

**A MANUAL CONTAINING THE  
GRADED COURSE OF  
STUDY FOR THE ELEMENTARY  
SCHOOLS OF WEST VIRGINIA**

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A manual containing the graded course of study for the elementary schools of West Virginia by West Virginia State Board of Education

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**WEST VIRGINIA STATE BOARD OF EDUCATION**

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SCHOOLS OF WEST VIRGINIA**



**A MANUAL**  
CONTAINING  
**The Graded Course of Study**  
FOR THE  
**ELEMENTARY SCHOOLS**  
OF  
**WEST VIRGINIA**

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Revised Edition—1914.

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Prepared by  
**THE STATE BOARD OF EDUCATION**  
And issued by  
**THE DEPARTMENT OF FREE SCHOOLS**  
**M. P. Shawkey, State Superintendent**  
**Charleston**



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## INTRODUCTORY.

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In 1908 the State Legislature passed an act creating a State Board of Education. One of the duties of this Board is to prepare and publish a State Course of Study for Elementary and High Schools. In compliance with this statute the Board prepared and issued in 1909 a Manual of the courses of study for both elementary and high schools in a single volume. In 1912 the Board revised the courses of study for both elementary and high schools, but issued separate manuals for these two kinds of schools. This manual is a revision, in 1914, of the elementary manual issued in 1912.

For the sake of convenience of references this manual is divided into three sections. Section I contains several special articles written by individual members of the Board and the Daily Program of Studies. Section II contains an Outline of Studies by grades, indicating the text-book to be used, and the amount of each to be completed each year, or half-year. Section III contains a detailed outline of studies by subjects. For immediate reference Section II will be sufficient; but questions as to *how to teach* any given subject, and just *what to teach*, will be answered in Section III. Throughout Section II references are frequently made to Section III. Teachers are urged to study Section III as a text on pedagogy; for in this section most of the questions that confront the teacher in her daily class work are answered. For the next year or two, at least, the examination for renewal of teachers' certificates and some of the questions on Theory and Art in the State Uniform Examinations will be taken from this manual.

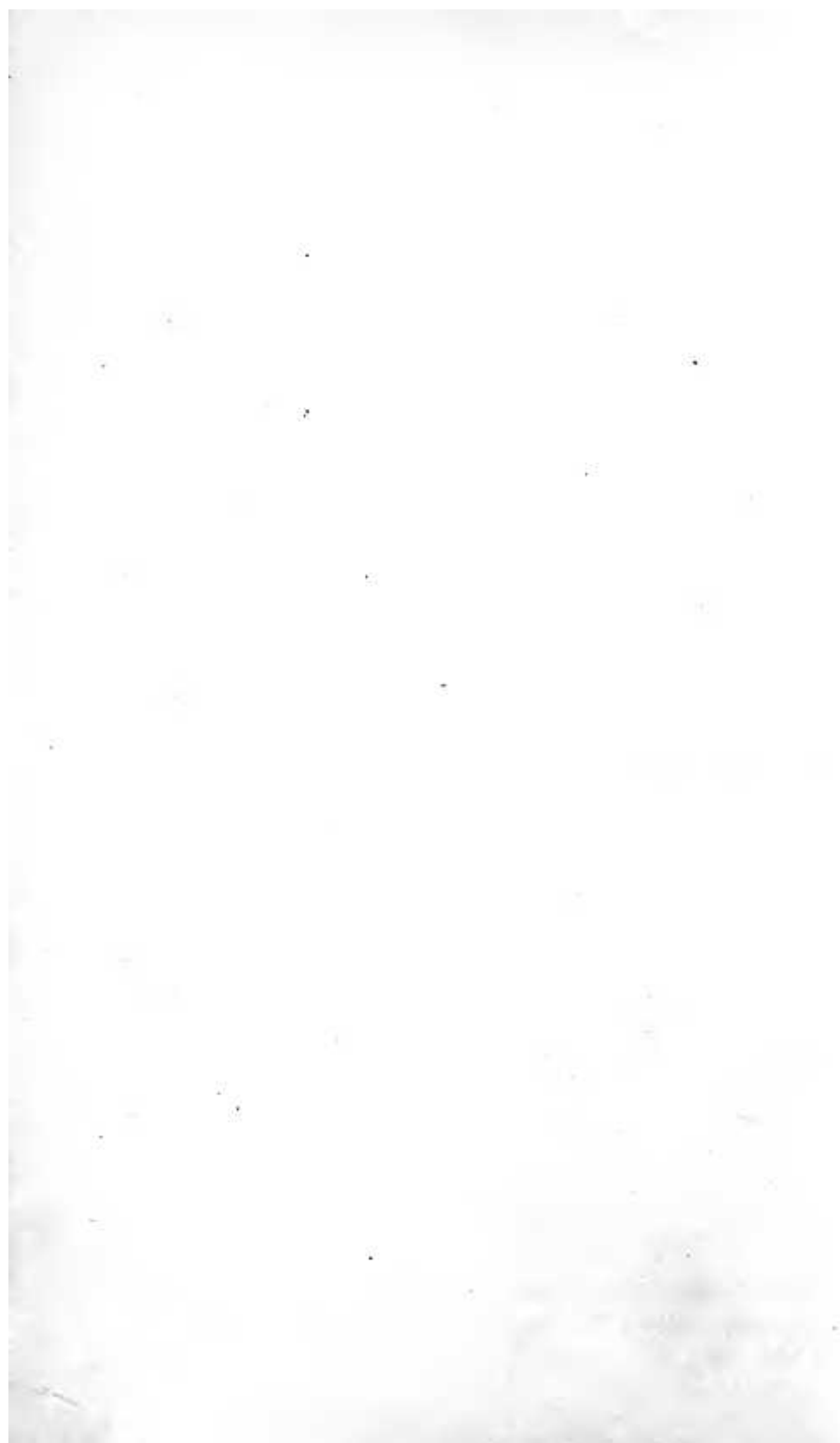




**SECTION I**

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**Special Articles and Daily Program of  
Studies.**



**RURAL SCHOOL EQUIPMENT.**

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We will assume that your school has ample grounds, a good house with outbuildings, pure drinking water within easy reach, suitable desks for the pupils and a desk and a chair for the teacher, and that it has suitable means of heating and ventilating the room, that fuel, chalk, erasers and brooms are furnished. This list completes what boards are accustomed to think necessary equipment for a school. Some schools do not fare even so well as this. But granted this much, what can the teacher do towards better equipment of her school?

We cannot put too much emphasis upon school equipment. If a factory would be content with such bare equipment as that in the school described, it would not be very efficient. In fact its finer efficiency depends upon the things not mentioned in the previous paragraph. Without more equipment than is listed above, the class exercises will be largely of the textbook questions and answers. No teacher can do her best work without the necessary tools.

The library should be a part of every school's equipment. At first, it should consist of the most usable books, supplementary readers, books of historical and geographical references, a dictionary, and at least one book of general information, even if it cannot be more than the World Almanac. Later, books of more general reading can be added. A lot of money has been wasted by teachers who did not know what books to buy. Once in a while you find in the libraries such trash as "Ten Nights in a Bar-room." If teachers will follow suggestions in the Library Day Annual, prepared by the Department of Schools, they will save money and secure better books. It is of small worth to buy books unless they can be kept in a case. This case need not be expensive. In nearly every school may be found one or more boys who will gladly make a library case, or the neighborhood carpenter will make a case at small cost.

There should be several wall-maps, a globe and a primary reading chart.

Boards of education can easily be persuaded to supply these and help supply a library if the matter is brought to their attention in the right way.