

T H E S I S

-----

CURRICULUM ORGANIZATION  
OF THE  
SARGENT CONSOLIDATED HIGH SCHOOL

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Fort Collins, Colorado  
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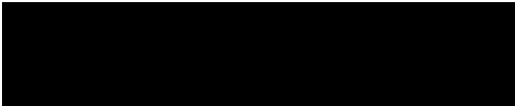
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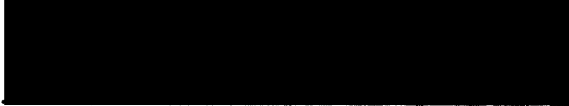
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April 20, 1927

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THIS THESIS HAS BEEN APPROVED AND RECOMMENDED FOR  
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CURRICULUM ORGANIZATION OF THE  
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INTRODUCTION

One of the most outstanding contributions of the educational structure in the United States in recent years has been the development of the consolidated school. This type of school has been the outcome of a need which has arisen because of the increasing complexity of rural life which demands a higher degree of educational opportunity for rural children than can be offered by the one teacher school. It has been made possible by the greatly enhanced farm values and the perfection of comparatively cheap and efficient means of rapid transportation.

The advent of the consolidated school has created a problem for the educator which is just now being realized. As was natural, the first plan was to transplant the city organization and curriculum to the rural situation, and because of the lack of an administrative and teaching force specially trained for the work they were to do, a faculty with a city viewpoint was employed. As a result of a few years of work under these conditions the individuals involved began to realize that they were dealing with a new and different situation and as a result a changing attitude is beginning to evidence itself. At the present time, there is little literature available which can be said to ade-

quately discuss this subject; consequently there is great need for investigation and discussion of the problem so that a suitable course of procedure may be evolved.

For four years the writer has acted as administrative officer for the Sargent Consolidated School, located in the open country nine miles from Monte Vista, Colorado. This school may be taken as a type of the small, purely rural consolidated school. It is the purpose of this thesis to present the problem of curriculum organization and to discuss the plan which has been worked out in the Sargent High School.

A concerted effort has been made over a period of several years to organize a curriculum which will include courses of academic and vocational instruction which will meet the mental needs of the pupil, provide him with training in the occupation he may choose for earning his livelihood, and give him adequate physical and social activities which are so essential if he is to be a well rounded member of society.

The problem of the construction of a balanced curriculum for a small rural high school presents a number of limiting factors which must be taken into consideration before one can consider what should be offered. The first of these is the size of the student body. In most of these schools the student body is so small that it is impossible to offer more than one class in any subject and as a result the number of subjects offered must be so limited that it is possible to work out a time schedule which will not overload the teach-

ers. This will necessitate leaving out many of the subjects which are wanted by a small number of students but which do not meet the needs of the majority. The situation can be met to a large degree by the alternation of many subjects, a matter of administration that will be discussed later. The next limiting factor is the small faculty which can be provided because of the limited finances of the average rural district. This problem can be met by the same administrative methods as are used to solve the problem of the small student body. In addition to these problems which are common to all small schools we have another which comes only to the schools which transport their students for long distances. In the type of school under discussion we find the necessity of developing a plan that not only will take care of the regular subjects, but in addition will incorporate in the regular school time all of the extra-curricular activities which are so important a part of the education of the individual who is to become a member of our complex society.



## THE PRELIMINARY SURVEY

A logical first step in the solution of these problems in the State of Colorado would be the investigation of the schools of this type in the State to see what is being done at the present time. In order to secure the desired information the writer sent a questionnaire to all of the consolidated schools of the state. A copy of this questionnaire follows.

## QUESTIONNAIRE CONCERNING

## PROGRAMS OF CONSOLIDATED HIGH SCHOOLS IN COLORADO

NAME OF SCHOOL \_\_\_\_\_

I. Type of Organization (Please check type in use.)  
 4 year \_\_\_\_\_. 6 year \_\_\_\_\_. 4-2 \_\_\_\_\_. 3-3 \_\_\_\_\_.

II. Size of student body (List only grades in High School and Junior High organization.)

	Boys	Girls
7th Grade	_____	_____
8th Grade	_____	_____
9th Grade	_____	_____
10th Grade	_____	_____
11th Grade	_____	_____
12th Grade	_____	_____
Total-----	_____	_____

Total number of graduates in last 5 years \_\_\_\_\_.

III. Faculty.

A. Supervisors	Time devoted to teaching	Salary (optional)
1. Superintendent	_____ Minutes	\$_____
2. H. S. Principal	_____ "	\$_____
3. Jr. High Prin.	_____ "	\$_____
4. Others--Give line of work	_____ "	\$_____

B. Teachers No. Men \_\_\_\_\_ No. Women \_\_\_\_\_

IV. Transportation.

- A. Average No. of High School Pupils Transported  
Daily \_\_\_\_\_.
- B. Average load per bus (entire school) \_\_\_\_\_.
- C. Average length of bus route \_\_\_\_\_ miles.
- D. Total No. of busses operated \_\_\_\_\_.

V. Schedule Arrangement.

- A. Length of school day \_\_\_\_\_ hours.
- B. Length of class period \_\_\_\_\_ minutes.
- C. Minutes per day given extra-curricular activities,  
not athletics \_\_\_\_\_.
- D. Minutes per day devoted to athletics \_\_\_\_\_.
- E. Are you reasonably satisfied with present organiza-  
tion? Yes \_\_\_\_\_ No \_\_\_\_\_
- F. Remarks \_\_\_\_\_

VI. Curriculum.

- A. Academic courses (Please check subjects offered)  
Junior High if included in High School organization

	7th Grade	8th Grade
English	_____	_____
Literature	_____	_____
Arithmetic	_____	_____
1st Yr. Jr. Hi. Math.	_____	_____
Social Science	_____	_____
	(Please give text)	
U. S. History	_____	_____
Civics	_____	_____
Geography	_____	_____
Woodwork	_____	_____
General Science	_____	_____
Others	_____	_____
	9th Grade	10th Grade
Algebra	_____	Geometry
English	_____	English
Ancient History	_____	History (state kind)
Community Civics	_____	Social Science
		(state kind)
Foreign Language	_____	_____
Science	_____	_____
Others	_____	_____

Upper Classes (Please give name of subject offered)

	11th Grade	12th Grade
English	_____	_____
History	_____	_____

Upper Classes (continued)

	11th Grade	12th Grade
Mathematics	_____	_____
Social Science	_____	_____
Foreign Language	_____	_____
_____	_____	_____
Science	_____	_____
Others	_____	_____
_____	_____	_____

B. Vocational.

1. Agriculture. (Please check year in which offered)

7th \_\_\_\_\_ 8th \_\_\_\_\_ 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th \_\_\_\_\_ 12th \_\_\_\_\_

(a) Is this Smith-Hughes Agriculture? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Home Economics. (Please check year in which off.)

7th \_\_\_\_\_ 8th \_\_\_\_\_ 9th \_\_\_\_\_ 10th \_\_\_\_\_ 11th \_\_\_\_\_ 12th \_\_\_\_\_

(a) Is this Smith-Hughes H. E.? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Commercial.

	Year Offered	
Shorthand	_____	_____
Typewriting I	" "	_____
Typewriting II	" "	_____
Bookkeeping	" "	_____
Others	" "	_____
	" "	_____

C. Other Courses Offered. (Use back of sheet)

D. Extra Curricular Activities (Please check years in which activity may be taken.)

	7th	8th	9th	10th	11th	12th
1. Athletics	_____	_____	_____	_____	_____	_____
2. General Phys. Ed.	_____	_____	_____	_____	_____	_____
3. Dramatics	_____	_____	_____	_____	_____	_____
4. Debate	_____	_____	_____	_____	_____	_____
5. Literary	_____	_____	_____	_____	_____	_____
6. Art	_____	_____	_____	_____	_____	_____
7. Journalism	_____	_____	_____	_____	_____	_____
8. Others	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Do you give credit toward graduation for this work?

Yes \_\_\_\_\_ No \_\_\_\_\_

VII. Finance.

Approximate total annual expenditure for whole school (not including bonds) \_\_\_\_\_.

Approximate percentage spent on High School \_\_\_\_\_.

Valuation of district \$ \_\_\_\_\_.

Total special mill levy \_\_\_\_\_.

Mill levy for bond retirement \_\_\_\_\_.

Mill levy for bond interest \_\_\_\_\_.

