
Suggestions On Rural Education

Dymond Thomas Southall

Title: Suggestions On Rural Education

Author: Dymond Thomas Southall

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BOARD OF EDUCATION.

SUGGESTIONS ON RURAL EDUCATION

BY
T. S. DYMOND,

ONE OF H.M. INSPECTORS OF SCHOOLS AND
ADVISER TO THE BOARD OF EDUCATION
IN RURAL EDUCATION,

TOGETHER WITH SOME

SPECIMEN COURSES

OF
NATURE STUDY, GARDENING,
AND RURAL ECONOMY,

FOR
SCHOOLS AND CLASSES OF VARIOUS
GRADES AND TYPES.



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P R E F A C E.

With the object of assisting in some degree in the adaptation of rural education to the conditions of rural life, specimen courses of special object lessons and of gardening were published by the Board of Education in 1901 and 1902. These pamphlets have been long out of print, and in revising their subject matter with a view to re-issue, it was thought desirable to extend the scope of the publications to all branches of rural education. Mr. Dymond was therefore asked to attempt in the present pamphlet to set out the educational needs of those who are to follow rural pursuits, to suggest the character of the instruction that would supply the educational equipment required to meet those needs, and to indicate the means by which in course of time such instruction could more generally and more adequately be supplied.

In reading the following pages it should be remembered that rural education has made great progress during the past few years. In the case of elementary schools, not only does the ordinary work of the schools show marked improvement, but practical subjects, such as gardening, woodwork, and domestic economy are now more widely taught, and a proper conception of the aims and methods of nature-study is fast gaining ground. While the Board hope that the issue of this memorandum may lead to still further progress, they deprecate any attempt unduly to hasten the introduction of rural subjects. This memorandum is merely intended to be suggestive, and the Board recognise that in only a small number of rural elementary schools could the suggestions it contains be carried out in their fulness for some time to come. In the case of manual subjects proper supervision of the pupils and proper equipment for the subject must first be provided for. Moreover teachers should not be encouraged to teach special subjects for which they do not feel themselves qualified and have no inclination; it is those subjects in which a teacher is himself most deeply interested that he can usually develop to the best advantage.

While inviting serious attention to Mr. Dymond's memorandum, the Board must not be thought necessarily to endorse every suggestion it contains.

January 11th, 1908.

ROBERT L. MORANT.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial operations.

2. The second part of the document outlines the various methods and tools used for data collection and analysis. It highlights the need for consistent and reliable data sources to support informed decision-making.

3. The third part of the document focuses on the implementation of internal controls and risk management strategies. It stresses the importance of identifying potential risks and implementing measures to mitigate them effectively.

4. The fourth part of the document addresses the role of technology in modern financial management. It discusses how digital tools and automation can streamline processes and improve efficiency.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It reiterates the importance of continuous monitoring and improvement in financial practices.

CONTENTS.

	Page
I.—Rural Elementary Schools - - - - -	1
Intelligence - - - - -	1
Rural bias - - - - -	1
Observation - - - - -	2
Graduated nature-studies - - - - -	3
Nature calendar - - - - -	4
School library - - - - -	4
Naturalist societies - - - - -	5
Nature-study exhibitions - - - - -	5
Manual work - - - - -	5
Gardening - - - - -	6
Handicraft - - - - -	7
Needlework - - - - -	8
Housewifery - - - - -	8
Provision for manual work in new schools - - - - -	9
Drawing, geography, &c. - - - - -	9
Arithmetic - - - - -	10
The time-table - - - - -	11
II.—Higher Elementary Schools and Upper Classes to Elementary Schools in Rural Districts - - - - -	11
III.—Rural Secondary Schools - - - - -	13
IV.—Rural “ Evening ” Schools - - - - -	15
V.—Schools of Rural Industry - - - - -	20
Schools of practical gardening and fruit culture - - - - -	20
Schools of practical forestry - - - - -	21
Schools of practical farming - - - - -	21
Schools of practical dairying - - - - -	22
Schools of practical domestic economy - - - - -	22
VI.—Agricultural Colleges and University Departments - - - - -	23
Agricultural short courses - - - - -	24
VII.—The Training of Teachers for Rural Schools - - - - -	24
Pupil teacher centres - - - - -	24
Training colleges - - - - -	25
Local classes for Teachers - - - - -	26
Training of science masters for rural secondary schools - - - - -	26

SCHEDULES.

	Page
1. Suggested nature-studies - - - - -	29
2. A and B. Nature-study and meteorological calendars -	32
3. Suggested schemes for school-gardening - - - - -	34
4. Bee-keeping as nature-study - - - - -	38
5. Syllabus of instruction in dairying for the upper classes of an elementary school - - - - -	40
6. List of natural science books suitable for a rural school library - - - - -	41
7. Nature-study exhibitions - - - - -	44
8. Subjects suitable for exercises in rural arithmetic -	47
9. Outline syllabuses in certain subjects in centralized evening schools - - - - -	48
10. A course of natural science for pupil teacher centres -	52

**Suggestions on Rural Education, with
Specimen Courses of Nature Study, Gardening,
and Rural Economy.**

I.—RURAL ELEMENTARY SCHOOLS.

Rural prosperity primarily depends on the prosperity of rural industry, and this, though principally determined by economic conditions, must also depend upon the intelligence, adaptability, knowledge, and skill of those engaged in it. The prosperity also of rural workers depends on the profitable use made of cottage gardens, allotments and small holdings by the men, and the domestic skill of the women. It must also be remembered that, in the country, people must depend for recreation on their own mental and physical resources, so that general culture has an important part to play in making country life attractive; and lastly, that the natural increase in the population usually necessitates a steady migration of young men and women from the country to the town, and education must be of such a kind as not to place these at a disadvantage. Such, then, are the considerations that should be kept in view in discussing rural elementary education.

Intelligence.—In rural industry there is very little work that is merely mechanical; on the contrary, of all pursuits there is none that requires more intelligence, and the development of intelligence should, therefore, be the foremost object of rural education. Possibly as the result of the old examination system, there is too often a tendency to regard education as the mere accumulation of knowledge. When this is the case teachers are tempted to give children too much help and to deny them the opportunity of self-help, of doing and puzzling out things for themselves. But the memorizing of lessons given by a teacher does not develop intelligence, indeed memory may be cultivated at its expense. Intelligence can only be developed by its exercise, and, therefore, teachers, assuming intelligence in the children, should lead them to depend more and more on their own resources and to act and think for themselves. It must be remembered that not only has intelligence to be developed, but the habit of applying intelligence to work and the things of everyday life has also to be cultivated. Allusion will afterwards be made to the means by which arithmetic, geography, and nature-study, among other subjects of the curriculum, can be utilized from both points of view in rural schools.

Rural Bias.—The second point that needs making is that while it is not desirable to give didactic instruction in agriculture