occasionly be *extinct* in consequence of the improvement of the scholars. If all the children who are in the alphabet class, improve so as to be removed to the second, the alphabet class must be extinct, unless fresh scholars are admitted. The same, if all the boys in the subtraction class become masters of that rule, they must be removed to another class and there will be no subtraction class in the school, until more boys are admitted, or are brought forward from an inferior class. Where children continue at school for some time, and no new scholars are admitted, it appears possible, the whole of the minor classes may become extinct,

and

and not be revived till an admission of new scholars.

In a very large school, more monitors are wanted than in a smaller one; the system remains the same, only the number of agents for effecting it are greater. In a small school, some duties may be done by the master, because they relate to a few pupils or monitors, and are immediately under his own eye. In a small school of 100 children, no monitor-general will be needed, as from the fewness of the monitors, that duty may be perform'd by the master, but in a large school, it becomes an alleviation of the master's labour, to appoint such a monitor.

All the monitors should have a written or printed paper of their 'Duties,' which they should particularly study, and repeat once a week. Those duties which are the same in all schools, and which apply generally to the mode of teaching, may be *had printed, as see the APPENDIX, containing a list of things wanting in the outfit of a new school.* These duties each monitor should paste in the books belonging to his class. The larger series of papers on the duties of monitors, should be read for a class lesson by all boys selected as regular, or auxiliary monitors

tors, in order to prepare them, by a knowledge of their duty, for the proper discharge of it.

Assistant Monitors are only needful when a class is more than 20, or 25, then the monitor should be relieved from continual attention to his class, to give him time for his studies, but the class must by no means be divided between two equal monitors, both acting at the same time.

OF THE

METHOD OF TEACHING THE ALPHABET,

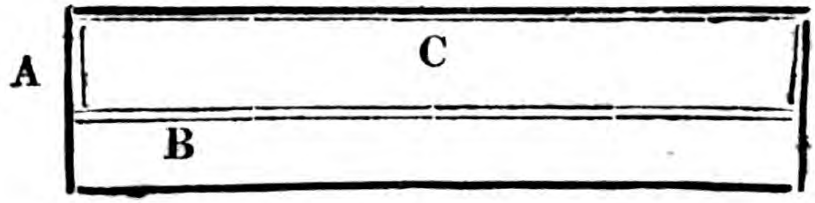
OR

First Class.

AUXILIARY METHOD OF TEACHING THE ALPHABET, BY PRINTING IN SAND.

The first, or lower class of scholars, are those who are yet unacquainted with their alphabet. This class may consist of ten, twenty, an hundred, or any other number of children, who have not made so much progress as to know how to distinguish all their letters at first sight. If there are only twenty of this description in the school, one monitor can govern and teach them; if double the number, it will require two teachers, and so in proportion for every additional twenty boys. The reader will observe, that, in this and every other class described in the succeeding plan and arrangement, the monitor has but one plain duty to do, and the scholars the same to learn. This simplicity of system defines at once the province of each monitor in tuition. The very name of each class imports as much—and this is called the first, or A, B, C, class. The method of teaching is as follows: a bench for the boys to sit on, is fixed to the

the floor; another, about a foot higher, is placed for them to print on. On the desk before them are placed deal ledges (a pantile lath, nailed down to the desk, will answer the same purpose) thus:



The letter A, shows the entire surface of the desk, which is supported by two, three, or more legs, as usual for such desks, and according to the size. B, is a vacant space, where the boys lean their left arms, while they write or print with the right hand. The sand is placed in the space C*. The double lines represent the ledges (or pantile laths) which confine the sand in its place: sand of any kind will do, but it must be *dry*. The boys print in the sand, with their *fingers*: they all print at the *command* given by their monitor. A boy who knows how to print, and distinguish some of his letters, is placed by one who knows

*The space C, is painted black; the sand mostly used, is whitish: when the children trace the letters in the white sand, the black ground shows them to more advantage.

few

few with a view to assist him; and, particularly, that he may copy the form of his letters, from *seeing* him make them. We find this copying one from another a great step towards proficiency. In teaching the children to print the alphabet, the monitor first makes a letter on the sand before any child who does not know any thing about it; the child is then required to *retrace* the same letter, which the monitor has made for him with his fingers, and thus he is to continue employed, till he can make the letter himself, without the monitor's assistance. Then he may go on to learn another letter. None but the first class write in sand.

The letters are taught in courses: they are arranged in *three courses* according to their similarity of form. There are three simple examples, which regulate the formation of the whole alphabet. *First,* a line, as in the letters I, H, T, L, E, F, i, l: *Second,* depending upon the formation of an angle; as, A, V, W ,M, N, Z, K, Y, X,—v, w, k, y, z, x: a circle or a curve; as, O, U, C, J, D, P, B, R, Q, S,—a, o, b d, p, q, g, e, m, n, h, t, u, r, s, f, j. These courses of letters are soon acquired, on account of the similarity of form. The greatest difficulty in

teaching the letters occurs in those, the form of which are exactly alike, and are only distinguished by change of position; p, q, and b, d, are frequently mistaken for each other; but by *making* the two letters at the same time, the children readily learn to distinguish them. Then again, they are all employed in printing at once; and it is both curious and diverting to see a number of little creatures, many not more than four or five years old, and some hardly that, stretching out their little fingers with one consent, to make the letters. When this is done, they sit quietly till the sand is smoothed by the monitor, with a *flat-iron*, such as is commonly used for ironing linen. The sand being dry, the iron meets no resistance, and thus all the letters made in a very short time, by each boy, are, in as short a time, obliterated by the monitor; and the boys again apply their *fingers* to the sand, and proceed as before.

METHOD OE TEACHING THE ALPHABET BY THE NEW METHOD.

Another method of teaching the alphabet is, by a large sheet of pasteboard suspended from a nail on thes chool wall; eight boys from the

sand

class, are formed into a circle round this alphabet, standing in their numbers, 1, 2, 3, &c. to 6. These numbers are pasteboard tickets, with No. 1, &c. inscribed, suspended by a string from the button of the bearer's coat, or round his neck. The best boy stands in the first place; he is also decorated with a leather ticket, gilt, and lettered, *merit*, as a badge of honor. He is always the first boy questioned by the monitor, who points to a particular letter in the alphabet, "What letter is that?" If he tell readily what letter it is, all is well, and he retains his place in the class; but if he fail, then he forfeits it, together with his number and ticket, to the next boy below him who answers the question aright.

This promotes constant emulation. It continually employs the monitor's attention; he cannot look one way, while the boy is repeating his letters another, or at all neglect attend to him, without being immediately discovered. *It is not the monitor's business to teach, but to see that the boys in his class, or division, teach each other.* If a boy calls A, by the name of B, or O, the monitor is not to say: 'It is not B, or O, but it is A;' he is to require the *next boy* in succession to correct the mistake of his senior. These two methods

methods of the sand, and alphabet card, with their inferior arrangements detailed, are made use of daily in rotation, and serve as a mutual check and relief: figures are taught in the same manner.

The tuition of the first class was entirely connected with printing, but this begins with writing: it is needful to mark the distinction. The business of this class is to learn to write on slates, beginning at the alphabet, and proceeding no further than two letters, as, *ba, ab,* also learning to spell the same on cards, and to learn their writing alphabet on cards. This is done to prevent confusion, as some of the pupils might be perplexed with learning two different alphabets at the same time.

SECOND CLASS.

The second class consists chiefly of boys, who having learn'd to print the alphabet and *figures* in sand, and readily to distinguish the same on paper, are then advanced to this second, and comparatively superior class. The monitor pronounces a word of two letters as, in, to, &c; or a syllable

lable as, *ba*, &c. and each boy writes it on the slate, when spelling it

Beside this, they have small slates, the method of obtaining which will be described hereafter. On these slates they learn to make all the alphabet in writing: this is done, that they may not, when in the preceeding class, be perplexed with learning the printed and written alphabet at once: care is also taken, that the series of words and syllables of two letters, adapted to this class, be so arranged as to contain all the letters of the alphabet; which, otherwise being recently learn'd, would be easily forgotten, unless kept in memory by daily practice.

Words are arranged separately and syllables the same; syllables are what children cannot attach any sense to; and in fact they have no sense or meaning, unless compounded into words above the comprehension of children in this class. They have lessons with words and syllables of two letters, round which the whole class *successively* assemble in subdivisons of eight boys each. The first boy is required by the monitor to spell a word in the same manner as the first boy in the a, b, c, class was required to

tinguish

distinguish a single letter; and precedency is awarded according to proficiency, as before. In short, this method is the same as with the a, b, c card, only it is combining the letters, instead of distinguishing them. Some of this class learn to write the alphabet; others, words or syllables of two letters. The monitor who sees one, can look to the other, being chosen out of the three letter class.

It is to be observed, that the third or three letter class spell, by writing on the slate, words of three letters only; the 4th class write words of four letters; and the 5th, words of three or four syllables; also, words with the meanings attached. Each class has lessons, in the same manner as the first and second classes; all of which are made use of in a similar way, only varying as to the length of the words or syllables each class may be learning.

IMPROVED METHOD OF TEACHING SPELLING BY WRITING.

This following method of spelling is excellent, being entirely an *addition* to the regular course of

of studies, without interfering with, or deranging them in the least. It commands the attention; gratifies the active disposition of youth, and is an excellent introduction and auxiliary to writing. It supersedes, in a great measure, the use of books in tuition, while (to speak moderately) it doubles the actual improvement of the children. It is as simple an operation as can well be imagined.—Thus, supply twenty boys with slates and pencils, and pronounce any word for them to write, suppose it is the word 'and,' or the word, 're-so-lu-tion;' they are obliged to listen with attention, to catch the sound of every letter as it falls from their teacher's lips; again, they have to retrace the idea of every letter, and the pronunciation of the word, as they write it on the slates. If we examine ourselves when we write letters, we shall find, this is so much connected with orthography, that we cannot write a word without spelling as we write, and habitually correcting any inaccuracy that may occur.

