

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

AS PRACTISED AT THE

Society's Central Schools, London;

Together with Observations on the

ORGANIZATION OF SCHOOLS:

**FOR THE USE OF COMMITTEES, MASTERS, AND
TEACHERS OF SCHOOLS.**

LONDON:

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

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

“ London, 5th June, 1826.

“ DEAR SIR,

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

“ I am, Dear Sir,

“ Your faithful and obedient

“ To Mr. H.”

“ A. BELL.

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

THE
PRACTICAL MANUAL,
&c.

RELIGIOUS INSTRUCTION.

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

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

“ Our Father—which art—in heaven, |

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

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

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

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

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

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

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

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

READING.

Script Cards, page 1, line 1.

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

Script Cards, page 1, line 2.

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

The teacher says, “ shew cards.”

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

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

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

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

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

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

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

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

The lesson appears on the slates thus:

la, le, li, lo, lu.

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

The Promiscuous Lesson.

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

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

One or more words may be spelt and written in this manner. A *comma* is placed between each word and a *period* at the end, by the children, without being desired. The lesson is then read once, the slates examined, and places assigned.

The succeeding pages of the cards are taught exactly in the same manner, with this exception, that some are read by words, pauses, and clauses. Suitable questions on the subject of the lesson follow the reading, and after them the promiscuous lesson.

Roman Print Cards, or Book No. 1.

A class may readily be taught the Alphabet from a single card sufficiently large, if pasted on a board. And where economy is studied, the same plan of board lessons may be pursued till the children are prepared to read the No. 2 Book.

1. Spell these board-lessons, or cards, whichever are used, several times over, and in a similar manner as la, le, li, &c. are directed to be written (page 7).

2. Read the lesson several times over.

3. Questions on the lesson ; and then the promiscuous lesson.

Books No. 2 and 3.

Parables

History

Discourses

Miracles

Sermon on the Mount.

Ostervald's Abridgment of the Bible.

The above works may be read by the children

from stop to stop, or to such breaks in the sense as are most obvious.

The Testament and the Bible are read by verses, or breaks in the sense.

Questions and the promiscuous lesson as before.

SPELLING.

The promiscuous lesson is intended to teach the art of spelling correctly. In the higher classes it may be conducted thus :

Suppose the teacher desires the class to spell and write the word "righteousness," and give its meaning.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th
r	i	g	h	t	e	o	u	s	n	e	s	s			
right-e-ous-ness-r-i-g-h-t-e-o-u-s-n-e-ss—															
	17th			18th			19th			20th			21st		
righteousness; <i>justice, honesty, virtue, goodness.</i>															

A longer pause is made after the last letter of a syllable than after any other, to mark its termination. A class might spell, and write upon their slates, about three words in this manner; and spell (only) nine or twelve more in the time usually allotted to it.

WRITING.

The children of the lowest class are taught writing at the same time they commence reading. (page 6.) A certain time is allowed them, as well as others, to write from the script cards at their seats or at the desks. Those of the

higher classes are allowed to write in books in the usual manner.

CIPHERING.

Those children unacquainted with figures should be taught to know the digits, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, (as directed for *i, l, t, o*, page 6.)

The formation of Digits.—See Dr. Bell's Manual.

0	1	2	3	4	5	6	7	8	9	10	11	12	13
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1
		3	3	3	3	3	3	3	3	3	3	3	3
		1	1	1	1	1	1	1	1	1	1	1	1
			4	4	4	4	4	4	4	4	4	4	4
			1	1	1	1	1	1	1	1	1	1	1
				5	5	5	5	5	5	5	5	5	5
				1	1	1	1	1	1	1	1	1	1
					6	6	6	6	6	6	6	6	6
					1	1	1	1	1	1	1	1	1
						7	7	7	7	7	7	7	7
						1	1	1	1	1	1	1	1
							8	8	8	8	8	8	8
							1	1	1	1	1	1	1
								9	9	9	9	9	9
								1	1	1	1	1	1
									10	10	10	10	10
									1	1	1	1	1
										11	11	11	11
										1	1	1	1
											12	12	12
											1	1	1

The figures 1, 2, 3, &c. at the top of each column, denote the lessons.

The teacher dictates these lessons to the children in the first instance, thus :

1st. First lesson nought 0
 Draw a double line =

2nd. Fresh lesson nought 0
 Set one under nought 1
 Draw a line —
 One and nought are one
 Set one under one 1
 Draw a double line =

The children repeat, and drop their hands for a time after each pause, or distinct part of the operation. The teacher examines the slates and assigns places after each lesson.