Average High School teachers salary. Men \_\_\_\_\_

Women \_\_\_\_\_

(Do not include Superintendent or Principal)

VIII. General

What per cent of Junior and Senior High School

Pupils come from farm homes? \_\_\_\_\_

How many graduates in last 5 years have started to College? \_\_\_\_\_

How many graduates in last 5 years have gone onto farms? \_\_\_\_\_

Remarks \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SUMMARY OF RETURNS FOR QUESTIONNAIRE CONCERNING PROGRAMS OF CONSOLIDATED SCHOOLS

	Enrollment	No. Teachers	H. S. Principal	Minutes per week Supt. Teachers	Minutes per week Prin. Teachers	Length Period	School Time per day to Athletics	School Time per day to Extra-Cur- ricular Activities	No. Commercial Courses Offered	No. Years Agrl. ** in 4 upper grades	No. Years H. E. ** in 4 upper grades	No. Years Foreign Lang. in 4 upper grades	No. Extra Curr. Activities Off.	% Graduates to Enter College	Special Levy	Men Salary	Women Salary	% Pupils from Farm Homes
4 Yr. Type	L 203	11 Yes		0	180	60	180	60	4	4S-H	4S-H	4	3	?	9.6	1900	1550	64
	S 21	2 Supt.		330	---	40	40	40	0	0	0	4	2	0	?	1400	1000	95
	M 50	5 Yes		180	240	45	90	15	0	4S-H	4S-H	2	3	17	12	1650	1450	74
2-4 Type	L 247	12 Yes		120	Full	60	0	60	7	1	4	3	4	19	18	1433	1390	45
	S 19	2 Supt.		Full	---	40	0	0	0	1	0	4	0	70	?	-----	1260	90
	M 72	7 Yes		225	225	45	45	45	6	1	3S-H	2	4	40	9.85	-----	1350	83
3-3 Type	L 208	11 Yes		120	240	60	0	50	4	0	6	4	4	42	?	?	?	55
	S 83	9 Supt.		135	---	45	45	45	9	0	6	2	5	39	?	1475	1485	78
	M 90	9 Yes		90	180	45	0	25	3	3	4	2	4	?	?	1800	1500	65
6 Yr. Type	L 574	24 Yes		0	0	62	0	32	6	3S-H	3S-H	6	4	44	13.3	1868	1645	21
	S 60	6 Yes		0	180	45	60	45	2	2S-H	0	2	2	45	7.3	-----	1425	67
	M 111	7 Yes		90	135	45	60	30	3	1S-H	3	3	3	13	10.1	1600	1350	73

\* The letters L., S., M., are used to indicate the largest, Smallest, and Medium school in each class.

\*\* S-H. means that vocational work is under the Smith-Hughes law.

# SUMMARY OF QUESTIONNAIRE (continued)

Number of questionnaires sent out -----	130
Number of questionnaires returned -----	68
Number of schools reporting no high school -----	9
Number of schools not consolidated in high school -----	11
Number of usable reports -----	48

## Administration

Number of schools having combined supt. and H. S. prin.	12
Number of 6 year high schools -----	11
Number of 3-3 type high schools -----	6
Number of 4 year type high schools -----	19
Number of 2-4 type high schools -----	12
Number schools having 60 minute periods -----	13
Number schools having 45 minute periods -----	31
Number schools having 70-80 minute periods -----	4
Highest special levy 25.61 mills--valuation --\$ 821,000.00	
Lowest special levy 4.00 mills--valuation --\$1,700,000.00	
Highest average salary--men-----\$1868.00)	
Highest average salary--women---\$1645.00)	
Lowest average salary --men-----\$1350.00)	---(No supt. or
Lowest average salary --women---\$1000.00)	prin. included)

## Course of Study

Number of schools offering 1 or more years of agriculture in upper four grades -----	19
Number of these schools offering agriculture under Smith- Hughes supervision -----	18
Number of schools offering agriculture only in 7th or 8th grades -----	14
Number of schools offering no agriculture -----	15
Number of schools offering 1 or more years of home econo- mics in upper 4 grades -----	32
Number of these schools offering home economics under Smith-Hughes supervision ---	13
Number of schools offering home economics only in 7th or 8th grades -----	6
Number of schools offering no home economics -----	10
Number schools offering 1 or more years of Com'l work -	37
Number schools offering no commercial work -----	11
Number schools offering 3 or 4 years foreign language -	26
Number schools offering only 2 years foreign language -	19
Number schools offering no foreign language -----	3
Number schools offering physical ed. to all students --	14

## Extra Curricular Activities

Number schools offering no activities other than athletics -----	9
Number schools offering only 1 activity other than athletics -----	4

SUMMARY OF QUESTIONNAIRE (continued)

Number schools offering 2 activities other than athletics	4
Number schools offering 3 activities other than athletics	14
Number schools offering 4 activities other than athletics	9
Number schools offering more than 4 activities other than athletics -----	8
Number schools offering credit for extra curricular activities -----	21
Number schools offering both athletics and general physical education -----	13
Number schools offering athletics but not physical ed. --	26
Number schools offering physical education only -----	1
Number schools offering neither athletics nor physical ed.	3

The information gathered from the replies to the questionnaire has been summarized on the preceding pages, but the deductions which follow were drawn from the complete material as well as from personal visits by the author to eleven schools, and discussions with twenty eight superintendents. These discussions give us information about several schools not included in the questionnaire data.

Three of the reporting schools are in towns large enough so that they are in reality city schools and do not come in the class of schools which it is the purpose of this discussion to study. Two of the schools are in coal mining communities and to them the discussion applies only in part. The remainder are in the open country, or in very small villages and towns so small that the industries of the community include only farming and business directly dependent on farming. The reports show that in these schools from 45 percent to 100 percent of the pupils come from strictly farm homes.

The data in regard to the pupils after leaving school is incomplete, but the reporting schools show that from 13 percent to 70 percent of the graduates go to college. In a large majority of schools the percentage is between 30 and 40.

In order to secure some information in regard to pupils who drop out of school before graduation the writer has made a careful study of the enrollment figures secured in the questionnaire and a detailed study of the student bodies of the consolidated schools at Center, Colorado; Laporte, Colorado; and the Sargent School, in which schools he has had personal experience and the data secured is fairly accurate. These figures include only the schools which are located in purely agricultural communities.

Of 100 children who enter the consolidated high school:

65 will drop out before finishing.

Of these 13 will leave the country for urban pursuits, 52 will farm, become wives of farmers, or stay in small towns.

35 will graduate from high school.

14 of these will go to college.

6 of these will enter the professions or other urban pursuits.

8 will return to the farm or follow rural pursuits.

21 will not go to college.

7 of these will enter some trade or urban pursuit.

14 will farm or follow some rural pursuit.



Finally looking at the organization of our consolidated High Schools in a general way a number of facts stand out which may be summarized as follows:

The Curriculum:

1. Is fundamentally academic in structure.
2. Does not contain a varied program or extra-curricular activities which may be said to train the pupil for social contacts and citizenship.
3. Junior high school social science and general mathematics, which form an important part of well organized large schools, are not used except in a few instances.
4. In most schools algebra, geometry and at least two years of foreign language are required of all pupils regardless of whether or not they are planning to enter college.
5. Latin is the favored foreign language.
6. Most of the schools provide home economics training.
7. The majority of schools do not offer agriculture in the regular high school program.
8. The majority of schools offer commercial work.

The Student Body:

1. The large majority of students eventually enter some rural pursuit. (Approximately 75 percent)
2. Too large a majority drop out before completing the 4 years.
3. A majority of graduates do not enter college.

General Administration:

1. Small faculties and student bodies make a varied program difficult.
2. Teacher and superintendent tenure of office is too short to make it possible to develop a well defined policy in administration.
3. On account of home work and much time spent on the road to and from school, the time for home study is limited in the case of most pupils.
4. On account of transportation the entire program offered must be carried on during school hours.
5. About half of the schools have adopted the 6 year or 4-2 type of class organization.
6. The 45 minute class period is used in the majority of schools.

A study of these facts leads to the conclusion that our

consolidated schools in general are not meeting the needs of most of the pupils. This statement is borne out by the observation that the majority of pupils do not complete the course of study and that while the emphasis is placed on academic and commercial subjects most of the pupils who drop out as well as those who graduate enter agricultural pursuits. Furthermore, the pupils are not receiving the fundamental training in citizenship which should be one of the chief functions of the public schools.

Assuming that the statement just made is correct, our problem resolves itself into that of the preparation of a curriculum which will meet the needs of the students from a vocational, academic and citizenship training standpoint.

The first consideration in the solution of this problem is the one of efficient class, faculty and equipment organization so that the program we may devise can be worked out in spite of the small number of students and teachers, the limited time available because of bus transportation, and a small school plant.

In the matter of high school organization four plans suggest themselves, i.e. the 3-3 plan of junior - senior high school; the 6 year high school handled as a unit; the traditional 4 year high school; and the 4-2 plan in which the 7th and 8th grades are handled as such, but are taught by high school teachers, and the upper four grades are organized along the lines of the traditional high school. It is quite

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evident that one of the plans which include 6 grades will be more efficient because by that means a sufficiently large body of students will be brought together so that the school will have the stimulation of larger numbers and a larger faculty will be available. In this way a more varied program will be possible. In most cases the 3-3 plan of organization is out of the question because under that scheme the number of administrative units is increased, the size of student body decreased and the advantages just mentioned will be lost. It is therefore logical to make the choice between the 6 year unit, or the 4-2 plan. Of these two the former lends itself best to the creation of a forward looking program for several reasons. In the first place the morale of the whole group will be raised by having the larger unit. Secondly, this type of organization makes possible the most efficient use of a faculty limited in size. The details of this statement will be discussed at length when we take up the matter of schedule construction. Thirdly, the work of the students will be stimulated, and interest will be sustained if the pupils in the 7th and 8th grades are promoted by subject instead of by grade. In this way pupils who would become discouraged may be induced to continue with their work until the adjustment period of early adolescence is past. Lastly, the 6 year organization is best suited to an efficient use of the small school plant which can not supply a duplication of laboratory, shop, gymnasium, auditorium and other similar necessary equipment.