Now these twenty boys, if they were at a common school, would each have a book; and, one at a time, would read or spell to their teacher, while the other nineteen were looking at their

books

books, or about them, as they pleased; or, if their eyes are rivetted on their books, by terror and coercion, can we be sure that their attention is engaged, as appearance seems to indicate it is? On the contrary when they have slates, the twentieth boy may read to the teacher*, while the other nineteen are spelling words on the slate, instead of sitting idle. The class, by this means, will spell, write, and read, every word. In addition to this, the same trouble which teaches twenty, will suffice to teach sixty or an hundred, by employing some of the senior boys to inspect the slates of the others, they not omitting to spell the word themselves; and, on a signal given by them to the principal teacher, that the word is finished by all the boys they overlook, he is informed when to dictate another to the class. This experiment has been tried with some hundreds of children, and it has been found they could all write from, by one boy's dictating the words written. The benefit of this mode of teaching, can only be limitted by the school-room being so large, that they can-

* It will be seen in the article Reading, I do not approve of solitary reading, one by one; it raises no emulation.

not

not be heard distinctly, for if seven hundred boys were all in one room, *as one class,* learning the same thing, they could all write and spell by this method at the dictation of one monitor. I hope the candour and good sense of every reader, will justly appreciate the benefit and importance of this method of teaching. The *repetition* of one word by the monitor, serves to rivet it firmly on the minds of each one of the class, and also on his own memory; thus *he* cannot possibly teach the class without improving *himself* at the same time. We reflect with pleasure that by this invention, a boy who is associated in a class of an hundred others, not only reads as much as if he was a solitary individual under the master's care, but he will also spell sixty or seventy words of four syllables, in less than two hours; by writing them on the slate, when this additional number of words, spelt by each boy daily is taken into account, the aggregate will amount to repetitions of many thousands of words annually; when not a word would be written or spelt, and nothing done by nineteen twentieths of the scholars at the same time. Thus, it is entirely an improvement, an addition, and introduction to their other studies, without the least additional trouble on the part of the teacher; without

deranging or impeding his attention to other studies, as is usually the case with the study of extra lessons; at least more than doubling the advances of each individual towards a proficiencey, at the same time; and, posessing all these advantages, it prevents idleness, and procures that great desideratum of schools, *quietness*, not by terror, but by commanding attention: for, as it requires much writing, but few boys can write and talk at the same time. In this case, nothing is wholly committed to the pupil or monitor; in the usual mode some degree of mental exertion, may or may not be made, by the pupil and omission remain undetected; but this is so visible, that every boy's attention to his lesson may be seen on his slate, and detection immediately follows idleness, or an indifferent performance! It is simple in itself, and abounding with many advantages; of this I am well convinced, by daily experience of its utility, in particular, the great practice it affords in writing.

Boys who learn by the new mode, have six times the usual practice; but, in the old way, the expense is, at the FIRST COST, 5½d per mouth, for writing books, pens, and ink each boy;

boy: this will be six times increased, if it is desired to give both classes of boys equal practice; the usual cost for sixty boys is 16*l*. 10*s*. per annum.

OLD WAY.	*NEW WAY*
Six times the usual charge for writing paper, &c. - - - - *L.*99	If they have not slates already provided sixty slates will cost - - *L.*1
	Allow a hundred slate pencils per annum, each boy, at 8d. per hundred - - - - - - 2
	*L.*3

Balance, in favour of the new mode L.96

The many hundreds of respectable characters, among the nobility, gentry, and clergy, who have visited the institution, can bear witness, that the progress of the boys by this method of writing spelling, is astonishing! Not of one, or a few boys, but of the whole school. By the practice of writing on the slate, they

they learn to humour their pencils, so as to write just like a pen, in making the up and down strokes of the letters. About one hundred and fifty boys have writing books, and their writing on the slate, is a *fac simile* of their writing in books: which they seldom do, more than four times in a week, and then only a single copy, which fills a quarto page, each time.

The boy may always make his pencil good by cutting it to a proper point, this will not easily apply to quills or pens. It will be found where there is much practice in writing, that a good plain hand for use, and not for show depends more on *much practice* than on the manner of holding the pen; and that a good body to the letters equally proportioned to down strokes, or up strokes, depends more on the application of the point of the pencil to the slate, or the pen to the paper, than on the length of either pencil or pen, or the position and play of the finger, which can only give command of hand in long strokes, whereas the most of the letters in the alphabet are formed of short strokes, which neither reach above nor below the line.

All the school, being classed according to their

their proficiency in reading, their spelling in this mode is united with their reading. It is a mode so useful as to *need* no addition to it, and is complete of itself, as it stands; *spelling* connected with *writing*.

All the classes are placed in regular progression one above another, from the first to the eighth Every class is employed under its own monitor, spelling by writing words which the different monitors dictate to each class. The monitors of a class does no other duty but dictate, or see that one of the boys in the class dictates words for the class to spell, the boy dictating a word, writing it *himself*, the monitor writing it also, and inspecting the performance of each boy in his class being responsible for any mistakes they commit, and preparing them for the superintendent's inspection.

A METHOD OF TEACHING TO SPELL AND READ, WHEREBY *ONE BOOK WILL SERVE INSTEAD* OF SIX HUNDRED BOOKS.

It will be remembered, that the usual mode of teaching requires every boy, to have a book; yet each boy can only read or spell one lesson at a time, in that book. Now, all the other parts of the book are in wear, and liable to be *thumbed* to pieces; and, while a child is learning a lesson on the one part of the book, the other parts are useless- Whereas, if a spelling book contains twenty or thirty different lessons, and it were possible for thirty scholars to read the thirty lessons in that book, it would be equivalent to thirty books for its utility. To effect this, it is desirable the whole of the book should be printed three times larger that the common size type, which

which would make it equal in size and cost to three common spelling books, value from eightpence to a shilling each. Again, it should be printed with only one page to a leaf, which would again double the price, and make it equivalent in bulk and cost to five or six common books; its different parts should be pasted on pasteboard or deal boards cut on purpose, and suspended by a string, to a nail in the wall, or other convenient place: one board should contain the alphabet; others, words and sylables of from two, to six letters. The reading lessons gradually rising from words of one syllable, in the same manner, till they come to words of five or six letters, or more, preparatory to the Testament lessons. There is a circumstance, very seldom sufficiently regarded, in the introductory lessons which youth usually have to perform before they are admitted to read in the Testament. A word of six letters or more, being divided by hy-phens, reduces the syllables, which compose it, to three, or four, letters each; of course, it is as easy to read syllables, as words of four letters: and the child, who can read or spell the one, will find the other as easy attainable.

In the preparatory lessons I have published the

the words are thus di-vi-ded which forms a more natural introduction to the Testament.

When the cards are provided, as before mentioned, from six to eight boys may stand in a circle round each card, and clearly distinguish the print to read or spell, as well or better than if they had a common spelling book in each of their hands. If one spelling book was divided into thirty different parts or lessons, and each lesson given to a different boy, it would only serve thirty boys, changing their lessons among themselves, as often as needful; and the various parts would be continually liable to be lost or torn. But, every lesson placed on a card, will serve for six or eight boys at once: and, when that six or eight have repeated the whole lesson, as many times over as there are boys in the circle, they are dismissed to their spelling on the slate, and another like number of boys *may* study the same lesson, in *succession*: indeed *two hundred boys** may all repeat their lessons from ONE card, in the space of *three hours*. Each class reads and spells in this manner by drafts of six or eight boys, each begining at number one, and going on

* See appendix.

to

to the highest number in the class, those pupils, in day schools, who unavoidably come in at irregular hours, being called for to read, or spell about half an hour before school closes, so that even those, who come too late to read in proper order, do not miss their lessons. If the value and importance of this plan, for saving paper and books in teaching to read and spell, will not recommend itself, all I can say in its praise, from experience, will be of no avail.

When standing in circles, to read or spell, the boys wear their numbers, tickets, pictures, &c. as described under the head, Emulation and Reward; and give place to each other, according to merit, as mentioned in the account of the two first classes.

EXTEMPORE METHOD OF SPELLING.

In this method of spelling, the card is used instead of a book—the monitor-general of reading and spelling, assembles his whole class, by successive circles, or rather semicircles, of *twelves* or *twenties*; calling each scholar to his number; so as to begin at number 1, and go regularly through the whole class. This preserves order in their reading, and prevents any other scholar omitting a lesson. At first this is troublesome, and occa-

sions some noise; because, in the minor classes, the monitors are obliged to call the boys to read or spell, by a list of their names; but, as a number is affixed to each name, the monitors soon become familiar with the names and numbers of boys in their respective classes, and this obviates the difficulty.

When the circle is formed around a lesson, the monitor points, with his pencil or pen, to the columns of spelling which form the lesson for the day. The first boy then repeats the word pointed to, letter, by letter, in each syllable and then pronounces the word; this is *the common practice in day schools,* and is found on repeated trials the quickest and best. If he commits any mistake the next boy is required to rectify it, without being told what the mistake is; if the second boy cannot correct the first, the third or fourth may: in which case, the scholar who rectifies the mistake takes precedency of him that committed it, and receives his *insignia* of merit at the same time. In no case is a monitor suffered to teach or tell the boys in his circle what the error is, unless they should all be equally ignorant: then it becomes his duty to do it. This is, in fact, each boy teaching himself; and the principal duty of the monitor is not

not so much to teach them, as to see that they teach one another. When the boys, in the circle, have thus studied their spelling by reading it, the monitor places the card on the card-stick where he can see it, and the class cannot, and requires them to spell and pronounce such words extempore, as he repeats to them. In doing this, they correct each other's faults, and take precedence as before described.