Elementary Lessons in Addition and Subtraction, by which, at the same time, are formed and learned the Addition and Subtraction Tables.—See Dr. Bell's Manual.

Lesson 1.

0	1	2	3	4	5	6	7	8	9	10	11	12
1	1	1	1	1	1	1	1	1	1	1	1	1
1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	2	3	4	5	6	7	8	9	10	11	12

Lesson 2.

2	3	4	5	6	7	8	9	10	11	12
2	2	2	2	2	2	2	2	2	2	2
4	5	6	7	8	9	10	11	12	13	14
2	2	2	2	2	2	2	2	2	2	2
2	3	4	5	6	7	8	9	10	11	12

Lesson 3.	3	4	5	6	7	8	9	10	11	12	
	3	3	3	3	3	3	3	3	3	3	
	<hr/>										
	6	7	8	9	10	11	12	13	14	15	
	3	3	3	3	3	3	3	3	3	3	
	<hr/>										
	3	4	5	6	7	8	9	10	11	12	

Lesson 4.	4	5	6	7	8	9	10	11	12		
	4	4	4	4	4	4	4	4	4		
	<hr/>										
	8	9	10	11	12	13	14	15	16		
	4	4	4	4	4	4	4	4	4		
	<hr/>										
	4	5	6	7	8	9	10	11	12		

Lesson 5.	5	6	7	8	9	10	11	12			
	5	5	5	5	5	5	5	5			
	<hr/>										
	10	11	12	13	14	15	16	17			
	5	5	5	5	5	5	5	5			
	<hr/>										
	5	6	7	8	9	10	11	12			

Lesson 6.	6	7	8	9	10	11	12				
	6	6	6	6	6	6	6				
	<hr/>										
	12	13	14	15	16	17	18				
	6	6	6	6	6	6	6				
	<hr/>										
	6	7	8	9	10	11	12				

Lesson 7.	7	8	9	10	11	12					
	7	7	7	7	7	7					
	<hr/>										
	14	15	16	17	18	19					
	7	7	7	7	7	7					
	<hr/>										
	7	8	9	10	11	12					

Lesson 8.	8	9	10	11	12						
	8	8	8	8	8						
	<hr/>										
	16	17	18	19	20						
	8	8	8	8	8						
	<hr/>										
	8	9	10	11	12						

$$\text{Lesson 9. } \left\{ \begin{array}{r} 9 \ 10 \ 11 \ 12 \\ 9 \ 9 \ 9 \ 9 \\ \hline 18 \ 19 \ 20 \ 21 \\ 9 \ 9 \ 9 \ 9 \\ \hline \underline{\underline{9 \ 10 \ 11 \ 12}} \end{array} \right.$$

$$\text{Lesson 11. } \left\{ \begin{array}{r} 11 \ 12 \\ 11 \ 11 \\ \hline 22 \ 23 \\ 11 \ 11 \\ \hline \underline{\underline{11 \ 12}} \end{array} \right.$$

$$\text{Lesson 10. } \left\{ \begin{array}{r} 10 \ 11 \ 12 \\ 10 \ 10 \ 10 \\ \hline 20 \ 21 \ 22 \\ 10 \ 10 \ 10 \\ \hline \underline{\underline{10 \ 11 \ 12}} \end{array} \right.$$

$$\text{Lesson 12. } \left\{ \begin{array}{r} 12 \\ 12 \\ - \\ 24 \\ 12 \\ - \\ \underline{\underline{12}} \end{array} \right.$$

These lessons are dictated to the children by the teacher in the following manner :

The teacher says, 0,— 1,— 2,— 3,— &c.

Set 1 under 0,— 1 under 1,— 1 under 2,— &c.

Draw a line, and add the two lines together.—

1 and 0 are 1,— set 1 under 1,— &c. through the whole line.

Set 1 under 1,— 1 under 2,— 1 under 3,— &c.

Draw a line, and subtract one line from the other.—

1 from 1, 0— set 0 under 1,— 1 from 2, 1— set 1 under 2— &c. through the whole line.

Draw a double line.—

Question. Does the sum prove ?

Answer. Yes.

Q. Why ?

A. Because the bottom line is like the top.

The children will in a little time be able to write these lessons at their own dictation ; each saying a distinct part of the operation, as marked by the pauses (—).