## THE CURRICULUM

### COURSES OF STUDY

We now come to the matter of selecting and arranging the courses of study.

The most formidable problem facing the administrator is the selection of the subjects to be included and the organization of these into a well coordinated and smoothly functioning curriculum. The program of studies must meet the needs of the student body as nearly as possible and in order to do this it must be flexible. When it has ceased to grow and lead out in the community it is probably dead and losing the greater part of its usefulness. A flexible curriculum is made up of a few constants, which are calculated to include fundamental training in the particular course of study being followed, and as many electives as it is possible to include. In this manner any advantages which it may offer for the individual pupil will not be jeopardized by the failure to make formal provision for his needs. Of course in the six year program it will be advisable, as well as necessary from an administrative point of view, to make a formal and rather inflexible program for the seventh and eighth grades.

Our survey and other studies have shown that many of our pupils will want to prepare themselves for university entrance. Provision must therefore be made for work which will meet the requirements laid down by the institutions of

higher learning, and since the Sargent High School is a member of the North Central Association of Colleges and Secondary Schools the requirements of this association are taken as the criterion. The cultural value of secondary education must also be kept prominently before us and for these reasons it will no doubt be the logical procedure to make this work the back bone of our curriculum. The fact must not be lost sight of, however, that approximately seventy five percent of our students are going to ultimately become farmers, the wives of farmers, or engaged in some of the pursuits closely allied to farming. Under such conditions we must provide agriculture and home economics training which will meet their needs. Commercial training should also be a part of our vocational program because of its direct value in some instances, and its occupational guidance and general utility to anyone who may care to spend time in this type of work. Industrial training except that coordinated with agriculture can not be included because of the small demand, and the limited facilities for offering this type of vocational work. In the seventh and eighth grades the emphasis should be on fundamental English, mathematics, and social sciences and occupational information which will stimulate the interest of the pupil, provide him with a foundation for further study, and give him an insight into the value of completing some line of training before going out into a gainful occupation. This part of the work should nevertheless be sufficiently complete

in itself to as nearly as possible care for the pupil who will be forced to end his formal education at this point.

With these general principles in mind a program of studies has been devised for the Sargent High School which meets the requirements laid down and which two years of use has proven to be practical from an administrative point of view. The following chart will give the curriculum in graphic form.

As the chart indicates the subjects offered are grouped into two main courses, THE CLASSICAL COURSE, which is calculated to fit the student for university entrance and which meets the requirements of the North Central Association of Colleges and Secondary Schools, and THE VOCATIONAL COURSE, which is intended to meet the needs of students who do not care to enter college, and who in many cases should not be encouraged to do so. When a pupil has finished the four years of work he is granted a diploma which is the same in form for either course but which indicates on the face which course has been followed. The effort is made to require the same high standard of excellence in the Vocational Course which is set for the Classical Course, but the objective is very different in each case. Because of limited facilities it is impossible for the student following the Classical Course to have a wide range of election in the purely academic subjects. He is, however, able to elect such of the vocational subjects as his time and purpose will permit.

A detailed discussion of the subjects offered follows.

**SARGENT HIGH SCHOOL PROGRAM OF STUDIES**

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
English Literature Junior High Mathematics Social Science Beginning Science Music Penmanship	English Literature Junior High Mathematics Social Science Occupations Sewing Mechanical Drawing Music Penmanship		<b>CLASSICAL COURSE</b>		
		English I General Math. Vocational subjects as below	English II Latin I World History Geometry	English III Latin II U. S. History Physics	English IV Algebra Chemistry American Problems
			<b>VOCATIONAL COURSE</b>		
			<u><b>Agriculture</b></u>		
		English I General Math. Animal Husbandry Farm Shop	English II Geometry Crops and Soils Farm Shop	English III Farm Management Shop Elect one Physics World Hist.	U. S. History Elect three American Problems Applied Math. English IV Algebra Commercial
			<u><b>Home Economics</b></u>		
		English I General Math. Home Ec. I General Science	English II Home Ec. II Biology Elect one Algebra Latin I World History	English III U. S. History Elect two Physics Home Ec. III Commercial Work	Elect four English IV Chemistry American Problems Applied Math. Commercial Work
			<u><b>Commercial</b></u>		
		Same as above	English II World History Shorthand Typing	English III U. S. History Office Practice Elect as above	Elect as above

**Note:** Activities are elective in all courses.



SARGENT HIGH SCHOOL PROGRAM OF STUDIES (continued)

REQUIREMENTS FOR GRADUATION

The foregoing chart outlines the subjects that are offered and suggests possible lines of procedure for the various grades. However, the subjects listed in each grade are not rigidly adhered to, but the individual student is allowed to choose the subjects which he will pursue after the ninth grade. He must keep within defined limits and must of course elect subjects that will fit into the schedule prepared each year. Following is a list of requirements for graduation which every student must fulfil after he has completed the seventh and eighth grade work.

Vocational Course:

3	units	of	English
2	"	"	Science
2	"	"	History
1	"	"	General Mathematics
2	"	"	Vocational Subjects
6	"	"	Electives

Classical Course

3	units	of	English
2	"	"	Science
2	"	"	History
3	"	"	Mathematics
2	"	"	Latin
4	"	"	Electives

## MATHEMATICS

The mathematics course has as its foundation a three year course in general mathematics, required in the seventh, eighth and ninth grades. This course is identical with that offered in the best organized junior high schools at the present time and is calculated to give the pupil a fundamental knowledge of the primary mathematical processes which will lay a foundation for a continued study of the subject, but which will also be a complete unit for those who do not care to go further than high school and who therefore can devote their time more profitably to other subjects than algebra and geometry. It is becoming customary to permit pupils who have completed general mathematics in the ninth year to drop the subject at this point unless they expect to follow specialized curricula and many institutions of higher learning accept credit in this subject as meeting entrance requirements in mathematics. In many the practice is to accept one credit of this kind as an elective. However, pupils who elect the Classical Course are required to take both algebra and geometry in addition unless it is definitely known that they are not required by the institution which has been selected by the pupil.

When the pupil has completed the course in general mathematics he is prepared to continue with either beginning algebra or plane geometry and with this in mind these

COURSE OF STUDY IN MATHEMATICS					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
General Math. I	General Math. II	General Math. III	Plane Geometry	Algebra - Work completed to Binomial Theorem	Applied Math. Individual assignment
<p>Texts</p> <p>Junior High School Math. Book I.</p> <p>Wentworth Smith Brown</p>	<p>Texts</p> <p>Junior High School Math. Book II.</p> <p>Wentworth Smith Brown</p>	<p>Texts</p> <p>Junior High School Math. Book III.</p> <p>Wentworth Smith Brown</p>	<p>Texts</p> <p>Plane Geometry</p> <p>Durrell and Arnold</p>	<p>Texts</p> <p>Algebra</p> <p>Sykes and Comstock</p>	<p>Texts</p> <p>Individual assignment</p>
Required	Required	Required	<p>Required in Classical Course</p> <p>Elective in Vocational Course</p>	<p>Required in Classical Course</p> <p>Elective in Vocational Course</p>	Elective
Offered every year.	Offered every year.	Offered every year.	Offered on alternate years.	Offered on alternate years.	Offered on demand by sufficient number of students.

subjects are offered in alternate years. In this way the number of subjects offered each year can be cut down and the teacher load reduced. At the same time the full course can be taken by any pupil who desires to do so.

Under this system beginning algebra is offered in a more thorough and extensive manner than the traditional first year course and no course in advanced algebra is offered. The subject is planned to complete the material to the binomial theorem. Plane geometry is also more intensively covered with many applications to practical problems. No course in solid geometry is offered.

Upon demand by a sufficient number of students a course is offered in applied mathematics. This is a course in mechanical drawing with the emphasis on the science of numbers applied to pattern making and mechanics. It is offered only to juniors and seniors.

So far it has been found impractical to include book-keeping in the curriculum of the Sargent High School. However, the value of this course is recognized and it will be included as soon as the demand becomes strong enough and a place can be made for it in the already crowded schedule. Commercial arithmetic has been dropped because the subject is covered in the general mathematics course.

### Texts Used in the Sargent High School

General Mathematics - Junior High School Mathematics,  
Books I, II, and III:  
Wentworth, Smith and Brown  
Ginn and Company  
Algebra - Beginning Algebra - Sykes and Comstock.  
Rand, McNally and Company  
Plane Geometry - Durrell and Arnold  
Charles E. Merrill Company  
Applied Mathematics - No text - Individual assignment.