A great advantage derived from this method, is, that it forms an excellent practical counterpart of the spelling on the slate. The boys usually spell this way in rotation; but, if the monitor detects any boy looking about him instead of looking at the lesson, he immediately requires him to perform a part of a lesson which he was inattentive to: he usually performs it ill; and thus his negligence is followed with immediate punishment, by his losing precedency in his class. It is very important that in all those modes of teaching, the monitor cannot do as the watermen do, look one way and row another. His business is before his eyes; and, if he omits the performance of the smallest part of his duty, the whole circle are idle or deranged: and detection, by the master, immediately follows his negligence. In society at large, few crimes are ever

ever committed openly; because immediate detection and apprehension of the offender would follow. On the contrary, many are committed in privacy and silence. It is the same, in performing the simple duties of monitors in my institution: their performances are so visible, that they dare not neglect them; and, consequently, attain the habit of performing the task easily and well. This effect is produced from one cause: that every thing they do is brought to account, or rendered visible in some conspicuous way and manner. What applies to the monitors strictly applies to the boys. There is not a boy, who does not feel the benefits of this constant emulation, variety, and action; for, they insensibly acquire the habit of exercising their attention closely, on every subject that comes before them; and this, without exerting themselves too much. The classes spell on the cards by drafts, in the same manner as they read.

ARITHMETIC.

AN ACCOUNT OF THE NEW AND *IMPROVED METHOD OF INSTRUCTION*, IN THE ELEMENTARY PARTS OF Arithmetic.

It is necessary to premise a little respecting the usual mode of teaching arithmetic, which many of my readers will remember to be the method in practice in such schools as they frequented in early youth.

The sums, are in many instances, *set* in the boy's books, by the master or teacher, at the expence of much pains and labour; in other instances, they are copied by the pupil, from Walkingame's, or some other arithmetic.

The boys are, or should be, instructed how to work their sums, in the first instance, by the master or teacher; they are then expected to do other

other sums of a like nature, by the example shown.

This is to be done by them, at their seats; and, when it is finished, the master or teacher should, and in most cases does, inspect it, to see if done correctly.

But this operation of adding or subtracting, for instance, is intellectual, not mechanical, or audible; of course, we cannot ascertain how many times a boy repeats his sum, before it is brought to his master for inspection: steady boys may do it five or six times, but the idle and careless seldom do it more than once; here is much time lost, and a remedy adapted to the case is not in the teacher's power.

Again, when sums are brought up to the master for inspection, each boy's must be individually attended to; here is another great saving of invaluable time. Perhaps, twenty boys have sums ready for inspection at once, and nineteen wait, sit idle, or talk, while the twentieth is at his master's desk, with his sums. Nor is this all: if an incorrigible dunce happens to show up his sums first, and, as is often the case, adds new blunders to mistakes, he may easily delay his master, and

the

the boys who are waiting to follow him in succession, for some time; and a few instances of this sort, arising from carelessness, inattention, or incapacity on the part of the scholars, will completely derange the business of a master and keep a number of their school-fellows unemployed.

Independent of this, it is disgusting to teachers of any description to be continually plodding over the same ground of elementary arithmetic. *Inanity, in every instance, produces listlessness; and variety is not only agreeable, but mostly commands attention.* I have seen a respectable schoolmaster, well versed in the mathematics, have a dozen boys standing round his desk, waiting for him to attend to their sums, while he has been listening to a slow boy, repeating his sum, *till he has bitten his lips with vexation.* To prevent this inconvenience I have invented an entire new method of teaching arithmetic, that commences when children begin to make their figures. For the arrangement of the ciphering classes see page the fourth.

FIRST CIPHERING CLASS.

The first object is to teach children to make their

their figures. In order to do this, the class learning to make figures are assembled under the monitor, in one part of the school, by themselves It is to be observed, the same boys who are in one class, according to their proficiency in reading, are in another, according to their progress in arithmetic; that when the school is ciphering, the classes are organized on the plan of the ciphering classes in page 4; when they are reading, they are arranged on the plan of the reading classes, given in page 2nd. On the commencement of school, They always go into their different reading classes, and, when ciphering afterwards, separate to their several arithmetical classes: after having performed the ciphering, they return to their reading classes, before they go out of school. This changing about from class to class, in which three fourths of the whole school are concerned, is attended with but little bustle, and no confusion. It is usually done in less than five minutes; and the school-room is so large, it will take near that time to go round it. If there are any boys that cannot cipher, they remain under the monitor's care, for instruction in reading, while the others are ciphering. The modes of teaching arithmetic are so simple and easy, that all the boys

in the school, who can read and write text-hand in four letters, are put in the first ciphering class.

It is not uncommon to find boys thus instructed, that learn to write and cipher remarkably well, in six months, who never handled a pen, or were taught by any other method. Before boys go into arithmetic it is needful they should learn to make the figures: on my plan, they learn to make and *combine* them at the same time. The class of boys, who are learning to make their figures, form, in my institution;

THE FIRST CLASS OF ARITHMETIC.

In the tuition of this class, the boys who constitute it, are not limitted to number: any boy, for whom it is requisite, is immediately placed in it. Instead of teaching them to make figures in the order of the nine digits, as is usually done, by writing occasionally in copy-books, they have each a slate. The monitor takes an Addition table, which combines not only units with *units*, but tens with *units*: a thing in which the pupil's greatest difficulty, as to simple Addition, and Subtraction occurs. The monitor reads from this table:

9 and 1 are 10, 9 and 2 are 11, &c: 25 and 1 are 26, 25 and 2 are 27, 25 and 3 are 28, 25 and 4 are 29, 25 and 5 are 30, 25 and 6 are 31, 25 and

7 are 32, 25 and 8 are 33, 25 and 9 are 34; or other variations of the same table.

When these are dictated, each boy writes them on his slate: the monitor and senior boys in the class, assisting in teaching the beginners, to make the figures, till they can do it themselves. The monitor also varies the table thus:

Take 9 from 10, 1 remains; 9 from 11, 2 remains; 9 from 12, 3 remains, &c.

He also uses the Multiplication table, and reverses it in the same manner: 6 times 2 are 12, 2 in 12, 6 times.

In the same way, he teaches them the Shillings and Pence tables. The knowledge of figures which the children acquire by this method is great; and the improvement of this class in making their figures, does much credit to the class and teachers. It is true, the class are told all they are to do; but, in doing what they are bidden, they acquire a ready knowledge of the figures; whilst they are insensibly led into the habit of giving attention to all they do, and taking pains in doing it. By making their figures so many times over, they unavoidably attain free-

dom

dom in making them; and this is the best step that can possibly be taken to facilitate their improvement in the next stage of their progress in arithmetic.

The same variation and tables, without the total, or answer to the monitor's question, applies to Subtraction, Multiplication, Division, and the Pence and Shillings tables. This method of instruction has also a counterpart: an arithmetical table of this kind, applied to the first four rules, without the amount of each combination annexed, is placed on the wall, or other convenient place. In the former instance, the monitor told the class, 9 and 9 are 18, and they wrote it. He now subdivides the class; and they assemble, successively, in circles of twelve boys, around the tables of figures on the wall. They have their numbers, insignia of merit, prize, &c. as in other divisions of classes. The monitor then puts the question to the first boy—How much are 9 and 4? and the boy is expected to tell the amount—13. If he cannot answer correctly, the monitor puts the question to another boy, till he finds one who can: and he takes precedence, and the badge of merit, from the boy who is unable to answer the question. The boys in this class are called out, in successive companies

of

of twelve each, to answer questions of this nature, *applicatory to the similar lesson they have that day been performing on the slate;* and he varies the question; as, How much are 9 and 9?—Take 9 from 18—what remains?—How much are 9 times 9?—How many times 9 in 81?

Whilst one company of twelve boys (the number need not be restricted to twelve, but it can hardly be more than twenty with propriety) are performing this task, the remainder of the class continue at their seat, writing what the monitor dictates, till the first division of the twelve have finished their lesson. Then another division goes out, to the same examination; and they return to write on the slate. This is done every day, till the whole class has performed their lessons both ways. This method serves as an introduction to Numeration, which, it will be seen in the sequel, is only taught *in a practical way.*

ON THE ART OF TEACHING THE FOUR RULES OF ARITHMETIC IN THE NEW MODE.

The next is the simple Addition class. Each boy, in every ciphering class, has a slate and pencil; and we may consider that the subject, now before us, relates to the best method of conveying the knowledge of arithmetic to those who

are

are unacquainted with it. They usually begin with small sums, and gradually advance to larger; but boys, who have been well instructed in the preceding class, are not only qualified for this, but have a foundation laid for their future proficiency in every branch of arithmetic. As the reader will observe the whole of this method of teaching is closely connected with writing: it not only unites exertion with itself, but always renders that exertion, however great or small, visible to the teacher; and enables him to say, with certainty, that his pupils have performed their business. The monitor, or subordinate teacher of the class, has a printed book of sums, which his class are to do; and he has another printed book, containing a key to those sums, on a peculiar plan, which will be described, and which fully shews how they are to be done*.

In the first place, when his class are seated, the monitor takes the book of sums—suppose the first sum is as follows:

* Any boy that can read and numerate a little, is able to perform this duty as well as the principal monitor. The boy who reads the sum cannot be idle: if he is, the whole class must be so too; when teaching others, he is rapidly improving himself.

	lbs.
(No. 1.)	27935
	3963
	8679
	14327
	54904

He repeats audibly the figures 27,935, and each boy in the class writes them; they are then inspected, and if done correct, he dictates the figures, 3,963, which are written and inspected in like manner: and thus he proceeds till every boy in the class has the sum finished on his slate. He then takes the key, and reads as follows:

FIRST COLUMN.

7 and 9 are 16, and 3 are 19, and 5 are 24. Set down 4* under the 7, and carry 2 to the next.

This is written by every boy in the class, inspected as before, and then he proceeds.

SECOND COLUMN.