Elementary Lessons in Multiplication and Division, by which, at the same time, are formed and learned the Multiplication and Division Tables.—See Dr. Bell's Manual.

The following Lessons are taught in a similar manner to the preceding.

Lesson 1.	}	0 1 2 3 4 5 6 7 8 9 10 11 12
		1 1 1 1 1 1 1 1 1 1 1 1 1
		1) 0 1 2 3 4 5 6 7 8 9 10 11 12
		<u>0 1 2 3 4 5 6 7 8 9 10 11 12</u>

Lesson 2.	}	2 3 4 5 6 7 8 9 10 11 12
		2 2 2 2 2 2 2 2 2 2 2 2
		2) 4 6 8 10 12 14 16 18 20 22 24
		<u>2 3 4 5 6 7 8 9 10 11 12</u>

Lesson 3.	}	3 4 5 6 7 8 9 10 11 12
		3 3 3 3 3 3 3 3 3 3 3
		3) 9 12 15 18 21 24 27 30 33 36
		<u>3 4 5 6 7 8 9 10 11 12</u>

Lesson 4.	}	4 5 6 7 8 9 10 11 12
		4 4 4 4 4 4 4 4 4
		4) 16 20 24 28 32 36 40 44 48
		<u>4 5 6 7 8 9 10 11 12</u>

Lesson 5.	}	5 6 7 8 9 10 11 12
		5 5 5 5 5 5 5 5
		5) 25 30 36 40 45 50 55 60
		<u>5 6 7 8 9 10 11 12</u>

Lesson 6.	}	6 7 8 9 10 11 12
		6 6 6 6 6 6 6
		6) 36 42 48 54 60 66 72
		<u>6 7 8 9 10 11 12</u>

$$\text{Lesson 7. } \left\{ \begin{array}{r} 7 \ 8 \ 9 \ 10 \ 11 \ 12 \\ 7 \ 7 \ 7 \ 7 \ 7 \ 7 \\ \hline 7) \ 49 \ 56 \ 63 \ 70 \ 77 \ 84 \\ \hline 7 \ 8 \ 9 \ 10 \ 11 \ 12 \\ \hline \hline \end{array} \right.$$

$$\text{Lesson 8. } \left\{ \begin{array}{r} 8 \ 9 \ 10 \ 11 \ 12 \\ 8 \ 8 \ 8 \ 8 \ 8 \\ \hline 8) \ 64 \ 72 \ 80 \ 88 \ 96 \\ \hline 8 \ 9 \ 10 \ 11 \ 12 \\ \hline \hline \end{array} \right.$$

$$\text{Lesson 9. } \left\{ \begin{array}{r} 9 \ 10 \ 11 \ 12 \\ 9 \ 9 \ 9 \ 9 \\ \hline 9) \ 81 \ 90 \ 99 \ 108 \\ \hline 9 \ 10 \ 11 \ 12 \\ \hline \hline \end{array} \right.$$

$$\text{Lesson 10. } \left\{ \begin{array}{r} 10 \ 11 \ 12 \\ 10 \ 10 \ 10 \\ \hline 10) \ 100 \ 110 \ 120 \\ \hline 10 \ 11 \ 12 \\ \hline \hline \end{array} \right.$$

$$\text{Lesson 11. } \left\{ \begin{array}{r} 11 \ 12 \\ 11 \ 11 \\ \hline 11) \ 121 \ 132 \\ \hline 11 \ 12 \\ \hline \hline \end{array} \right.$$

$$\text{Lesson 12. } \left\{ \begin{array}{r} 12 \\ 12 \\ \hline 12) \ 144 \\ \hline 12 \\ \hline \hline \end{array} \right.$$

NUMERATION AND NOTATION.

(See *Dr. Bell's Manual*.)

“All this while the child has been exercised in reading and writing not higher than 144. He may now be practised in writing and reading

all the varieties which occur in a half-period, or number consisting of three places, viz. units, tens, and hundreds, according to the use and place of the cipher. Of units, there is only one case, as 7; of tens, two, as 70, 77; of hundreds, four, as 700, 707, 770, 777; or varying the figures, 7, 40, 96, 700, 408, 390, 521; these several cases, viz. 6, 20, 38, 200, 608, 540, 937, include all the varieties which occur in writing any number, not exceeding three figures, or half a period. Now every number, however long, is composed of a repetition of half-periods. In these elements, therefore, viz. in reading and writing units, tens, and hundreds, or a single half-period, the scholar is made perfect. No more is necessary to enable him to read and write the longest number, which is only a succession of half-periods."