### Bibliography

Reorganization of Mathematics in Secondary School, Bulletin 1921, No. 32 - Supt. of Public Documents, Washington, D. C.  
Teaching of Mathematics in Secondary Schools - Young - Longmans, Green and Company  
Reorganization of First Courses in Mathematics - Secondary School Circular No. 5. U. S. Bureau of Education  
A Manual for High School Administrators - C. C. Brown - University of Colorado Publication.

### ENGLISH AND LITERATURE

The University of Colorado's bulletin, "Definition of High School Entrance Units", has the following to say in regard to the study of English. "The study of English in schools has two main objects, which should be considered of equal importance: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation, and the development of the habit of reading good literature with enjoyment." In order to assure that they shall receive equal attention, the University of Colorado requires that the three prescribed entrance units in English shall consist of one and one-half units each of composition and of literature, these units to

be recorded and graded separately. This plan was endorsed by a practically unanimous vote of the high school and college conference in 1923.

With these requirements as a background the English course has been planned as is indicated on the following chart.

The seventh and eighth grade work places the emphasis on grammar with correlated composition. The literature in these grades has the place of oral and silent reading with the whole work definitely planned as to sequence and arranged to conform with the later courses of English and literature. The work of the ninth, tenth and eleventh grades consists of one year of composition, one year of composition and literature and one year of the history of English and American literature with a study of both types and a continuation of composition work. The courses just outlined are required of all students regardless of the course of study in which they are specializing. In addition to the required units an elective unit is offered in oral English with the emphasis on the study, preparation and delivery of public speeches such as declamation, oration and debate.

The work through the tenth grade is offered every year and the eleventh grade course is alternated with the elective unit. This arrangement has been found very satisfactory for several years and here again teacher time can be conserved for the purpose of incorporating in the curriculum other desired subjects.

COURSE OF STUDY IN ENGLISH AND LITERATURE					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Junior English and Lit. I  Texts Junior Highway to English  Ward & Moffet  Junior High School Lit. Book I Elson, Keck Greenlaw  Required  Offered every year	Junior English and Lit. II  Texts Junior Highway to English  Ward & Moffet  Junior High School Lit. Book II Elson, Keck Greenlaw  Required  Offered every year	English I  Texts Sentence and Theme  Ward  Literature and Life Series Book I Elson, Keck Greenlaw  Required  Offered every year	English II  Texts Theme Building  Ward  Literature and Life Series Book III Elson, Keck Greenlaw  Required  Offered every year	English III  Texts English & Am- erican Compar- ative Lit. Long  Selected Classics  Required  Alternated with English IV	English IV  Texts Individual outline and assignment  Elective  Alternated with English III

### Texts Used in the Sargent High School

Junior Highway To English for grades 7 and 8.  
Ward - Moffett  
Scott Foresman and Company

Sentence and Theme for grade 9.  
Ward - Moffett  
Scott Foresman and Company

Theme Building for grades 10 - 12.  
Ward  
Scott Foresman and Company

Maintenance of Skills (Workbook in composition for 10th grade) Ward  
Scott Foresman and Company

Exercises in English (Workbook in composition for 11th grade) Deffendall  
The Macmillan Company

Oral English

Junior High School Literature - Elson, Keck, Greenlaw  
Scott Foresman and Company

Literature and life Series - Elson, Keck, Greenlaw  
Scott Foresman and Company

Miscellaneous English Classics.

### Bibliography

Reorganization of English in Secondary Schools.  
Bulletin 1917, No. 2 - Superintendent of Public Documents, Washington, D. C.

University of Colorado English Bulletins.  
Ward - What is English - Scott Foresman and Company

C. C. Brown - Manual of High School Administrators -  
University of Colorado Publication.

Bobbitt - How to Make a Curriculum - Houghton Mifflin Co.

### SOCIAL SCIENCE

Earlier in our discourse we have repeatedly emphasized the necessity of organizing our curriculum in such a manner as to give the student training which will fit him for life in our complex society. The opportunity to do this is offered with greatest effectiveness in the social science division. No subject of the high school program has had a



more rapid and extensive change in recent years than in this field. The traditional courses in history formerly offered nothing which would give the pupil an insight to the problems of life but were rather just so much uninteresting drudgery. A new type of text has recently been developed which includes instead only those facts and principles which have carried over to the present day and are essential to an understanding of the present social order. These texts cover the entire field of history and add much of elementary economics and sociology. The traditional elementary history, civics and geography are treated not as separate subjects but as closely related aspects of the same subject. In the junior high school work the field is yet in an experimental stage but a very workable compilation of the material has been made in the Rugg Social Science Pamphlets which are in use in the Sargent School. In many of the better organized schools it is the practice to make the social subjects the fundamental basis of the curriculum. This practice has not been found possible in this situation because of the crowded curriculum but courses have been laid out which are followed in five of the six years.

In the seventh and eighth grades the Rugg Social Science pamphlets are followed. This material takes the place of the traditional history, civics and geography and because of the more efficient use of time and the avoidance of a duplication of work, time can be secured for the junior high school pro-

gram of extra-curricular activities. These activities are closely correlated with the social science work as well as with the English work. In the eighth grade a course is provided in Occupations which is calculated to give the pupils an insight into the various fields of work which may be possible, and has a semblance of vocational guidance. In the tenth grade a course in world history is offered. This course provides a rapid survey of those pertinent facts of ancient history which have a bearing on present social problems. The background of American history is treated in some detail and finally the important factors in modern progress are presented. In the eleventh grade a course in American history and civics is offered. Here again the history of our country is treated with the emphasis placed on the development of our modern society and its place in international affairs. The subjects outlined so far are required of all students and in addition an elective course in problems of American democracy is offered. This course is alternated with the course in American history and again teacher time is conserved.

While these units of work include the formal study of social science much additional work is incorporated in the courses in agriculture, home economics, and English, as well as much incidental motivating work in all subjects.

COURSE OF STUDY IN SOCIAL SCIENCE

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<p>Social Science I</p> <p>Texts Social Science Pamphlets I, II and III</p> <p>Rugg</p> <p>Reference books in Geography, history &amp; civics</p> <p>Required</p> <p>Offered every year</p>	<p>Social Science II</p> <p>Texts Social Science Pamphlets IV, V, and VI.</p> <p>Rugg</p> <p>Reference books in Geography, history &amp; civics</p> <p>Required</p> <p>Offered every year</p>		<p>World History</p> <p>Texts World History Webster</p> <p>Required</p> <p>Offered every year</p>	<p>U. S. History</p> <p>Texts History of the United States Muzzey</p> <p>Required</p> <p>Alternated with American Problems</p>	<p>American Problems</p> <p>Texts American Problems Morehouse &amp; Graham</p> <p>Elective</p> <p>Alternated with American History</p>

### Texts Used in the Sargent School

- Rugg - Social Science pamphlets for grades 7 and 8  
Teachers' College, Columbia Univ.  
(Many supplementary texts in geography, history  
and civics are used in connection with these  
pamphlets.)
- Webster - World History - D. C. Heath and Company
- Muzzey - History of the United States - Ginn and Company
- Morehouse and Graham - American Problems - Ginn and Co.

### Bibliography

- The Social Studies in Secondary Schools - U. S. Bureau  
of Education.
- Manual for High School Administrators - C. C. Brown -  
University of Colorado Publication.

### SCIENCE

The study of science as it has been worked out in the traditional curriculum may be followed more closely in our organization than some of the other subjects. Since most institutions of higher learning require two units of laboratory science for entrance this procedure is followed in our classical course. However, the needs of pupils who expect to follow agriculture as a vocation can only be met by providing a considerable amount of natural science and this need has been given much consideration in planning our science curriculum. The science courses must also be planned so that they can be closely correlated with the work in agriculture and home economics.

In the 7th grade a course in beginning science is offered. The content of this course is more elementary than the ordinary general science material and is calculated to give

COURSE OF STUDY IN SCIENCE					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
<p>Introductory Science</p> <p>Text First Science Book Higgins</p> <p>Required</p> <p>Offered every year</p>		<p>General Science</p> <p>Text General Science Caldwell and Eikenberry</p> <p>Related Science given with Home Economics I</p> <p>Alternated with Biology</p>	<p>Biology</p> <p>Text Civic Biology Hunter</p> <p>Related Science given with Home Economics II</p> <p>Alternated with General Science</p>	<p>Physics</p> <p>Text High School Physics Carhart and Chute</p> <p>Elective</p> <p>Alternated with Chemistry</p>	<p>Chemistry</p> <p>Text High School Chemistry McPherson and Henderson</p> <p>Elective</p> <p>Alternated with Physics</p>

the pupil an insight into the field of science and lay a foundation for the work which follows. In the ninth and tenth grades the girls are given courses in general science and biology which is correlated with home economics. This work is under Smith-Hughes supervision. The boys receive training in these subjects in connection with the work in agriculture. The general science and biology for the girls are offered in alternate years. This procedure has been found advisable because of the limited numbers who attend the classes and the work can be efficiently cared for by the alternation plan.

In the eleventh and twelfth grades physics and chemistry are offered in alternate years. The content of these courses is that ordinarily found in the material outlined for high school use.

