

# **ELEMENTARY COURSE OF STUDY**

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Elementary course of study by Various

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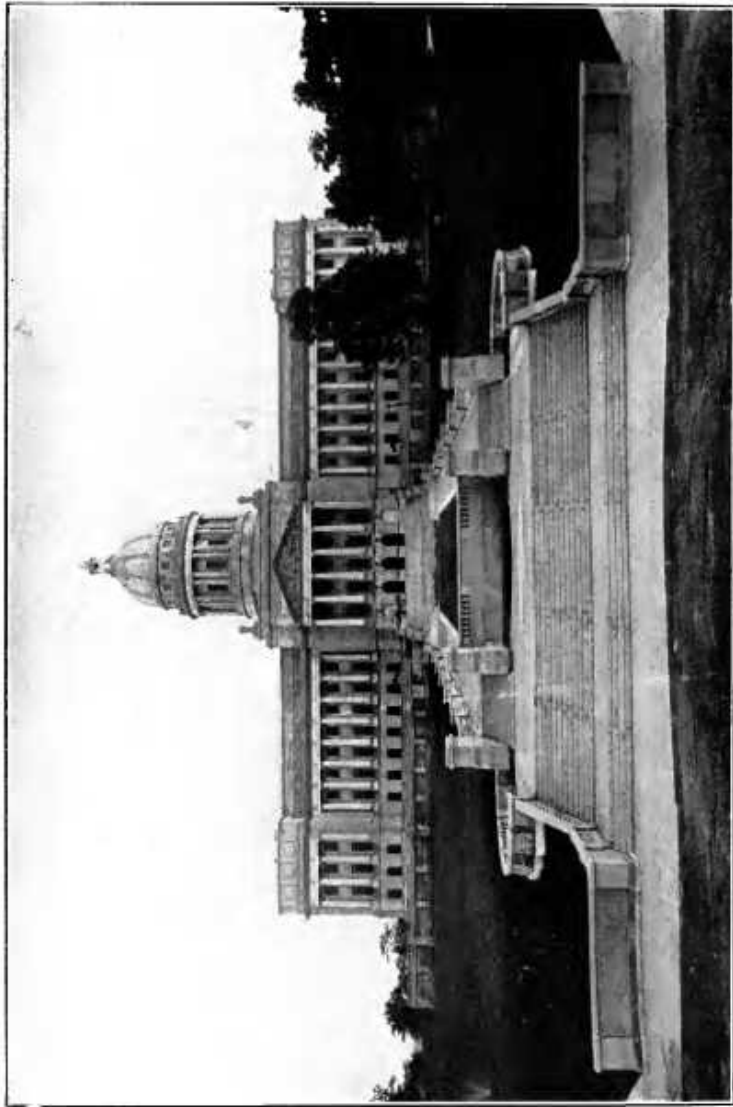
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**VARIOUS**

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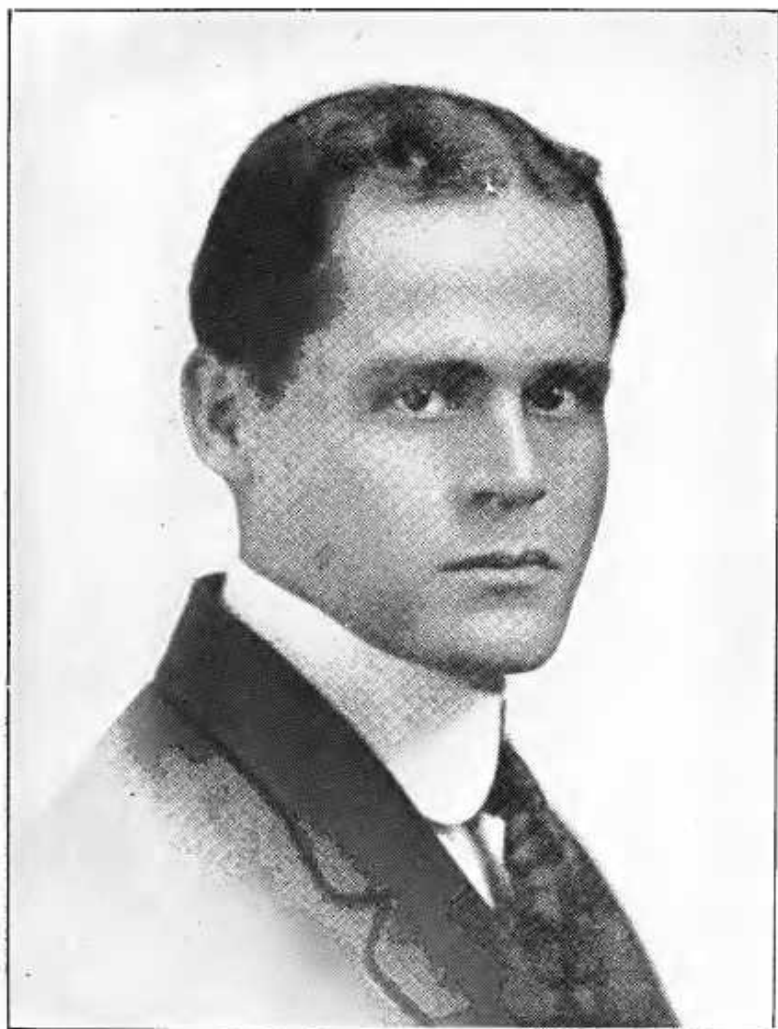


TO THE  
UNIVERSITY OF  
CALIFORNIA



KENTUCKY'S NEW STATE CAPITOL.