Directions for holding the Slate, &c.

The teacher says, The long way of the slate,— the string in the left hand,— begin close to the left hand,— and one inch from the top.—

Example.

Suppose the following number to be written at the dictation of the teacher and children, each saying a figure.

Teacher	Assistant	1st Child	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	18th	19th	20th	Teacher	Assistant	1st Child	2nd	3rd	4th	5th	6th	7th	8th		

Let it be read over, to detect any errors.

To divide the number into Periods and Half-periods.

The next child says—Count three figures from the right, and place a comma between 8 and 0.—

The next says—Count three more, and place a semicolon between 0 and 0.—

Proceed thus through the whole line.

The number will then appear thus :

73 ; 807,900 ; 048,005 ; 670,000 ; 598,420 ; 070,801.

To affix the proper value of each period.

The next says—Place a figure 1 over the first figure to the left of the first semicolon.—

The next says—Place a figure 2 over the first figure to the left of the second semicolon.—

Proceed in this manner through the whole line.

The number now appears thus :

⁵73 ; ⁴807,900 ; ³048,005 ; ²670,000 ; ¹598,420 ; 070,801.

To read the number.

1. Read it by half-periods ; thus : seventy-three ; eight hundred and seven ; nine hundred, &c. through the whole line.

2. Read it by whole periods (the child taking the first half of a period pronounces the word "thousand" with it) ; thus : seventy-three ; eight hundred and seven thousand ; nine hundred &c. through the whole line.

3. Read it quite through (the child saying the last half of any period annexes the *name* of that particular period) : thus ; seventy-three *quintillions* ; eight hundred and seven thousand ; nine hundred *quadrillions* ; forty-eight thousand, and five *trillions* ; six hundred and seventy thousand

billions; five hundred and ninety-eight thousand four hundred and twenty *millions*; seventy thousand, eight hundred and one.

Numeration is the art of reckoning up or reading a number previously noted or written down; but Notation is the writing the number down from the *words* dictated; in which it will be necessary to make the children bear in mind that each period must contain six figures, and each half-period three. They may also be directed to distinguish each period by its proper name, as, quintillions, quadrillions, trillions, billions, &c.

Example.

Write the number corresponding to the following words: Fifty-four thousand, and two trillions; eight hundred and seven thousand billions; two hundred and sixty-three thousand, seven hundred and twenty-one millions; nine hundred and two thousand, three hundred and fifty-six.

There are in this example four periods, therefore write *

00,000³; 000,000²; 000,000¹; 000,000.

and by taking away the cyphers, and substituting the proper figures in each period, the number will stand thus:

54,002³; 807,000²; 263,721¹; 902,356.

It will be necessary to read or call the figures over singly, in order to see that all the slates agree.

* After a little practice the class will be able to dispense with the line of ciphers.

ADDITION.

The following example may be written down at the dictation of the teacher or the children themselves, each one giving a line out at a time.

It would be a good plan to provide the teachers with a book of examples in each rule, having the operation performed at length.

Example.

$$\begin{array}{r}
 \begin{array}{l}
 5^{30} \\
 2^{25} \\
 3^{23} \\
 7^{20} \\
 8^{13} \\
 2^{5}
 \end{array}
 \begin{array}{l}
 7^{31} \\
 6^{24} \\
 4^{18} \\
 1^{14} \\
 3^{13} \\
 8^{10}
 \end{array}
 \begin{array}{l}
 1^{25} \\
 3^{24} \\
 1^{21} \\
 5^{20} \\
 9^{15} \\
 6
 \end{array}
 \\
 \hline
 30 \quad 1 \quad 5
 \end{array}$$

The example is worked thus :

$\begin{array}{ccc}
 \text{1st child.} & \text{2nd.} & \text{3rd.} \\
 \text{6 and 9 are 15—and 5 are 20—and 1 are 21—} \\
 \text{4th.} & \text{5th.} & \\
 \text{and 3 are 24—and 1 are 25;—set down 5 and} \\
 \text{6th.} & \text{7th.} & \\
 \text{carry 2—and 8 are 10, and so on.}
 \end{array}$

Read the Amount, or Total.

In this manner all sums are performed.

THE TABLES

OF WEIGHTS AND MEASURES.

The teacher may question the children, or the children may question each other, after they are committed to memory; which may be done, by the children repeating after the teacher.