#### Texts Used in the Sargent School

Higgins - First Science Book - Ginn and Company  
Caldwell and Eikenberry - General Science - Ginn and Co.  
Hunter - Civic Biology - American Book Company  
Carhart and Chute - Practical Physics - Allyn and Bacon  
McPherson and Henderson - Elements of Chemistry

#### FOREIGN LANGUAGE

The recent extensive development of vocational education and expert research in this field has tended to show that the study of foreign languages in high school is largely useless, or at least less valuable than some of the other subjects. As a preparatory program for college, however,

COURSE OF STUDY IN FOREIGN LANGUAGE					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
			Latin I  Text First Latin Lessons Scott  Required in Classical Course only.  Offered ev- ery year	Latin II  Text Junior Latin Reader Scott-Sanford  Required in Classical Course only.  Offered ev- ery year.	

there is still a need for them and their general cultural value has not been successfully attacked. With these ends in view the study of Latin undoubtedly fills the largest need because of its value as a source subject in the study of English as well as its value as a foundation for all of the Romance Languages. In the case of the Sargent School, Latin has also proved to be the usual choice of pupils who desire this type of work. Accordingly two years of Latin have been made a part of the curriculum. Both courses are offered every year and the pupils may elect them in the upper three grades. In order to be used for college entrance credit, however, both courses must be taken. The content of these courses has been modernized in accordance with present tendencies in the study of the subject.

#### Texts Used in the Sargent School

Scott - First Latin Lessons - Scott Foresman and Co.

Scott-Sanford - Junior Latin Reader -  
Scott Foresman and Co.

#### AGRICULTURE

With the subject of agriculture we begin a discussion of the purely vocational subjects. Our survey of the consolidated schools of the state has shown us that these schools are distinctly weak in this part of their program. Most of the schools seem to be following the tradition that the secondary school is strictly preparatory, in the sense of preparing for college entrance, in spite of the fact as shown



COURSE OF STUDY IN AGRICULTURE					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
		Animal Husbandry  Farm Shop  Text No text is used Outlines are followed with bulletins and reference books furnishing the subject material  Required  Offered every year	Crops and Soils  Farm Shop  Text Outlines used no formal text  Elective  Alternated with Farm Management	Farm Management  Farm Shop  Text Outlines used No formal text  Elective  Alternated with Crops and Soils	

by statistics that a comparatively small proportion of the students ever go beyond high school. It seems logical, if seventy-five percent of the students from the schools under discussion enter agricultural pursuits, that a strong course should be offered in this line of work. However, in the face of the fact that only approximately one third of the schools offer agriculture of senior high school grade we should examine the reasons for this deficiency. A study of the situation in many of these schools has led the writer to draw several conclusions. The prime reason for the failure to offer agriculture as a regular part of the program lies in the difficulty of schedule arrangement and the limited teacher time. In many schools this difficulty can only be met by increasing the faculty. To many administrators this has seemed to be an impossibility on account of limited funds. This means that the agricultural program must be "sold" to the communities and particularly to the school boards, and with the financial assistance now available under the Smith-Hughes law this should be a comparatively easy task. Perhaps the most forceful argument is to show what the boys have done in agricultural project work, because this can be presented in objective form which appeals to farmers. As an illustration the report of the project work of the Sargent School follows. Of course this school is located in the open country and is admirably situated to secure good results in this line, but nevertheless similar results are secured in

all of the schools which have a really well developed agricultural program.

Report of Projects in the Sargent School 1926-27

Nineteen projects were carried and all completed. These included:

31 sows which earned a net profit of	---	\$2120.31
5 cows, 8 calves	" "	223.37
55 ewes	" "	13.60
2 beef cows	" "	70.00
50 hens	" "	27.85
21 acres of potatoes	" "	2707.92
1 work project	" "	153.50
Total net profit from projects		5316.55
Average net profit per project		279.82

(It should be stated that these figures are actual net profits, based upon careful accounting in which all costs including both labor done by the pupil or hired done have been deducted from gross receipts as well as the other usually computed costs.)

Another noteworthy fact in regard to the agricultural work in the San Luis Valley is that the boys in the agricultural classes of the various schools, won the majority of the prizes offered in open competition at the Valley live stock show in 1927. These facts demonstrate that it is possible to provide a course in vocational agriculture in a small school which really functions and which amply justifies the expenditure of money necessary to put on such a program. The type of work just presented is, of course, really vocational and is conducted under Smith-Hughes supervision. It is much more difficult to justify the ordinary type of general agriculture which is in reality little more than a poor course in natural science. It is probable that the disfavor of the subject is, at least in part, due to the weakness of

this type of presentation and the solution of the problem must lie in the formulation of a program which really functions. Finally, the reason for this deficiency can be traced to the type of administrator usually found in our rural schools. In most instances the superintendents of these schools do not have fundamental training in the problems of rural life and as a result they are out of sympathy with the vocational training program which apparently does not have the traditional classical "flavor", and which, because of their ignorance of the subject, they can not heartily endeavor to introduce.

In the Sargent School no agriculture is offered in the seventh or eighth grades because the need is filled by the boys and girls agricultural clubs under the supervision of the extension service of the Agricultural College. These are correlated with the school work so that when the boys have reached the ninth grade they have a foundation for the work and in many instances have well organized projects which are carried over into their regular school work. In the ninth grade the formal work in agriculture is begun with animal husbandry which is required of all boys. No text is used in this subject but outlines are followed which are very complete and made under the supervision of the Vocation-Agricultural Department of the Colorado Agricultural College. Reference books and bulletins furnish the text material. Correlated with this work is the course in farm shop which

includes practical farm appliances constructed of wood. In the tenth grade a course in crops and soils is offered which is also outlined as with the ninth grade course and with text material from similar sources. Correlated with this work is farm shop which includes farm machinery, harness repair and similar work in addition to wood work. This course is elective, and is alternated with the elective third year work which is fundamentally farm management with considerable rural economics and sociology. The textual material is similar to the first courses. The correlated farm shop includes both hot and cold iron work and motor mechanics. Material for this course is furnished by the garage maintained for the busses and the instruction is largely given by the mechanic employed to care for the busses who is an expert in his line.

All of the agricultural work includes a required farm project for each year which must be sufficiently large to be of practical business value and which must be in the line of work which the pupil is following.

#### Bibliography

- G. A. Schmidt - New Methods in Teaching Vocational Agriculture - Century
- G. A. Schmidt - Projects and the Project Method in Agricultural Education - Century
- Colorado State Plans of the State Board for Vocational Education

#### HOME ECONOMICS

The work in home economics is much more thoroughly covered in most of the schools under discussion than that in

agriculture. This is probably due to the fact that it is easier to administer on a practical basis and that the demand for this type of work is stronger.

In the Sargent School no home economics work is offered in the seventh grade because the field is covered by the girls sewing and cooking clubs which are organized under the supervision of the extension service of the State Agricultural College. In the eighth grade, elementary sewing is offered for an eighty minute period three times a week. No text is used, the work being done from outlines and supplementary material. In the grades beyond the eighth, two years of home economics are offered and these courses are given in alternating years. They are hence so arranged that either course may be taken first, the eighth grade work being designed to furnish the pre-requisite material. One of these courses is required of all ninth grade girls and the other is elective, both being under Smith-Hughes supervision. The first year consists of a half year of sewing and a half year of cooking, and is correlated with vocational general science. The second year is made up half of sewing and half dietetics and home planning correlated with vocational biology. In addition to these courses a year of advanced home economics is offered when enough pupils elect the course to make it practical. This course is not under Smith-Hughes supervision because it is not practical to offer the related science necessary to make it qualify under the law. It includes

COURSE OF STUDY IN HOME ECONOMICS					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
	Sewing	Home Economics I	Home Economics II	Home Economics III	
	No. Text	No Text Material in- cludes sewing and prepara- tion of meals Outlines are used	No Text Material in- cludes dress- making and dietetics.	No Text Advanced dress- making.	
	Required	Elective	Elective	Elective	
	Offered ev- ery year. 3 periods weekly	Alternated with Home Economics II	Alternated with Home Economics I	Offered on demand	
		Under Smith- Hughes super- vision	Under Smith- Hughes super- vision.		

five six-weeks periods of sewing and one six-weeks period of infant care and training.

#### COMMERCIAL

Our survey shows that among the vocational subjects the emphasis is placed on commercial work. This is probably due to the large demand for such training and the fact that it can be offered to mixed classes, thus giving the material with a minimum of increase in the teaching force. Furthermore, the commercial teacher is frequently used as an office assistant for the superintendent part of the time and a need in this line can be filled at a minimum of expense. In most of the rural communities it is difficult for students desiring this type of work to attend the business schools on account of the distance from cities in which these schools are found. Thus a distinct need can be filled by the public school. The wide use of the typewriter in modern life makes it very desirable for a majority if not all of the pupils to gain a reasonably proficiency in the use of the machine for personal use even though they never intend to use it for gaining a livelihood. With this purpose in mind it would probably be wise to offer the course in the early years of high school, but in the small school the difficulty of making a suitable schedule makes it imperative to offer the course in the later years.