2 and 7 are 9, and 6 are 15, and 3 are 18,

* When the teacher reads, set down 4 under the 7 and carry 2 to the next, the lads, who are inspecting the manner in which the boys in this class perform their sums, see that each boy writes down the 7 under the 4, and that they do the same with the amount; to be set down in every succeeding column.

and

and 2 I carried are 20. Set down 0 and carry 2 to the next.

THIRD COLUMN.

3 and 6 are 9, and 9 are 18, and 9 are 27, and 2 I carried are 29. Set down 9 and carry 2.

FOURTH COLUMN.

4 and 8 are 12, and 3 are 15, and 7 are 22, and 2 I carried are 24. Set down 4 and carry 2.

FIFTH COLUMN.

1 and 2 are 3, and 2 I carried are 5. set down 5.

Total, in figures, 54,904*lbs*. Total, in words, fifty-four thousand, nine hundred and four pounds.

The whole of a sum is written in this manner, by each boy in the class: it is afterwards inspected by the monitor, and frequently by the master; and it is a method, in particular, well adapted to facilitate the progress of the scholars in the elementary parts of arithmetic.

Its good effects are deducible from principle, as well as practice. For youth to be conversant in arithmetic, it is needful that the most frequent combinations of figures, which occur in the first four

our rules, should be familiar to their memory. Now, *the frequent recurring of one idea,* if simple and definite, is alone sufficient to impress it on the memory, without sitting down to learn it as a task; and, in the method of tuition just described, every boy is obliged to repeat it, at least twice. First the impression it makes on his mind, when listening to his monitor's voice, and the repetition of that impression when writing it on the slate. When a certain quota of sums are done, the class begins anew: and thus repetitions succeed each other, till practice secures improvement, and removes boys individually into other classes and superior rules, when each boy has a suitable prize, which our established plan appropriates to the occasion.

Multiplication is easily attained by this method: and the use which is made of the Multiplication table in general, as an auxiliary to the memory in acquiring this rule, is a congent reason in favour of the method I suggest to public notice.

In the instance of dictating the figures 27,935, and any other variations after the same example, the scholars, by writing, acquire a thorough knowledge of Numeration, expressed both in words and figures, without paying any attention to it as a *separate* rule. In fact, Numeration

tion is most effectually learned by the scholar in my institution, not from the study, but by the practice of it; and I may add, almost every other branch of knowledge, taught in the different classes, is acquired in the same easy and expeditious way.

The boys vie with each other in writing their sums neatly on the slate, and their practice and improvement in writing is greatly increased by this means.

Before the introduction of this method, I found it needful to employ the senior boys as teachers of arithmetic: and, when their improvement in the lower rules was desirable, a more honourable and efficacious mode could not be adopted; but when proficiency was such as rendered it needless, it was time not so usefully employed as it might be. This I saw with regret, and have the pleasure of seeing the difficulty removed by this improvement.

It must be obvious, that if any boy had studied and attained a quickness in addition, and was to repeat it before me, in the usual way, to show his improvement; the key to the preceding sum

comprises the substance of what he would express; and if I were to take a scholar, unacquainted with arithmetic, and show him minutely how he was to work the sum, the key contains not only the substance of what I should express, but also the same of any other teacher in like case.

Any boy of eight years old, who can barely read writing, and numerate well, is, by means of the guide containing the sums, and the key thereto, qualified to teach the first four rules of arithmetic, simple and compound, if the key is correct, with as much accuracy as *mathematicians* who may have kept school for twenty years.

Perhaps it is not reasonable to expect much invention and intellectual exertion from boys, whose talents are yet in embryo; but, when the line is drawn, they can abide by it. Boys, in general, are excellent agents, in whatever they are equal to; and, in this case, nothing is left to their discretion, and they cannot err, without they go to sleep, or do it for the purpose.

Here is a positive certainty to the teacher, that every

every boy in the class is employed, and detection follows a disposition to idleness as soon as it exists; that none sit idle while others are waiting the master's partial instructions; and that three times the usual quota of sums are done and repeated by every boy.

ARITHMETIC BY READING.

By this mode a sum like the example in simple addition for instance is printed and placed on a board, the key as well as the sum; eight boys assemble, round it; the monitor numerates the sum, line by line, till each boy has got the sum fairly copied on his slate. Then the first reads the first column, and when he comes to the total 24, he sets down four, under the seven, and marks 2 on the slate to be carried to the next. Each boy in the semicircle sets down the 4 &c. at the same time. The second boy also, reads the second column and when he sets down the total all the boys do the like. Thus they read column by column setting down the total untill all the boys have read the sum singly, and then they begin one by one, reading the *whole* of the sum; the others setting down the whole of the *total,* and beginning anew, as every boy begins

gins to read This is found an auxilliary method and has been recently practiced.

EXAMPLES OF THE METHOD OF ARITHMETIC BY READING AND WRITING.

One example of a sum, in the succeeding class, is added.—I propose soon to publish a collection of sums, with appropriate keys, for for the use of schools.

EXAMPLES.

639	11	$1\frac{1}{2}$
237	16	$9\frac{3}{4}$
482	10	$8\frac{1}{4}$
118	9	$10\frac{1}{2}$
638	17	$7\frac{3}{4}$
2117	6	$1\frac{3}{4}$

FARTHINGS.

$\frac{3}{4}$ and $\frac{1}{2}$ make $1\frac{1}{4}$d. and $\frac{1}{4}$ make $1\frac{1}{2}$d. and $\frac{3}{4}$ make $2\frac{1}{4}$d. and $\frac{1}{2}$ make $2\frac{3}{4}$d.—set down $\frac{3}{4}$ under the farthings, and carry 2 to the next.

PENCE.

7 and 8 make 15, and 9 make 24, and 1 make 25, and 10 make 35, and 2 I carry make 37. 37 pence

pence are 3 shillings and 1 penny—set down 1 under the pence, and carry 3 to the next.

SHILLINGS.

7 and 9 make 16, and 6 make 22, and 1 make 23, and 10 make 33, and 10 make 43, and 10 make 53, and 10 make 63, and 3 I carry make 66. 66 shillings are 3 pounds 6 shillings—set down 6 under the shillings, and carry 3 to the next.

POUNDS, FIRST COLUMN.

8 and 8 make 16, and 2 make 18, and 7 make 25, and 9 make 34, and 3 I carry make 37—set down 7 under the 8, and carry 3 to the next.

SECOND COLUMN.

3 and 1 make 4, and 8 make 12, and 3 make 15, and 3 make 18, and 3 I carry make 21—set down 1 under the 3, and carry 2 to the next.

THIRD COLUMN.

6 and 1 make 7, and 4 make 11, and 2 make 13, and 6 make 19, and 2 I carry make 21—set down 21.

Total, in figures, 2117*l.* 6*s.* $1\frac{3}{4}d.$

Total, in words, two thousand one hundred and

and seventeen pounds, six shillings, and one penny three farthing.

The preceeding specimens are sufficient examples of the simplicity of the method, which applies to all the elementary parts of Arithmetic.*

Every rule in arithmetic is usually considered as a study appointed for a separate class. (See table of classes, mentioned page 4.) The object of the boys in each class is to study *only* that rule or lesson appointed for them; and, whatever number of boys there may be in any one class, whether ten, fifty, or five hundred, the trouble of tuition is not at all increased by the addition of numbers. The *inspection* of the sums or spelling written on the slate is more, and the number of inspecting boys is greater in proportion. By the method of arithmetic just described, every boy in each class is *told* by the teacher all he is to do; and his sole business is to do it, so often as to become quite familiar with it. In the succeeding method, the boy's business is to do every thing without instruction.

* Persons about to establish schools may soon be supplyed at the Free School, Borough Road; with books of examples in arithmetic gradations and variations appropriate to every rule.

EXTEMPORE TUITION IN ARITHMETIC.

Each arithmetical class is called out, according to the list, in companies of eight. To each class is allotted a proper sum according to the rule they are in. This sum is printed on a card. The eight boys stand round the sum they are to work; and the board, on which the sum is, is suspended from the wall. The teacher is provided with a key to the sum, similar to those before described. Each semi-circle has its *insignia* of merit, &c. and each boy gives precedence to any other boy that excels him in performing his lesson. The teacher then requires the first boy to add the first column, if in Addition; or to multiply the first figures, if in Multiplication. He is to do this aloud, *extempore*, without any previous knowledge of the sum, or assistance from his teacher in performing it. If he mistake, it is not, the monitor's business to rectify the mistake, *but* the next boy is to *try* if he can do it; and if none of the eight can answer right, it must then be done by the monitor. When many mistakes in a whole class occur, such boys must practise more in the methods first described, before they are tried this way. The former method affords an easy introduction to this. The same advantage is possessed by both,

that

that neither teacher nor learner can be idle. Our system of emulation enables me to combine encouragement and reward with it, in a manner more than usual in schools where this is practised. The last method being such as is usually taught in some schools, it requires a boy of superior abilities to teach those who are inferior, to himself in proficiency. The monitor has a key to each sum which reduces it to a mere system of reading on the monitor's part. If the boy repeat the sum, *extempore*, naming the total, according to the key in the teacher's hand, they are correct; if their account differs, the monitor immediately detects the error, when it becomes the business of the next boy in the class to correct it. On this plan, *any boy who can read, can teach*; and the inferior boys may do the work usually done by the teachers, in the common mode; for a boy who can read, can teach, ALTHOUGH HE KNOWS NOTHING ABOUT IT; and in teaching, will imperceptibly acquire the knowledge he is destitute of, when he begins to teach, by reading. The superintendant, or master may *examine* the proficiency of his pupils, by this mode and the following.

ANOTHER MODE OF EXAMINING THE PROFICIENCY OF BOYS IN ARITHMETIC.