Univ. of  
CALIFORNIA



BARKSDALE HAMLETT,  
Superintendent of Public Instruction.

UNIV. OF  
CALIFORNIA

Gift of Depo. of Educ.  
of Kentucky.

## INTRODUCTION.

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This Course of Study is intended for the use of teachers of the common schools of the State, giving them a definite idea of the amount of work to be done in each branch, and suggesting methods of doing it. It should be studied and discussed in the Teachers' Institutes and in the local associations during the year. A special investigation of school work with reference to the adjustment and arrangement of its parts, with a study of the best methods of doing it is a professional study of a very high order. The teacher who knows the most of these matters and who most skillfully adapts them to the daily work will prove to be the most successful in his calling.

Therefore the aim of this work is:—

FIRST—To furnish an outline of the branches required by law to be taught in the schools of the State, arranged by grades in accordance with approved methods, as a basis for work to teachers, trustees and superintendents.

SECOND—To advance the pupil step by step through his school life, giving him systematic credits for work done in order to lessen the evil effects of too frequent change of teachers.

THIRD—To unify the work in the common schools by furnishing a basis for effective supervision, and for comparing the results of the work in different schools.

FOURTH—To enable the directors and parents to know better what the schools are doing or ought to do for their children, and to cooperate with teachers in their work.

*Frank [unclear]*

1910



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## CHAPTER I.

## THE RURAL SCHOOL.

## 1—THE RURAL SCHOOLS DEFINED.

For purposes of administration, the schools of Kentucky are divided by law into six classes; schools in cities of the first class, schools in cities of the second class, schools in cities of the third class, schools in cities of the fourth class, independent graded schools and subdistrict schools. To the first four classes, the term "city or urban schools" is applied, while to the last two classes, the name "country or rural school" is given. The urban schools are patronized largely by people engaged in the professions, in commerce, and in manufacturing; on the other hand, the rural school serves a people chiefly engaged in agricultural pursuits. So true is this that the rural school might not inaptly be called the "Farmer's School." Of course, these rural schools are patronized by people engaged in mining and in lumbering in some sections, but the number of such patrons is small as compared to the farming patrons. It may be said, however, that the rural school, located in a purely mining section, presents more of the problems of the urban than of the rural school. With these exceptions, the Rural School may be defined as a school that serves the needs of a farming community.

## 2—THE FUNCTION OF THE RURAL SCHOOL.

Kentucky is an agricultural State. The problems in the country in Kentucky are largely the problems of the farm and the farming community. The problem of the Rural School in Kentucky is to prepare for life on the farm a great race of farmers. The problem of the "Farmer's School" is not to prepare for the professions, for commerce, or for manufacturing, but for farming. Of course, a small minority of the children in these schools will ultimately go into other pursuits than farming; but the training they will get in the fundamental things of life in the Farmer's School will be a good training for these pursuits. It is the business of the Farmer's School to train the farmer's children for the farm and not away from the farm. It is the business of the Farmer's School to train the farmer boy first of all to be a Man, and second to be a farmer. It is the business of the school, while training the farmer boy to be a Man, not to train him away from the farm by belittling or ignoring the farmer's life,

while praising other vocations. We may safely go further and say that it is the business of the Farmer's School to **purposely** incline the boy and girl toward the farm and rural life. We may go even further and say that it is the business of the Rural School to **purposely** fortify its pupils against the alluring calls of the city, by teaching them the advantages of life in the open country and the disadvantages of the city—especially to people not trained for the pursuits of the city. There is no danger of hurting the city, for the greatest possible danger to the city lies in the stagnation, discontent and disintegration of the country districts, upon which the city depends. In short, it is the business of the Farmer's School to teach the farmers' children what they need to know on the farm.

The function, then, of the Rural School, is to help the farmer and his family to live a richer, a fuller and a more complete life on the farm; to aid the farming community in organizing itself against the forces of stagnation, discontent and disintegration now at work in so many farming communities, and to organize itself for the advancement of social enjoyment, economic prosperity and religious peace; and to aid the County, the State and Nation in securing a happy, economically efficient, intelligent and patriotic citizenship.

### 3—THIS FUNCTION ANALYZED.

The Rural School should set before itself the specific task of helping the farmer to live more completely. To do this, he must know better **Himself** and his **Activities**. To know himself, the farmer must know his **Language**, how to speak it, read it and write it fluently and accurately. So far as he uses the Language, the farmer should use it as accurately as anyone else. For him to set for himself any lower standard than for others, or to permit others to do so, is to lower his own self-respect. The teachers of the Farmer's School should feel ashamed to have a lower standard set for the rural child than for the urban child. Why should not the Man, farming, pronounce as clearly, and use the simple rules of syntax as correctly as the Man, clerking, or the Man, practicing medicine, or the Man preaching?

The Farmer must know the methods of **Computation**; he must know **Arithmetic**. He must be taught the fundamental operations with numbers simple, denominate, and fractional, until he can perform those operations with reasonable rapidity and absolute accuracy. He must be taught the application of these operations to his own business, so as to enable him to farm better, understand his own life better, and make more money.

The Farmer must know his own body better as a machine, how to keep it clean, well oiled, and in good running order. He must be taught the laws of health, the causes of disease, how to avoid disease, proper sanitation, in order to be healthier and happier, and to make and save more money. That is, he must know **Physiology** and **Hygiene**.