The course as offered in the Sargent School consists of



COURSE OF STUDY IN COMMERCIAL WORK					
7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
			Shorthand	Typing I	Office Practice
			Text	Text	Text
			Gregg	Wiese-Coover	No text used
			Elective	Elective	Elective
			Offered every year.	Offered every year.	Offered every year.

one year of typewriting and a second year of office practice which includes the speed requirements of second year typing. In addition one year of shorthand is offered which is calculated to give the students a sufficient knowledge of the subject to put it to practical use with a little additional training and practice. This arrangement has been found to meet the needs of both the pupils who wish to make the work truly vocational as well as those who want it only for personal use. The text used in typing is the Weise-Coover system with a minimum speed requirement of thirty five words per minute, as determined under the ordinary rules governing speed tests which are based on accuracy as well as speed. The Gregg Shorthand text and system is used with a minimum speed per minute of sixty five words. These courses are offered every year and on account of the limited number of machines two sections are necessary in beginning typing. The teacher thus devotes half of the time to teaching and half to work in the office of the superintendent.

#### MUSIC

In the small rural school perhaps the most difficult subject to adequately provide for is music. This is due in part of the difficulty of schedule arrangement caused by the necessity of finding a time when the students from all of the classes can be placed together, and in part to the failure of school boards to see the necessity of providing a special instructor for the purpose. Here again we have a

subject which must be "sold" to the community and school board.

In the Sargent School a special music instructor is provided who devotes approximately two thirds of her time to grade music and art work and one third to high school music. In addition to the vocal music, instruction is provided in band. School time is provided for this purpose but the instruction is paid for by the individual students who elect to take the work. Two periods of time per week are given to vocal instruction in the seventh and eighth grades. This work is compulsory except in cases where the parents request that the time be devoted to instrumental work. The work in the upper four grades is elective and time is provided in the activity periods, the boys and girls being handled separately except when practicing for public productions. Two operettas or other public performances are given each year, one for the junior high and one for the senior high school pupils. All material is selected by the music instructor.

## EXTRA-CURRICULAR ACTIVITIES

Earlier in the discussion frequent allusion has been made to the program of physical, social, esthetic and civic activities. It will be noted that in the particular program under discussion two periods per day are devoted to these activities. This is undoubtedly the most revolutionary feature of the program and the one which will meet with the greatest criticism by the casual observer. It is natural that one should question the justification for allowing so much time to a feature that has formerly been considered as incidental and of little importance.

It is a matter of almost unanimous opinion among students of our present social order that the nation's stability depends upon the development of social consciousness and leadership on the part of the citizens in general. If there is any justification for the expenditures made at the present time for public education it must be that the system is being used to perpetuate our state and perhaps our civilization. The public school age is that most responsive to training and experience which tends to develop this necessary social consciousness and leadership. If the job is not done in the public school the chances are that it will not be done at all. In the city school the time required for this work can be provided after the regular school hours, but in the consolidated school this arrangement is impossible and the work

must be made a part of the regular program. Our survey has shown that almost without exception the administrators appreciate the value of physical education and have provided for it in their schedule. However, this provision of time may be largely due to the popular demand for competitive athletics. It is also very apparent that this athletic program is permitted to crowd out most if not all of the other activities which are certainly of equal importance. Granting the value of physical education for all students and the desirability of competitive athletics for the attraction and training of the average boy and girl, we must still provide expression for the other social activities which we argue is the most important function of the secondary school. If this kind of work is not entitled to one period per day it would be difficult to justify this amount of time for any other subject. This program of activities must offer opportunity for the developing of leadership, encourage social co-operation, and tend to develop respect for law and ideals of service. It should give the pupil a chance of expression which will show him his aptitudes and provide for stimulation of interest in things calculated to train him in the self governing process. In short it should help him to learn how to "live".

The ideal program of this kind should provide sufficient activities so that every pupil may be assigned to one each day of the week. Practice has shown that this ideal can only

be attained by long and careful organization of the individual pupil's time, but two years of use in the Sargent School have demonstrated beyond doubt that a reasonably effective program can be provided in a very small school without increasing the faculty. It should be stated that the activities will only be successful if conducted under teacher leadership, and in a school organized under this system teachers must be hired who are willing and capable in this line of work.

In final justification for this large allotment of time to the activity program let us compare the length of school day of the average school with the length of the day of the Sargent School. An investigation of the schools in the North Central Association conducted by Mr. C. C. Brown, the Colorado state high school visitor, shows that the general tendency is to make a school day of four and one half to five hours. In many of these schools one period per day is devoted to the social activities. However, for the sake of argument we will assume that this time is all devoted to the ordinary program. In the Sargent School we find that the students spend at the school seven hours and twenty minutes daily, forty minutes of which is the noon recess. A comparison of these figures will show without comment that the time devoted to "solid" subjects is not materially reduced. However, the question immediately arises as to the justification for the long day. The answer to this objection is simply that a varied physical and social program is offered which does not unduly fatigue the pupil,

and work is being done in school which is done outside of school hours in the city system. Furthermore, the long period used provides study time so that the average pupil does not need to do any home study.

The following activities made up the program in use in the Sargent School in 1926-1927. This is not a fixed program. Each year a new list is made up depending upon requests made by the students and on work already covered by them. No attempt is made to work out a program which will be followed regularly and this group of activities can undoubtedly be improved upon as the administration and faculty secure greater experience and proficiency. The activity program as outlined is followed only in the upper four grades. The activities of the seventh and eighth grades are handled as a part of the regular class work in social science and special time is provided for the physical training program as indicated in the schedule which follows under the heading "Schedule Construction".

The material covered by the dramatic club consists of a study of plays, the art of make-up, practice in producing plays, practice in dramatic coaching and similar work. The mechanics of stage management and methods in scenery construction are given considerable time. The club also sponsors the production of a play by the dramatic club of the Colorado Agricultural College.

The debate club follows the course of procedure usually

attending this activity. A section of the state debating league was organized in the San Luis Valley this year and it is probable that the club will enter this competition another year.

The club in library method studies the technique of library organization and does all of the work of caring for and cataloging the school library. A time schedule is worked out for the members so that one individual acts as librarian each day. By this means the library is given excellent care in addition to the valuable instruction given to the individual students in the club.

The art club studies types of art, the history of art and does much practical work in charcoal, crayon, water color, oil color and needle work.

The motor mechanics club provides instruction and practice in this line for students who are not enrolled in the regular classes of this kind. It is under the supervision of the school mechanic.

The journalism club studies the technique of journalistic work and prepares a weekly section for the community paper.

The Hi-Y and Girl Reserve work needs no comment. These clubs are the most popular of the program and in addition to the time given to this work during school hours considerable outside time is devoted to it also. The programs of study and work outlined by the Y. M. C. A. and Y. W. C. A. are fol-



lowed. The respective clubs have also sponsored a "Father and Son" and "Mother and Daughter" banquet during the year.

The music program has been discussed already and needs no further comment here.

Once a week an assembly is held, the programs for which are planned by the students. Two general literary programs are given each month. One of the periods each month is devoted to class meetings and one period to separate boys and girls assemblies during which the particular problems of boys and girls are taken up. For the assembly work the school is divided, the seventh and eighth grades being handled as one group and the upper four grades as the other. It has been found that by this system the initiative of the younger pupils can be greatly stimulated and a much higher type of work done in both groups.

A complete program of compulsory physical education is provided for all students. Those who are qualified for the athletic teams are handled in one group each for boys and girls and general physical training is provided in separate groups for the other boys and girls. Teams are trained for competitive games in football, basketball and baseball.

The schedule included under a later heading will make clear the time administration of these activities.

In connection with the discussion of extra-curricular activities the matter of adult and part time instruction should be mentioned in passing. Of course this work is in

no sense a part of the regular school program but it is handled under the supervision of the school. Each year one evening class is offered for farmers. This consists of an intensive ten lesson course and the subject material is determined by the needs and desires of the group in consultation with the agriculture teacher. This year a course in training the pre-school child was offered for mothers which proved very successful. As yet no part time classes have been organized but the need is recognized and in the near future it is the plan of the administration to provide agricultural instruction for boys who have been forced to drop out of school.

#### STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Another phase of the activity program for the development of group responsibility is the organization of the student body for the purpose of participation in the management and general welfare of the school. Earlier in the experience of the writer in the Sargent School plans were laid for making this organization truly an attempt at "self government". However, it was soon evident that the attempt was premature and that neither students nor community were ready for a change of administrative method so radical. Accordingly a plan has been developed which delegates to the students certain responsibilities but which does not include the delicate and very difficult problem of general discipline.

It is ultimately desirable to increase the student responsibility to the greatest possible extent, but this must be a gradual process and the result of years of training of the younger students. The greatest fault of systems of student participation in government lies in the fact that not sufficient active work is done to keep alive the interest and initiative of the participants. This interest can only be maintained by frequent meetings of the representative bodies in which the problems of administration assigned to them can be discussed and solutions worked out.