To ascertain the proficiency of the scholars, after they have been used to the preceding methods of tuition: the teacher places each boy in a situation where he cannot copy from, or be assisted by, any other, who has the same task to perform. He gives him a sum, according to the rule he is in, and requires him to make a key to the sum, in a correct manner. If he can do this readily, a number of times, it is a proof that he is conversant with the rule he is in; and when practice has deeply impressed it on his memory, he may advance to another rule. The first class, or combination of figures, is examined the same way. The tables in Addition are written on the slate, without the amount thus: 6 and 6 are—the boy who is examined, is required to add the amount—12. If he can do this, with every combination of figures in the addition and other tables, he is then fit for ciphering. By the old method of teaching arithmetic, there is usually a great consumption of printed books of arithmetic; the new method almost entirely supersedes them. The same economy applies to another expensive article of consumption in schools, ciphering books; in

which the scholars usually write down *all* the sums they do. The expeditious progress they make, both in writing and accounts, is so great, they need only commit to writing a very short *specimen* of their sums, for the satisfaction of their parents; and even that is not absolutely needful. By using their pencils well they acquire an equal facility in the use of their pens.

INSPECTION.

According to the first chapter, of, 'arranging a school into classes;' boys should be classed according to their proficiency, on their admission into school. No other lessons should be taught to each class than those appointed for it. Pupils should be removed from one class to another, as soon as they are proficient in all the lessons of the class to which they belong. Thus, a boy in the A, B, C, having learnt to distinguish all his letters; is proficient in that class, and he should be removed higher, and so on. As the scholars are all arranged in different classes, many of them will soon make a proficiency, by these expeditious modes of teaching; and, as they cannot learn

learn more than what is appointed for the class—cannot remove themselves—nor can their monitor remove them—they must remain where they are, losing time, and making no progress, unless the system of inspection I am about to describe prevented the evil. A monitor is appointed as inspector-general of reading: he keeps a list of every class of reading in the school. Whenever a new scholar enters, another monitor, whose business it is, examines what progress in learning the pupil has made, and appoints him to a class according. The first duty of the inspector of reading, is to see, that each scholars name is duly entered on the list of the class to which he is sent on commencing school. This is a matter of consequence. If any omission be made in the entry of each boy's name, it is possible, the inspection may be conducted well, and yet the boy, whose name is omitted, be passed by; and, whatever his previous improvement may be, he must remain stationary.

The monitor of each class keeps a list thereof. It is also his duty to see the inspection conducted so that no boy in his class is passed by. The inspector of reading keeps a list of every class of reading in the school; and, when his lists are correct, he proceeds to duty, but not before.—

He

He begins his inspection, by desiring the monitor of the first class to bring up six boys, according to the list. He then compares their names with his own list. And examines them, to see if they can tell all their letters, and make them in the sand. if so they are fit for the next class, and the inspector orders them to be removed accordingly. Then he proceeds with every other class in the same way: and when he has examined the whole he begins anew. Thus by diligence and attention on his part, some hundreds may be examined in a few days. When a boy is removed from one class to another, he has permission to choose a prize, of a stated value, for himself, as a reward for his diligence; and the monitor is entitled to one of the same value, for his care in improving his scholars. The date of examination, class removed to, prize chosen, &c. are all entered in a book at the time of inspection.

It is no unusual thing with me to deliver one or two hundred prizes at the same time. At such times, the countenances of the whole school exhibits a most pleasing scene of delight: as the boys who obtain prizes, commonly walk round the school in procession, holding the prizes in their hands, and a boy proclaiming before them, 'These good boys have obtained prizes for going into another class."

class." The honor of this has an effect as powerful, if not more so, than the prizes themselves. The duty of inspection may be first done by the monitors appointed by the master, but should be done by himself afterwards.

EMULATION AND REWARDS.

In spelling by writing on the slate, the performances of the scholars are inspected, sometimes by the monitor of their class, often by an inspecting monitor, and occasionally by the master.

Printing in the sand is inspected in the same manner as in the new method of teaching arithmetic. Every boy is placed next to one who can do as well or better than himself: his business is to excel him in which case he takes precedence of him. In reading, every reading division have the numbers, 1, 2, 3, &c, to 8, suspended from their buttons. If the boy who wears number 8, excels the boy who wears number 7, he takes his place and number; in exchange for which the other goes down to the place and number 8. Thus, the boy who is number 8 at the beginning of the lesson, may be number 1, at the conclusion of it, and *vice versa*. The boy who is number 1, has also a single leather ticket, lettered variously

as,

as, ' Merit,'—' Merit in reading,'—Merit in spelling,'—' Merit in writing,' &c. this badge of honour he also forfeits, if he loses his place by suffering another to excel him. He has also a picture pasted on pasteboard, and suspended to his breast; this he forfeits to any one who can excel him. The boys are usually much delighted with this, and it raises much emulation to obtain it, as it is seen at home. Whoever is in the first place at the conclusion of the lesson delivers the ticket and picture to a monitor appointed for that purpose. The honor of wearing the tickets and numbers, as marks of precedency, is all the reward attached to them; but the picture which has been worn entitles the bearer to receive another picture in exchange for it, which becomes his own. This prize is much valued by the minor boys, and regarded by all. Pictures and prize-lessons. can be made a fund of entertainment and instruction, combined with infinite variety. When a boy has a waggon, a whip-top or ball, *one* thing of the kind satisfies him till it is worn out: but he may have a continual variety of pictures and prize lessons, and receive instruction as well as pleasure from every additional prize. The advantage of some prints, as rewards for children, is their cheapness, and others their utility. Many such prints can be cut into four

or six parts. Every part will be a complete subject itself, and fit for a prize : thus, less than a shilling per day will afford prizes, morning and afternoon, for a hundred and twenty children or more, and raise emulation among the whole school. I hope all ladies, who are patronesses of schools, will adopt these articles for prizes.

The prize lessons consist of selections of poetry, short stories, &c. in prose and verse, admit of great variety, command much attention, and excite an interest in parents as well as children, highly calculated to improve both : they are printed and sold at the Free School, Borough Road.

TICKETS FOR REWARDS.

By the foregoing observations it will appear, that emulation and reward are closely united with continual inspection and application to learniug Another method of rewarding deserving boys is by paper tickets, which are numbered, one, two, three, &c. they are given to such boys as distinguish themselves in writing with the pen ; which is done about four times a week, by *part* of the school only, in order to accustom them a little to the pen. Each number is to be obtained several times,

times, before the bearer can obtain the prize appropriated to it; as,

Number 1, three times, to receive ½d.
2, six times, ... 1d.
3, eight times . . . . . 2d.
4, nine times, ... 3d.
5, twelve times, ... 6d.

Every time a ticket is obtained, it is booked by a monitor, whose office it is to record tickets, prizes, &c. The tickets are given, according to the evident and various degree of pains the scholar may have taken with his performance. They are given by the monitor, or teacher, who inspects the written copies, according to his judgement of the performances submitted to his inspection. It requires some discretion in the master to choose a lad for this office, whose eye is capable of at once *discriminating between one performance and another*, and of discerning where exertions have been made by the learner to improve. In small institutions, the master may perform this office; in large ones, he can only do it occasionally. I have several lads who are capable of this office, and perform it well. The best way to qualify a boy for such a duty is, to accustom him to inspect and compare the performances of

boys

boys in writing on the slate, one with another; he may decide improperly in some instances, at first, but practice will soon make perfect in discriminating and deciding; and then he will be found a very useful auxiliary in a school. It is as easy to form a number of boys, as one or two, on this plan; and they may be qualified sooner than usual, if required, provided the master renews the same inspection and decision in their presence, after they have done; and shows them every prominent case in which they may have decided wrong, and *why* they have done so. When boys have obtained their tickets for writing the stipulated number of times, they are permitted to *choose* any prize of value appropriated to the *number* on their tickets; and there is a choice variety of prizes, consisting of toys, bats, balls, kites, &c. but the books with the prints or pictures and the prize lessons are more in request among the children, and generally more useful than any other prizes.

I believe the emulation I have described, as united with my method of teaching, will be found most useful as a stimulus to the exertions of those scholars who possess no more than common abilities; indeed, it is for this class of learners, who in general, give the most trouble, that such methods of teaching and encouragement *are most*

 wanting.

wanting. The drudgery of the teachers is always greater or less, in proportion to the quickness of dullness of their scholars; but, in these modes of teaching, all must exert themselves according to their abilities, or be idle. If they exert themselves as well as they can, they will improve accordingly—if they are idle, it is immediately detected, and as rapidly punished; of the method of doing which I shall treat presently.

ORDER OF MERIT.

Another method of encouraging deserving youth, who distinguish themselves by their attention to study, is equally honourable, but less expensive. I have established in my institution an order of merit. Every member of this order is distinguished by a silver medal, suspended from his neck by a plated chain. No boys are admitted to this order, but those who distinguish themselves by proficiency in their own studies, or in the improvement of others, and for their endeavours to check vice. The honour of the medal is a reward, the forfeiture of it in case of repeated misconduct, is a punishment.

PRIZE TICKETS.

Another method of rewards for those boys who are

are first in their classes; in addition to their badge of merit, is a similar badge, lettered, 'Prize value two pence,' 'Prize value three pence,' 'Prize value sixpence,' &c. The boy who continues first in his class, for three or four successive times, is entitled to the prize lettered on the ticket he has worn. If any boy excels him, he forfeits his ticket and place in the division. The boy who obtains the ticket once must retain it three or four times successively, if he once forfeits his place and ticket, he forfeits his chance of the prize, although he may have obtained it three times out of four. These prizes are very much limitted to the arithmetical classes.

COMMENDATORY LETTERS.

It frequently happens, that boys distinguish themselves much in their learning at school; and occasional letters, sent by the master to their parents, to inform them of this, is encouragement for the child to continue a regular attendance at school.

EMULATION BETWEEN CLASSES.