ADMISSION CARD.

<i>National Society's Central School.</i>	
Child's Name	_____
Born	_____
Age	_____
Parents' Name	_____
Residence	_____
Date of Admission	_____

The Admission Book is ruled with suitable columns, to enter every particular on the Admission Card.

Rules and Regulations to be observed by the Children.

SCHOOL HOURS.

	Morn.	Aftern.
From Lady-Day to Michaelmas....	9 to 12....	2 to 5
From Michaelmas to Lady-Day....	9 to 12...	2 to 4
Sundays	10 ..	½ past 2

Wednesday and Saturday Afternoons are Holidays.

Rules for Cleanliness, Behaviour, &c. may be added.

REGISTER OF LESSONS.

DATE.	Days of the Week.	Book.	READING.				CIPHERING.			ATTENDANCE.			REMARKS.								
			Ended at page	No. of pages.	No. of Lessons.	Repeated.	Hours.	Hours Writing.	Tables. $\frac{1}{2}$ Hour.	Rule.	Hours.	Morning Prayer and Religious Instruction $\frac{1}{2}$ hour, and Evening Prayer $\frac{1}{2}$ hour.		Examination.	Total.	P	L	A	T		
1825																					
Feb. 14	M.	Sermons on the Mount.	6	3 $\frac{1}{2}$	8	..	2 $\frac{1}{2}$	1	Addition 1 & 12	Elementary Lessons in Addition	1	Church Catechism	..	6	9	2	1	12			
15	T.	—	10	3 $\frac{1}{2}$	7	..	2 $\frac{1}{2}$	1	1 & 12	—	1	—	..	6	10	1	1	12			
16	W.	—	12	2	8	..	1	$\frac{1}{2}$	2 & 12	—	$\frac{1}{2}$	—	..	3	10	2	0	12			
17	Th.	—	16	4	8	..	2 $\frac{1}{2}$	1	2 & 12	—	1	—	..	6	11	1	0	12			
18	F.	—	20	4	7	..	2 $\frac{1}{2}$	1	3 & 12	—	1	—	..	6	11	1	0	12			
19	S.	—	21	1	2	..	1	$\frac{1}{2}$	3 & 12	—	$\frac{1}{2}$	—	..	3	9	2	1	12			
Weekly Total	....	....	..	18	35	..	12	5	2 $\frac{1}{2}$ hours.	....	5	5 $\frac{1}{2}$ hours.	..	30	60	9	3	72			

The above Register of Lessons is kept at the end of the Class Register Books.

The Books are kept ready ruled by Messrs. Roke and Varley, 31, Strand.

ADMONITION.

CENTRAL SCHOOL,

_____ 1825.

_____ having been absent
 _____ day this week, without leave, you will
 therefore take notice, that unless _____ attends reg-
 ularly in future, or a satisfactory reason be given
 for _____ non-attendance, _____ will forthwith be
 suspended.

_____ MASTER.

To _____

SUSPENSION.

CENTRAL SCHOOL,

_____ 1825.

_____ having been absent
 _____ without leave, and having thereby
 broken the *Rules of the School*, you will take notice
 that _____ is suspended for the present; and unless
 you appear before the Committee on _____
 next, at _____ o'Clock, and give a satisfactory
 reason for such absence, _____ will be finally dis-
 missed.

_____ MASTER.

To _____

*The time to be devoted to each Branch of
Education is as follows :*

MORNING.	Hours.	AFTERNOON.	Hours.
Prayer and Religious		Tables	$\frac{1}{2}$
Instruction	$\frac{3}{4}$	Ciphering	$\frac{1}{2}$
Tables	$\frac{1}{4}$	Reading	$1\frac{1}{2}$
Ciphering	$\frac{1}{2}$	Writing	$\frac{1}{2}$
Reading	1	Prayer	$\frac{1}{4}$
Writing	$\frac{1}{4}$		
Total Hours..	3	Total Hours..	3

For the First Class :

MORNING.	Hours.	AFTERNOON.	Hours.
Prayer and Religious		Tables	$\frac{1}{2}$
Instruction	$\frac{3}{4}$	Ciphering	$\frac{1}{2}$
Tables	$\frac{1}{4}$	Writing	$\frac{1}{2}$
Ciphering	$\frac{1}{2}$	Reading *	$1\frac{1}{2}$
Writing	$\frac{1}{2}$	Prayer	$\frac{1}{4}$
Reading *	1		
Total Hours..	3	Total Hours..	3

* The whole school, with the exception of the first class, being silent for half an hour, might be put under the care of one teacher, and all the other teachers might enter the first class, and receive daily a portion of instruction. In the Central School, at ten o'clock it is customary to set one aisle, or row of classes, to writing, whilst the other two aisles are engaged in reading and ciphering : thus less noise is made.