A favorable attitude of the student body can probably be best developed by assigning to the students the management of such activities as the assemblies, inter-school contests, games and entertainments. The partial control of matters of punctuality and scholarship may also be safely delegated since these involve a much less complex problem than matters of discipline. Of course the most careful supervision of the acts of the student representatives must be provided by the faculty.

A copy of the constitution of the "Sargent Associated Students" follows which is self explanatory. This constitution is herewith given in order to show what is actually being done in this school. It is not intended to be given as the form to be used permanently. It has many very apparent faults and short-comings which it is hoped can be worked out in the future.

## CONSTITUTION OF THE SARGENT ASSOCIATED STUDENTS

### Article I

#### Name and Object

- Sec. 1. This organization shall be known as the Sargent Associated Students, and shall be self-governed.
- Sec. 2. The object of this organization shall be to promote genuine school spirit and to provide a means whereby students may take part in the control of school activities.

### Article II

#### Membership

- Sec. 1. All students of the Sargent High School must become members of this organization.

### Article III

#### Officers

- Sec. 1. The officers of this organization shall be President, Vice-President, Secretary and Treasurer.
- Sec. 2a. Officers shall be elected by the organization in meeting assembled. The candidates shall be nominated by a nominating committee appointed by the executive committee. Their report shall be posted on the school bulletin board one week prior to the regular election.
- Sec. 2b. Additional nominations may be made in writing and filed with the secretary before the meeting during which the election will be held. A nomination of this kind must have the signature of ten members of the organization.
- Sec. 3a. The President shall be a senior. He shall preside at all meetings of the organization, and shall be general manager of the student activities.
- Sec. 4. The Vice-President shall be a junior. He shall assume the duties of the President in the absence of the latter.
- Sec. 5. The Secretary shall be a student elected by the organization in meeting assembled. He shall keep official records of all meetings of the organization, and executive committee.
- Sec. 6a. The Treasurer of the organization shall be a senior. He shall be the custodian of all funds belonging to the organization or any organization of students within the Sargent High School, making use of the organization or the name of the Sargent High School in connection with it.
- Sec. 6b. It shall be deemed to be the duty of the treasurer

- Sec. 6b. to take charge of the door receipts, dues, proceeds from ticket sales and all other revenues derived from any student activity. He shall keep an accurate record of all receipts and disbursements and render a monthly account of the same to the faculty auditor appointed by the Executive Committee.
- Sec. 6c. The Treasurer shall take charge of the following accounts, and such additional accounts as may from time to time be added to the list by the Executive Committee: Athletics, Literary Activities, Class dues. He shall draw checks upon the general funds, on the written order of the treasurer or manager of each activity.
- Sec. 6d. The Treasurer shall make a report to the Executive Committee at the end of each semester, covering all matters pertaining to the funds collected and disbursed through his office, and his report shall be submitted to the Student Organization after having been approved by the by the Executive Committee.

#### Article IV

##### Executive Committee

- Sec. 1. There shall be an Executive Committee consisting of the President of the Student Organization, who shall be ex-officio chairman of the committee, and shall vote only in case of a tie, and nine members as follows: the Vice-President and Treasurer of the organization, and four members of the student body elected in meeting assembled, one each from the Sophomore, Freshman, eighth and seventh grades. The secretary of the organization shall be present at, and keep a record of the proceedings at all meetings of the Executive Committee, but shall not vote. The Principal of the High School, and the Faculty Auditor shall be ex-officio members of the Executive Committee.
- Sec. 2. A majority of the members of the Committee shall constitute a quorum.
- Sec. 3. Meetings of the Executive Committee shall be called when deemed necessary by the President.
- Sec. 4. All members of the Executive Committee shall be passing in 15 hours of work. In case any deficiency is not made up within two weeks, the Principal shall declare the office vacant.
- Sec. 5. All meetings of the Executive Committee shall be open to any members of the Student Organization.

#### Article V

##### Meetings

- Sec. 1. One meeting of the Student Organization shall be

- Sec. 1. held each week, at a time designated in the school program.
- Sec. 2. The first meeting of each month shall be designated as the regular monthly business meeting.
- Sec. 3. Extra meetings may be held at the call of the President.
- Sec. 4. The annual election of officers shall be held at the last regular business meeting of the year. The officers shall take office on the first day of the fall term.

#### Article VI

##### Referendum

- Sec. 1. Any action of the Executive Committee may be brought before the Student Organization for ratification or nullification, upon the petition of 30% of the membership of the Organization. This referendum must be made within ten days of the time the action is taken by the committee.
- Sec. 2. Any action of the Organization or Executive Committee may be vetoed by a majority vote of the faculty.

#### Article VII

##### Adoption and Amendment

- Sec. 1. A two thirds majority of the Student Organization shall be necessary to adopt this constitution.
- Sec. 2. This constitution may be amended by a two thirds vote of the membership of the organization. Notice to amend must be given in open meeting at least one meeting prior to the time for voting on the amendment.

### SCHEDULE CONSTRUCTION

Having decided upon the courses of study and subjects to be offered we are faced with the problem of constructing a schedule which will make possible the practical administration of the classes necessary to present this material. In the consideration of this problem the first thing to be decided is the length of the periods which will make up our schedule. These must be adjusted to the enriched program of studies and activities. If we are to have competitive athletics, which will no doubt be accepted without question, we must provide a period for such activities of sufficient length to provide intensive training as well as a sufficient amount of hard exercise to give the "condition" to the participant which will enable him to stand the gruelling exertion of the competitive game. This cannot be done in less time than 80 minutes per day. But, we cannot devote our entire extra-curricular time to this purpose without eliminating the other important activities which are calculated to promote social and citizenship training. In order to make possible this kind of a program we must provide activity time in addition to the physical training period. However, the obstacle immediately presents itself of providing this time without stinting the time to be devoted to the regular program of studies, which we will assume must be maintained upon a plane which will meet the requirements of the North Central Association of Colleges and Secondary Schools, as

we believe that the requirements of this association are a fair criterion of efficient time allotment. As a result of a careful study of the published material along this line we find that if we provide for each subject a period of approximately 30 minutes in length for four days a week we will have a more efficient time allotment than that provided by a short period for five days. This plan necessitates a complete change from the traditional recitation methods. Supervised study must become a part of the class room procedure if the time is to be used to advantage. If we adopt this course another of the weaknesses of our consolidated school can be overcome. As we stated earlier in our discourse most of the students in this type of school can not find adequate time out of school hours to prepare the work for the short period which is devoted entirely to recitation. However, if the testing time is reduced to a minimum and the class room time is devoted to study and discussion, we achieve a much higher quality of instruction and in addition conserve time enough for our activity program. Furthermore, this time allotment adjusts itself more readily to the Smith-Hughes requirements. To this end a schedule has been developed which can best be illustrated by the following chart.



	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 10:05	Activity	/ / / / /	/ / / / /	/ / / / /	/ / / / /
10:05 - 11:25	/ / / / /	Activity	/ / / / /	/ / / / /	/ / / / /
Noon Period					
12:05 - 1:25	/ / / / /	/ / / / /	Activity	/ / / / /	/ / / / /
1:25 - 2:45	/ / / / /	/ / / / /	/ / / / /	Activity	/ / / / /
2:45 - 4:05	Athletics, physical training and other allied activities which can be conducted simultaneously.				

A schedule of this kind provides for four "solid" subjects for each pupil in the upper four grades, and as has been indicated they are given 80 minutes four times per week. However, in the seventh and eighth grades the time is devoted to a combination of subjects, the details of which will be discussed later, and each group is offered five times per week. The extra-curricular activities in these grades are

made a part of the regular class work in most instances. In the upper four grades each pupil has the opportunity to enter four activities offered one day per week and in addition he may take part in a daily physical training program. If it is necessary for some pupils to take five subjects that provision can be made by giving the extra class during the activity periods, but of course this eliminates that group of pupils from the extra-curricular program. Experience has proven that the number of pupils who find it necessary to follow this procedure can be reduced to a minimum by careful planning throughout their course.

Under the 80 minute period plan the class time in each subject is lengthened to 320 minutes per week while under the 45 minute plan the time provided amounts to only 225 minutes per week and the pupil must do most of his study work out of class without supervision. In consolidated schools it has been found to be the case that in many instances it is impossible for the pupil to find sufficient outside time for the adequate preparation of his work and many failures result. Under the new organization failures are reduced to a minimum and in many classes can be eliminated altogether.

The schedule of studies used in the Sargent School during the year 1926-27 follows. This schedule will show the working plan to better advantage than can be done by discussion.