It is a common practice for one class to try to excel another. The highest class as to proficiency in learning, occupies the most honourable place

place in the school, a place no otherwise distinguished from the rest, than that it is the customary seat of that class. When an inferior class, excels a superior the superior class quits its station, and goes down to the seat of the inferior. When this happens, the superior class finding itself excelled, and not liking the disgrace, usually works very hard to regain its former seat. These contests are decided by writing on the slate, or in a book.—The performance of every boy in an inferior class is compared impartially with that of a boy in the superior. The umpire decides which is the best of the two. On which side the decision is given, a number 1, is minuted down on a slate, in favour of that class; then the umpire, or monitor, appointed to decide, proceeds making comparisons between two boys of each class, till both classes are entirely examined. When the examination, which may be compared with polling at elections is finished, the number of *ones* in favour of each class is cast up, and the contest decided in favour of that class which has the majority. The industry and exertion it creates is surprising; and the exultation which takes place among the boys, when they find the majority in favour of their own class, as well as the manner in which the monitors spur on their

classes,

classes, by reproaches, when boys are remiss; and by commendations, when they strive to excel, affords much pleasure. When a contest of this kind occurs, which frequently happens, the whole school, and, above all, the monitors of the classes, are so interested, that, if permitted, they would attend to no other business while the decision is carrying on. The contest is speedily terminated, mostly in less than ten minutes. A striking advantage accrues from this emulation: each monitor and scholar is interested in such a degree, in the contest, that he exerts his abilities—and, having once discovered what they are able to do, the master knows what to require of them to do in future, according to the specimen they have shewn of their abilities. It is a contest much in the nature and spirit common in elections; but without its rancour or bitterness, and directed without excess, in a peaceful way, to a very useful purpose.

OF

OF COMMANDS.

It is unavoidable, on a large scale of education to do without giving many commands, and some of a very trivial nature. On my plan, many of the commands, which would be given by the master, are given by the monitors. As it is not proper that commands, without number, and perhaps of a nature opposite to each other, should be given at random by the monitors, it becomes needful to limit the number that are to be given, as much as may be. It is an important object to secure implicit obedience to those commands, on the part of the scholars ; and, for the monitors to acquire as prompt a manner in giving them, as will secure the attention of the classes; and lead them to a ready compliance. The first of these objects is easily attained. It is only to write down on paper the commands most necessary to be given by the monitor to his whole class; and, it is essentially needful, that he should not vary from the rule once laid down. The general commands common to all schools are detailed in the sequel.

The practice of giving short commands aloud,

aloud, and seeing them instantly obeyed by the whole class will effectually train the monitor in the habit of giving them with propriety.

The classes should learn to measure their steps when going round the school in close order to prevent what else would often occur from their numbers, treading on each other's heels or pushing each other down. In this case, measuring their steps, commands their attention to one object, and prevents their being unruly or disorderly. It is not required that the measure should be exact, or be a *regular step*; but, that each scholar shall attempt to walk at a regular distance from the one who precedes him. When a new scholar is first admitted, he is pleased with the uniformity, novelty, and simplicity of the motions made by the class he is in. Under the influence of this pleasure he readily obeys, the same as the other boys do. None of these commands are in themselves, an hardship; and they are well supported by the force of example. I *never knew a boy object to obey them*; yet, I have been sure, *some* boys, if they had been *individually* told to do such a thing by the monitor, would have said, 'You are only a boy like myself, do you think I shall be such a fool as to mind you' yet such a boy gets into the habits of

obedience

obedience before he is aware what he as been allured into; and then, when the monitor gives him a command of an unpleasant nature to execute he does it from the power of example, and the force of habit—and, however reluctant he may *feel* that reluctance does not *show itself*.

ARRANGEMENT OF SLATES.

Instead of hanging the slates to nails on the wall, every boy has a slate numbered according to his number in the class, and fastened to a nail on the desk at which he sits. By this means all going in and out for slates is avoided. But, if slates are suspended to nails on the walls, the class must go from their seats to fetch them, and the same to replace them, when they have done work. When boys write in a book which is only done by part of the scholars four times in the week, merely to accustom them to the use of the pen, they sling their slates; that is, let them hang suspended from the nails on the desks, by the slate-string. When slates are suspended in this manner, if the strings are good, there is little danger of their being thrown down or broken: so that when boys are writing, there are very few who have any occasion to get off their seats: and, if they should have, there is ample passage-room between the desks for them

to pass. If the slates are accidently stricken against by a boy passing, they hang loose, and of course give way when pressed against; which preserves them from injury.

ARRANGEMENT FOR HATS.

Another command is, to 'Sling hats,' which is always done in coming into school; and, 'Unsling hats,' which is always done on leaving it. This is a very covenient arrangement, as it prevents all loss of hats, mistakes, and confusion in finding them, which would naturally occur among so large a number of boys. It saves all shelves, nails, or places where they are usually put in schools. It prevents them all going to put hats on the nails or shelves, and all going to get them thence, before they leave school. These are great advantages—as, with eight hundred boys in school, they save sixteen hundred motions, unavoidable on the usual plan, both morning or afternoon—motions that, before this arrangement was made, produced much inconvenience in the school; and complaints were made, almost daily, of boys losing their hats, which have ceased since this arrangement. All these advantages are gained, and inconveniences are avoided, by every boy slinging his hat across his shoulders, as a soldier would sling his knapsack: by which

means he carries it always about him, and cannot lose it without immediately missing it. When the monitor wants his class to move to the right or left, and to fix the *precise* instant of their performing the evolution commanded, he makes a motion to the right or left with his hand. Thus he silently and by signal, does what he would otherwise perform aloud, and by a command; where signals can be introduced they command attention from the eye of each child, and conduce to the silence of the school.

NEW MODE OF MUSTERING BOYS FOR ABSENTEES.

It is usual, in most schools, to have a muster or roll-call, at a particular hour, varied at the discretion of the masters. The list of the scholars contains the name of every boy that attends it. In calling over the list every name is repeated, although three-fourths or more of the boys, whose names are called over, are present. It was needful in my institution to make a strict inquiry after absentees; but, the method above described was so tiresome and noisy, that I devised another more eligible. As the number of absentees bear but a small proportion to the numbers that attend, I formed the design of taking an account of the lesser number, without the repetition of names. To effect this, the classes are numbered—each begining at number 1, and ending

ending its series of numbers at 30, 70, 130, or any other number of which the class may consist. The list of each class is kept by the monitor of it, nearly in this shape :

CLASS LIST.

Number 1, Jones.
2, Trimmer
3, Brown.
4, Daubeny.
5, Peach.
6, Bowles,

These few names will show the manner in which the list of the whole class, perhaps an hundred and twenty, is kept. Answering to this is another series of numbers, printed on the school wall, thus :

1, 2, 3, 4, 5, 6.

The monitor calls his boys to muster—the class go out of the seats in due order—go round the school-room ; and, in going, each boy stops, and ranges himself against the wall, under that number which belongs to his name in the class-list. By this means, the absentees are pointed out at once—every boy who is absent will leave a number vacant. The monitor of the class then passes silently round the school room, and writes on the slate the numbers which are vacant.

Take

Take a specimen of six boys, mustered according to the foregoing list:

No.	1.	2.	3.	4.	5.	6.
	Jones.	Trimmer.			Peach.	

The boys, Jones, Trimmer, and Peach, are supposed to be present—they are ranged under their numbers. The boys, Brown, Daubeny, and Bowles, are absent—their numbers 3, 4, 6, are vacant. In taking the account of absentees, the monitor writes the numbers 3, 4, 6, on his slate; and the same as to any numbers vacant by absentees, in his whole class. He then makes a list of absentees, by referring to names in the class list. This list he gives to a monitor, whose business it is to see that the absentees are inquired after.

MONITOR OF ABSENTEES.

The monitor of absentees has under his charge an alphabetical list of the whole school: he refers to this list—and there he finds the name, dwelling, and parent's trade of each boy who is absent. He writes a list of absentees; this list is given to the master who directs needful enquiry to be made in all cases that require. The report of the monitor of absentees stands thus:

EIGHTH

EIGHTH CLASS.

DAY OF THE MONTH.	ABSENTEES.	INQUIRERS.	REPORT.
	Brown.	Jones.	Wanted by his parents.
	Daubeny.	Trimmer.	Truant.
	Bowles.	Peach.	Unwell.

In case of truants being reported: when they are brought to school, either by their friends, or by a number of boys sent on purpose to bring them, the monitor of absentees ties a large card round his neck, lettered in capital letters TRUANT; and he is, then tied up to a post in the school-room. When a boy repeats the fault many times or is incorrigible, he is sometimes tied up in a blanket, and left to sleep at night on the floor, in the SCHOOL-HOUSE. When boys are frequently in the habit of playing truant, we may conclude that they have formed some bad connections; and, that nothing but keeping them apart can effect a reform. When bad habits and connections are once formed in youth, they often become an easy prey to various temptations, in spite of all their good resolutions to the contrary.

SMALLER

SMALLER CLASSES.

In the smaller classes of readers it is well to subdivide the boys into twenties—the children being mostly young, learn to distinguish such numbers with greater facility: it is, on this account, the minor classes muster in twenties. One series of numbers on the school-room walls, serve for all the classes in the school to muster at in succession. The time taken by a class of a hundred and twenty boys to muster in, is seldom so much as ten minutes. The numbers attached to boys' names in the class-list are all estimated alike. These numbers are never changed by precedence and improvement in learning. They remain fixed for the sake of order, and have not the slightest connection with the system of rewards and encouragement adopted in the school.

REMARKABLE INSTANCE OF EMULATION.

I had two boys in my school remarkable for hardness of disposition, they were in two different classes, with no other design than the improvement of two classes, by raising a spirit of emulation among them, I betted, with one of my subordinate monitors, a *shilling* against an *old rusty nail*, that another class would excel in writing on the slate, that in which he taught.