OBSERVATIONS

ON THE ORGANIZATION OF SCHOOLS.

The formation of a Madras School requires length of time and much patience. Suppose the school, about to be opened, will contain 200 children; that is, about six classes, averaging from 30 to 35 each. Let due notice be given of the day fixed for the admission of children; to each of whom when assembled, give an Admission Card, filled up, and enclosed in the Rules (see page 20). The cards being presented to the committee (who are also in attendance), let 100 children be supposed as admitted to attend the school on the following Monday, whose names, &c. should be entered in the Admission Book.

Prepare six Class Register Books* (see pages 21 and 22), and also six Register Slates ruled corresponding with them: enter all the children's names for the present in the sixth class book and its slate only, in alphabetical order.

Monday Morning.

The master or mistress, acting as teacher, selects the most intelligent-looking child to act as assistant, whose place is to the left of the teacher, the rest of the children occupying the other three sides of the square.

MORNING PRAYER—NINE O'CLOCK.

A signal with the hand having been made, all kneel, and the teacher repeats the second Collect for Peace, and the third for Grace (morning service); the Lord's Prayer; and concludes with "The Grace of our Lord," &c. (from 2 Cor. 13 ch. 14 v.). Another signal being made, all rise, and sing a stanza or all of the Morning Hymn, or some psalm.

* The class register book, together with every other School requisite, are kept ready by Messrs. Roake and Varty, Booksellers to the Society, 31, Strand.

RELIGIOUS INSTRUCTION.

At a quarter past nine commence with the Lord's Prayer, and proceed to teach the children, as described page 5, without regarding their previous attainments; for they are not admitted into the school for individual benefit solely, but for the general advantage of all.

TEN O'CLOCK.

Take the Registers and the General Report. The master or mistress had better instruct the child selected for assistant to do this, by calling the names over, and marking those with leave, sick, and absent; which being done, let the numbers present, leave, &c. be written on the floor; and next give similar instructions respecting the taking the General Report from off the floor.

MONDAY.

MORNING. JAN. 1825. AFTERNOON.

Class	P	L	A	T	Remarks.	P	L	A	T	Remarks.
1	0	0	0	0	not organized	0	0	0	0	not organized
2	0	0	0	0	—	0	0	0	0	—
3	0	0	0	0	—	0	0	0	0	—
4	0	0	0	0	—	0	6	0	0	—
5	0	0	0	0	—	0	0	0	0	—
689	0	11	100	100	admitted.	73	0	27	100	
89	0	11	100				27	100		

P, Present.
A, Absent.

L, Leave.
T, Total.

Some masters put the *leave* and *sick* both under the letter L.

A slate and book are kept prepared as above for the General Report.

I shall now leave the teacher to proceed with the other departments, in the order page 24, or in any other deemed more consistent.

At twenty minutes to five o'clock in summer, or twenty minutes to four in winter, take the Afternoon Register, the General Report, and enter the work done this day (page 22).

EVENING PRAYER— $\frac{1}{2}$ to 4 or 5.

Make a signal for all to kneel; repeat the two Collects of Evening Service, the Lord's Prayer, &c. and conclude with "The Grace of our Lord," &c. make another for all to rise, and sing the Evening Hymn or some psalm. Make a signal for the children to bow or curtesy, and another for them to turn in the direction to the door, and then dismiss.

Saturday Afternoon.

Enter the Register of Places (page 21), and the work done (page 22), in the 6th class Register Book; and in the 1st, 2nd, 3rd, 4th, and 5th books, write the words "not organized:" thus all the books will begin and end at the same time.

Monday Morning.

It is reasonable to expect that 24 children may now be promoted to the 5th class, from whom select five for the following offices:

One to act as usher or general assistant. The other 4, for teachers and assistants to the 5th and 6th classes.

In a month or six weeks, all or most of the classes will be full, provided the master or mistress be left to pursue the system without interruption.

A correct knowledge of the system being of primary consideration; it is almost needless to say that every child on entering the school, should be sent to the lowest class, and thereby find his level.