SCHEDULE - GRADES 7 and 8

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 - 10:03	7th Eng. & Lit. 8th Arithmetic	7th Eng. & Lit. 8th Arithmetic	7th Eng. & Lit. 8th Arithmetic	7th Eng. & Lit. 8th Arithmetic	7th Eng. & Lit. 8th Arithmetic
	RECESS 10:03 - 10:13				
10:13 - 11:26	7th Social Science 8th Eng. & Lit.	7th Social Science 8th Eng. & Lit.	7th Social Science 8th Eng. & Lit.	7th Social Science 8th Eng. & Lit.	7th Social Science 8th Eng. & Lit.
	NOON				
12:06 - 1:24	7th Arithmetic 8th Social Science	7th Arithmetic 8th Social Science	7th Arithmetic 8th Social Science	7th Arithmetic 8th Social Science	7th Arithmetic 8th Social Science
1:24 - 2:42	Boys Music <u>Girls Physical Ed</u> Girls Music Boys Physical Ed <u>Penmanship 20" 8th</u>	Boys Study <u>Girls Physical Ed</u> Girls Study Boys Physical Ed <u>8th Penmanship 20"</u>	Boys Music <u>Girls Physical Ed</u> Girls Music Boys Physical Ed <u>8th Penmanship 20"</u>	Jr. High Assembly or Study (Alter- nate weeks.) Physical Ed	Boys Study <u>Girls Physical Ed</u> Girls Study Boys Physical Ed <u>8th Penmanship 20"</u>
2:42 - 4:00	7th Penmanship 20" 8th H. E. (Girls) 8th Mech. Dr. (Boys) 7th Science	7th Penmanship 20" 8th Occupations & Study 7th Science	7th Penmanship 20" 8th H. E. 8th Mech. Draw. 7th Science	7th Penmanship 20" 8th Occupations & Study 7th Science	7th Penmanship 20" 8th H. E. 8th Mech. Draw.

SCHEDULE - GRADES 9 - 12.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50-10:08	Home Room Meeting (8:50-9:10) Boys Glee Club (9:10-9:40) Hi Y. (9:40-10:08) Girl Reserve (9:10-10:08)	Latin II 10th English 9th Agriculture Typing I Mechanical Draw. 9th Gen. Science	Latin II 10th English 9th Agriculture Typing I Mechanical Draw. 9th Gen. Science	Latin II 10th English 9th Agriculture Typing I Mechanical Draw. 9th Gen. Science	Latin II 10th English 9th Agriculture Typing I Mechanical Draw. 9th Gen. Science
10:08-11:26	9th Agriculture Comparative Lit. 9th Home Ec. Geometry Shorthand	Stockjudging Club Dramatic Club Debate Club Journalism Club Typing II	9th Agriculture Comparative Lit. 9th Home Ec. Geometry Shorthand	9th Agriculture Comparative Lit. 9th Home Ec. Geometry Shorthand	9th Agriculture Comparative Lit. 9th Home Ec. Geometry Shorthand
			NOON		
12:06-1:24	Latin I Social Science H. H. Physics Agri. II Algebra Arithmetic	Latin I Social Science H. H. Physics Agri. II Algebra Arithmetic	Typing II (12:06-12:45) Library Club (12:06-12:45) Band(12:06-1:24) Art Club (12:06-1:24)	Latin I Social Science H. H. Physics Agri. II Algebra Arithmetic	Latin I Social Science H. H. Physics Agri. II Algebra Arithmetic
1:24-2:42	9th English Home Ec. II Physics World History Shop II	9th English Home Ec. II Physics World History Shop II	9th English Home Ec. II Physics World History Shop II	Agr. Study H. E. Study ----- High School Assembly	9th English Home Ec. II Physics World History Shop II
2:42-4:00	Girls' Music Boys' Athletics ----- Girls' Athletics Boys' Athletics Typing II	Boys' Athletics ----- Girls' Athletics Boys' Athletics Garage Club	Girls' Music Boys' Athletics ----- Girls' Athletics Boys' Athletics Garage Club	Boys Athletics ----- Girls' Athletics Boys' Athletics	Girls' Music Boys' Athletics ----- Girls' Athletics

## CONCLUSION

So far we have discussed the needs of the consolidated school and plans for meeting these needs. However, the problem is by no means solved when an adequate program of studies and activities is outlined and reduced to workable form in a time schedule. If our school is to successfully function we must consider the personal element in the administrative and teaching force. Our study of the schools of this type in Colorado has shown that the job is not being well done in many instances. This failure is no doubt due in part to the fact that the attitude, training and tenure of office of the faculties is such that little serious effort is really made to meet the problem. Furthermore in justice to the administrators of this type of school it should be said that in many instances they are not provided with sufficient time to do an efficient piece of administrative work. Let us pause here a moment to look at the crowded list of duties which are imposed on the superintendent of the school. He must:

- 1st. Organize the curriculum of the entire twelve grades.
- 2nd. Help employ and organize a teaching force.
- 3rd. Act as business manager for school and community activities as: Transportation system, school lunch, school store, picture show, teacherage, school paper, etc.
- 4th. Act as administrative officer for the board of directors.
- 5th. Teach.
- 6th. Supervise the teaching of the faculty, both grade and high school.
- 7th. Help organize and put over a constructive community program.
- 8th. Act as head of the disciplinary organization.
- 9th. "Sell" the school program to a skeptical farmer community.

It is evident from this list of duties that the superintendent of the consolidated school must be an individual who is capable of handling a wide range of activities. Business training and experience are quite as important as ability along lines purely academic. The experience of the boards of directors of these schools has been such that they are no longer employing the old type of school man who may be able to handle the academic activities but is unable to handle the business administration of the school successfully. As a result we find that more and more the younger men who have been trained along agricultural as well as pedagogical lines and who have had some business experience, are being employed as the superintendents of the consolidated schools. This we believe to be the most hopeful sign in the outlook of these schools.

In addition to the superintendent the supervisory force of the school should include a grade principal and a high school principal. In most schools it has been customary for one individual to act in fact as the entire administrative force, altho there are usually teachers who in name are the principals. The fallacy of this procedure is beginning to be seen. It is a physical impossibility for one individual to handle the whole situation adequately, and if an attempt to manage it in this way is made the quality of work done will be inferior. The tendency now is to create a real principal for both the grades and high school. This is as

it should be if efficient work is to be done.

The teaching force will of course have to be adjusted to each particular situation, but one or two things that are apt to be overlooked should be remembered in choosing a faculty. One important consideration is the necessity of having a congenial group. In the city or town school the teachers may choose their own home and change at will. However, in the case of a school in the open country the teachers are often forced to live together in a teacherage and depend on each other for almost all of their social life. If there is one misfit in the group it may mean that discord will arise that may very greatly interfere with the efficiency of the school. As a rule it has been found that young teachers can better adapt themselves to conditions and therefore make the best type of teachers for this kind of a school.

The securing of an adequate force of teachers of special subjects, as art, penmanship, music, etc. is one of the hardest problems of the administrator of the consolidated school. Farmers as a rule can not see the value of this kind of instruction. However, if the need is presented forcefully and gradually, the patrons of any school can be "sold" the idea and after a few years the good done will be so apparent that they will become ardent supporters of these courses in the curriculum. Furthermore, clerical assistance should be furnished if the administrator is to accomplish a really constructive piece of work. The superintendent must have

time to study his own and other systems and to keep up to date. This also usually seems unnecessary to a group of farmers but it will come if the way is carefully prepared.

Quite as important as the problem of securing an efficient and congenial faculty is the one of providing adequate direction of class room method. It will usually be very difficult to find teachers who are already trained for the work expected of them. This means that they must be trained on the job. There are many ways in which this may be done; the commonest and perhaps the most effective of which is by frequent personal conference between the supervisor and the individual teachers in which their work is constructively criticized and suggestions made. This work can be greatly simplified by well organized teachers' meetings in which the particular problems of the classroom are discussed. Much good can also be accomplished by a program of visitation in which the teachers as well as the superintendent and principals visit other schools and observe methods. Of course consistent attendance at summer school is indispensable.

If the foregoing conclusions are correct it is almost axiomatic that constructive work can be done only if the tenure of office of the faculty is sufficiently long to give continuity to the basic fabric of the program. It is the natural tendency of the experienced teacher to gravitate to the cities and if good teachers are to be held in the rural schools it must be by paying salaries which will successfully compete



with those offered in the larger schools. In the Sargent School a schedule has been worked out which has proven fairly satisfactory and has resulted in holding the faculty reasonably well. In the high school faculty consisting of nine teachers, four have been in their present positions for four years, one for two years and four for one year. The music supervisor has also been with the school four years. A copy of the salary schedule follows.

PdB. or equivalent with 1 year experience-----\$1100  
PdB. or equivalent with 2 or more years experience-- 1200  
For each additional year of service in the Sargent School  
\$100 will be added up to a mazimum of \$1500.

A. B. or equivalent with 1 year experience-----\$1500  
A. B. or equivalent with 2 or more years experience- 1550  
For each additional year of service in the Sargent School  
\$100 will be added up to a maximum of \$1750.

Additional pay may be given for special work, training  
or experience.

The salaries of principals, supervisors and special teachers shall be set by individual agreement.

Finally, certain generalizations may safely be made from our study. A majority of our educational leaders are definitely committed to the principle that a democracy such as ours must provide equitable educational opportunity for all. The consolidated school is a long step in this direction for the benefit of our rural children. However, there are many reasons for questioning the value and efficiency of the small high school in general, and the need is clear for further study and educational investigation of this very important part of our educational system.

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