In

In case it did, the old rusty nail was to be mine; if not the shilling was to be his, the oddity of the thing tickled the fancy of the boys, and served as well for the bone of contention as any thing else. Both classes were disposed to exert all their powers on the occasion, determined not to be excelled. I lost the wager in the sequel; but if it had been fifty times the value, it could not have had a better effect than it had. The truants, I have been mentioning, where in the two contending classes. The interest they took in the honor of their classes was so great, that instead of playing truant, they came to school, to aid their companions in securing the honor, which was more than the prize. They became pleased with school; and, above all, the almost incorrigible boy became reformed, and one of the best proficients in learning in the whole school; and for two years after, which he remained with me, no more was heard of his playing truant.

CHAP. 7.

OF OFFENCES AND COMPLAINTS.

The chief offence committed by youth at school, arise from the liveliness of their active dispositions. Few youth do *amiss* for the *sake of doing so*, youth natnrally seek whatever is pleasant to them.

with

with avidity; and, from ample experience I have found, that they do so with learning, when innocent pleasure and emulation is associated with it. If any misconduct should be punished by severity, *vice, profaneness and immorality*, are the chief subjects; and, I am convinced, that correction is not always indispensable in those cases, having known many a sensible boy reformed without, and that from practices as bad as any that usually occur in schools.

CHIEF FAULTS THAT OCCUR IN SCHOOLS.

That children should *idle* away their time, or *talk* in school, is very improper—they cannot talk and learn at the same time. In every school, talking should be considered a great offence; and yet with due care, it occurs very seldom.

THE RULE AND ORDER BY WHICH MONITOR'S MAKE COMPLAINTS.

The monitor should have a continual eye over every one in the class under his care, and notice when a boy is loitering away his time in talking and idleness. Having thus seen, he is bound in duty to lodge an accusation against him for *misdemeanor*. In order to do this *silently*, he has a number of printed cards with different charges: as, 'I have seen this boy idle,'—'I have seen

seen this boy talking,' &c. &c. This rule applies to every class, and each card has the name of the particular class it belongs to written on it. On shewing a printed card as above, belonging to the first or sixth, or any other reading class, it is immediately known, who is the monitor making the complaint, and what is the fault complained of. This card is given to the defaulter, and he is required to present it at the head of the school—a regulation that must be complied with.

INSTRUMENTS OF PUNISHMENTS.

OF LOGS.

On a repeated or frequent offence, after admonition has failed, the lad to whom an offender presents the card, places a wooden log round his neck, which serves as a pillory, and with this he is sent to his seat. This log may weigh from four to six pounds, some more and some less. The neck is not pinched or closely confined—it is chiefly burthensome by the manner in which it incumbers the neck, when the delinquent turns to the right or left. While it rests on his shoulders, the equilibrium is preserved; but, on the least motion one way or the other, it is lost, and the log operates as a dead weight upon the neck. Thus he is confined to sit in his proper position and go on with his work.

OF SHACKLES.

When logs are unavailing, it is common to fasten the legs of offenders together with wooden shackles: one or more, according to the offence. The *shackle* is a piece of wood mostly a foot long, sometimes six or eight inches, and tied to each leg. When shackled, he cannot walk but in a very slow, measured pace; being obliged to take six steps when confined, for two when at liberty. Thus accoutred he is ordered to walk round the school room, till tired out—he is glad to sue for liberty and promise his endeavour to behave more steadily in future, with this he is sent to his seat and goes on with his work. Should not this punishment have the desired effect, the left hand is tied behind the back, or wooden shackles fastened from elbow to elbow, behind the back. Sometimes the legs are tied together.

THE BASKET.

Occasionally boys are put in a sack, or in a basket, suspended to the roof of the school, in sight of all the pupils, who frequently smile at *the birds in the cage*. This punishment is one of the most terrible that can be inflicted on boys of sense and abilities. Above all, it is dreaded by the monitors: the name of it is sufficient, and therefore it is but seldom resorted to on their account.

THE CARAVAN.

Frequent or old offenders are yoked together sometimes, by a piece of wood that fastens round all their necks; and, thus confined, they parade the school, walking backwards—being obliged to pay very great attention to their footsteps, for fear of running against any object that might cause the yoke to hurt their necks, or to keep from faling down. Four or six can be yoked together this way.

PROCLAMATION OF THE FAULTS OF AN OFFENDER BEFORE THE SCHOOL.

When a boy is disobedient to his parents, profane in his language, has committed any offence against morality, or is remarkable for slovenliness, it is usual for him to be dressed up with labels, describing his offence, and a tin or paper crown on his head. In that manner he walks round the school, two boys preceding him, and *proclaiming* his fault; varying the proclamation according to the different offences.

SLOVENLINESS.

When a boy comes to school with dirty face or hands, and it seems to be more the effect of habit than of accident, a girl is appointed to wash his face in the sight of the whole school.

This

This usually creates much diversion, especially when (as previously directed) she gives his cheeks a few *gentle strokes of correction* with her hand.

CONFINEMENT AFTER SCHOOL HOURS.

Few punishments are so effectual as confinement after school hours. It is, however, attended with one unpleasant circumstance. In order to confine the bad boys in the school-room, after school-hours, it is often needful the master, or some proper substitute for him, should confine himself in school, to keep them in order. This inconvenience may be avoided, by tying them to the desks, or putting them in logs, &c. in such a manner that they cannot loose themselves. These variations in the *modes of unavoidable punishment*, give it the continual force of novelty, whatever shape it may assume. Any single kind of punishment, continued constantly in use, becomes familiar, and loses its effect. Nothing but *variety* can continue the power of *novelty*. Happily, in my institution, there are few occasions of punishment; and this conduces much to the pleasure it affords me. The advantages of the various modes of correction, are, that they can be inflicted, so as to give much uneasiness to the delinquents, without disturbing the mind

or temper of the master. The object of these different modes of procedure is to weary the culprit with a log; or by placing him in confinement of one kind or another, till he is humbled, and likely to remove the cause of complaint by better behaviour in future. When he finds how easily his punishments are repeated—that he himself is made the instrument—and no respite or comfort for him, but by behaving well, it is more than probable he will change for the better. It is also very seldom that a boy deserves both a log and shackle at the same time. Most boys are *wise* enough, *when under* one punishment, not to transgress again immediately, lest it should be doubled. They are mostly so prudent, as to behave quiet and well, in hopes of being set at liberty from the one they already suffer, which is mostly in a few minutes. It ought to be understood in a school that whatever mode of punishment a master may adopt, on a repetition of the fault, a repetition of the punishment will unavoidably ensue, this will avoid recurring too often to modes of punishment, which are not effectual without interrupting the pupils attention to business, as the log, the shackle, the badge of disgrace—at the same time the offenders are the instruments of their own punishment. Lively, active-

active-tempered boys, are the most fre quent transgressors of good order, and the most difficult to reduce to reason; the best way to reform them is by *making monitors of them.* It diverts the activity of their minds from mischief, by useful employment, which at the same time adds greatly to their improvement. I have experienced correction of any kind, only to be needful in proportion as boys were under the influence of bad example at home. Nothing is unhappily more common, than for parents to undo, by their bad example at home, all the good their children obtain at school. This occasions the first trouble to be renewed many times; and many punishments fall to the lot of that child, who, however well regulated at school, is spoiled at home. But, certain it is, that, if punishments must exist, such as those mentioned in the preceding detail are preferable to others more severe, and in common practice. I wish they were never in *sole practice,* without any thing of a more generous nature existing in schools where they are made use of: but some persons will plead for the rod, as the partizans of Robertspiere did for the gullotine, with an unrelenting fury.

SINGING TONE OF READING.

When a boy gets into a singing tone in reading, the best cure that I have hitherto found effectual,

fectual, is by *force* of ridicule.—Decorate the offender with matches, ballads; (dying-speeches, *if needful*;) and, in this garb send him round the school, with some boys before him, crying matches, &c. exactly imitating the dismal tones with which such things are hawked about the streets in London, as will readily occur to the reader's memory.

LABELS OF DISGRACE.

When boys are in habits of talking, or being idle in school-time, it is common in the Free Schools under my direction, as variety in punishment, to make an offender stand up and suck his fingers, with the label 'Idle' or 'noisy'

"SUCK FINGER BABY."

OTHER MODES OF PUNISHMENT.

The following punishment is most tremendous; when a boy is found to deserve punishment, instead of recuring as to the Rod, make him A BASHAW OF THREE TAILS. The use of a famous coat called the fools coat, is well known in Schools, let such a coat be suspended in the public School; the name of the offender printed in large letters that the whole school may read, and fastened on it; the words, Bashaw of three tails also on the back of the coat, and three birch

en

en Rods suspended from the tail of the coat, at due and regular distances. This punishment is excellent for the senior boys and will not need many repetitions. Sometimes an idle boy may have a pillow fetched from a feather bed, and placed on the desk for him to lay his head on, as if asleep; in the face of the school. A *Go-cart* is another excellent punishment for an idle boy, but rocking in a Cradle is better. Exhibitions of this sort soon bring a large school into order. Under this head I may repeat an anecdote, but do not recommend it to practice, as I have never tried it. A respectable Female kept a small school for children of that sex. Her health was delicate, and the task became so arduous from the noise of the children, when at school, that she had no prospect but that of declining school altogether. In the interim she was advised to make one trial more; to have a cup of *Camomile tea* always by her, and whenever any child was found talking to regale her with a tea-spoonful; and if she repeated her offence, to repeat the punishment. We may suppose many *wry mouths* were made on the occasion, but the punishment wanted little repetition, it was to *bitter* to be endured, and almost immediately ceased to be deserved, and the school continued an example of order and usefulness.

APPENDIX.

AN ERROR COMMON AMONG TEACHERS.

There is one error teachers are too generally apt to fall into, that of giving commands themselves, of calling aloud for order, and SILENCE among their scholars. If one general rule is abided by on this head; it will prove that *the less a masters voice is heard among his scholars, the more he will be obeyed.* The noise of a school is generally in proportion to the noise a master makes in it himself. The punishment of the scholars, and the fatigue of the master, is nearly in like proportion.

The master should be a silent by-stander and inspector. What a master says should be done but if he teaches on this system he will find the authority is not personal, that when *the pupils,* as well as the school-master understand how to act and learn on this system, *the system,* not the masters vague, discretionary, uncertain judgement, will be in practice. A command will be obeyed by any boy, because *it is a command,* and the whole school will obey the common, *known* commands of the school, from being merely *known* as such; let who will give them. In a common school, the authority of the master is personal, and the rod is his sceptre. His absence is the immediate signal for confusion and riot, and in his absence,

his

his assistants will rarely be minded. But in a school properly regulated and conducted on my plan, when the master leaves school the business will go on as well in his absence as in his presence, because the authority is not *personal.* This mode of insuring obedience is a novelty in the history of education.

SERIES OF LESSONS.

In teaching the lessons in my new spelling book to boys who have not learned to read. It will be found needful to refer to the root of the words so spelt as *al.* ale, *al.* pal, *con. coin,* refering to the radix (in Italics) every time a word is spelt. (For the superior classes an entire new series of lessons are in contemplation on the plan of Freames Catechism.) an excellent work, against which much unfounded clamour has been raised, although it now has the sanction of two Bishops, as being one of the best selections ever made from scripture. The questions are read by the monitor, and the answer by the scholar which keeps up continued attention from both parties.

SLATES.

In the new method of spelling described page 22. It is desirable that every boy in the same class should write the same number of words in the

the same time, of course all their slates should be of *one size* and ruled with the like number of lines, unless this is the case, the class cannot all perform the task appointed them, a *fine* should be paid by each boy for carelessly breaking a slate. The master should fix the number of words for each class, the time in which they are to be written, and the time in which he will inspect, or cause them to be inspected.

SAND.

In the account of the improved method of printing in sand—mention is made of a flat iron, being used for smoothing it. A substitute may be provided of wood, which will answer the same purpose and prevent some kind *Goody,* borrowing a flat iron, *without leave,* for her own linen, as I have sometimes known to be the case—and the class in a small school kept in idleness, because the Iron is taken away.

CARD STICK.

This is mentioned in page 35. and may be made moveable with feet to hang the lessons on, while the circles are reading round it. One or two will be sufficient for a large school, as the lessons are usually placed on the school wall for the boys to read, &c.

INSPECTION.

The *mode* of inspection, see page 60. Applies to the arithmetic classes, and every branch of instruction taught on this system, with such variations as the nature of each particular branch requires, and which the description of each will shew.

LIST OF THINGS WANTED IN THE OUTFIT OF A SCHOOL ON THIS PLAN OF EDUCATION.

Lancaster's new spelling book.
——— Series of Reading Lessons.
——— New System of Arithmetic.
Freame's Scripture Instruction.
Watt's Hymns for children. Papers &c.
Duties for monitors.
The method of teaching the alphabet in courses.
Mustering-numbers.
Numbers of Precedence for Circles.
Monitor's Tickets.
Accusation-cards, and cards of disgrace.
Titles for the classes, to be placed at the head of each class.
Order of commands.
Labels of disgrace.
Commendatory tickets, &c.

Slates

Slates ready ruled for the use of schools.

Letters adressed to J. L. POST PAID (and POST PAID only) will be attended to.

PAPER OF COMMANDS
ON COMING OUT TO SHEW WRITING.

Out. Front. Look. (To the Right or Left and a motion made with the hand by the commanding monitor.) Take up Slates. *Show Slates.* (Here the monitor inspects.) Left hand Slates, Right hand Slates, Single. (In a line.) *Double.* Step Forward. Step Backward. Go. Show Slates, to the Master, or Inspecting Monitor.

ON RETURNING TO THE CLASS.

Look.
Go.
Shew Slates.
Lay down Slates.
In.

ON GOING HOME.

Out.
Unsling Hats.
Put on Hats.
Go.

On the advantages to be derived from this plan by Introducing it into small village schools, and Parochial charity schools. I submit the following considerations to the reader.

The

The trouble of the teacher will be materially lessened, and the happiness of the children increased.

In a school of thirty children, one book will serve the whole school.

This plan will enable the committee of a charity school, to extend the school, to double the number, and if needful to many times *more* than double the number where the population of a parish will allow of it; at a small expence; one book still serving for the whole school.

Where the numbers of children *cannot be* increased, their proficiency will be doubled, and more time left for husbandry, works of Industry and Religious Instruction, as such committees, or heads of schools may direct.

The expence of writing books, ciphering books &c. will be chiefly saved.

Advantages to be derived from extending the plan to those called sunday schools.

The emulation to improve, and proficiency in reading will be excited, and increased, more by this method than any other as well as great economy introduced in the article of books.

The

The real and proper object of those called sunday schools, is the Religious Instruction of the children, to this the art of Reading is properly considered a needful auxilliary, and on this principle children are taught to read and spe who have not already learned to read so well, as to improve their minds in Religious Knowledge, by reading Objections are frequently made by conscientious persons, to children learning to write, on account of the solemnity of the day set a part for public worship. But surely any thing which will command *silence* in school and will ensure attention, must certainly conduce to keep a school in that decorum proper to the day and occasion.

As the new method of spelling by writing on the slate, naturally connects spelling with writing, and this is made the basis of improvement in Reading, it surely cannot be inconsistent with the design and object of those called sunday schools, to adopt any plan which will promote order and regularity in schools and hasten the proficiency of the scholars in reading, I therefore generally recommend the introduction of the new mode of spelling on slates, and the new books, which will serve so many children, to the friends of those schools throughout the nation.

ON SCHOOL ROOMS.

The best form for a school room is a long square.

All the desks should front the head of the school, that the master may have a good view of each boy at once, the desks should all be *single desks*, and every boy sit with his face to the head of the school. No desks should be placed to the wall, or round the sides of the school room.

Room should be left between each desk for a passage for the boys that the scholars in one desk may go out without disturbing those in another. It is desirable the desks and forms should be substantial and firmly fixed to the ground, or floor. The ends or corners of the desks and forms, should be rounded off, as the boys when runing quickly in and out are apt to hurt themselves against them.

TERMS FOR TEACHING THIS PLAN OF SCHOOLKEEPING TO PERSONS WHO DESIRE TO BE QUALIFIED AS MASTERS BY THE PRACTICE.

Such persons whether coming at their own expence or any other persons, to have all their travelling expences, board, &c. Defrayed at their own charge.

To

To reside in the neighbourhood of any one of Joseph Lancasters schools which he may think most eligible for their acquiring an easy knowledge of the method, and to attend school at such times and go through the performance of such duties as he may appoint.

To attend a course of lectures combining a practical elucidation of the plan, with its theory.

On being admitted to learn the plan, the sum of six guineas to be paid as a subscription for the general purposes of the Institution.

During the time of attendance (from six weeks to three, or four months) not to interfere with the duty or business of other persons studying the plan, or their attendance any branch of duty appointed them.

PLATFORM, VENTILATION, AND FLUES.

At the head of the school should be an elevated platform for the masters desk, and as a convenient place to oversee the school, passages should be left at the bottom and on one side of the school, or on both sides when space allows Children confined in a small school-room, can no more expected to be in order, than soldiers could

could be expected to exercise without *a parade.* The ventilation of school-rooms is a subject which requires local consideration, but they should be built, or if already built made as much as possible open every way to the free circulation of air.

School-rooms may be warmed by under ground flues, heated by a stove which will burn refuse cinders or ashes. This is the best mode. Any place may be sufficiently heated in this manner without the children being obliged to leave their seats to go to the fire. This will only apply to ground floors.

NEW SCHOOLS.

On the necessity of establishing new schools, as well as of enlarging old ones, I need not say much, the public are well aware of it; I only wish they were as active in the application of the remedy. I have established a school in which 260 children are taught by a boy of sixteen. The population of the parish is at least six or seven thousand persons, mostly very poor and the two parochial schools newly established contain only 90 poor children Boys and Girls in both.

BRITISH LEGHORN

MANUFACTURE.

Wm. Corston of Ludgate Hill, London, has established by desire of THE SOCIETY FOR BETTERING THE CONDITION OF THE POOR, a Commission Warehouse for the sale of straw plat, manufactured in schools of industry. Many persons concerned in such schools, found difficulty when the article was made to dispose of it. The Society anxious to obviate this in convenience, encouraged the above mentioned gentleman, to open a commission warehouse for its sale, and the undertaking has proved highly beneficial to schools of Industry, and creditable to the institution. The author hopes this further diffusion of the knowledge of it, will render it more so.

Wm. Corston, has also introduced into this country the successful manufacture of the British Leghorn, for Ladies and Gentlemen's Hats. Instead of importations from Italy, and even indirectly from parts of France, it may be manufactured by our own poor, and the foreign market, as well as the home consumption supplied by their labour. It is calculated the average demand for our market and exportation will employ fifty thousand poor children. It has already had the sanction of the legislature, the patronage

of

of the King and Queen, the Royal Family, and of many of the most distinguished Nobility and Gentry. The Society of Arts, pronounced the invention a NATIONAL BENEFIT, and rewarded the inventor with a gold medal. The manufacture has been brought to such a degree of fineness as not to be exceeded by any imported from Leghorn itself, or elsewhere; and persons in the trade have been unable to discover which was english and which foreign. The Society for bettering the condition of the poor, have also noticed this valuable branch of manufacture in their reports. Ample particulars may be found by referring to my octavo work 'Improvements in Education'. The public will find in the close of that work, an outline of valuable improvements in the employment of the female poor. The importance of the British Leghorn Plait introduced into this country by Wm. Corston, and encouraged in such a distinguished manner, will find sufficient apology for its introduction here, from its novelty as well as the means it furnishes for the extensive employment of the poor.

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