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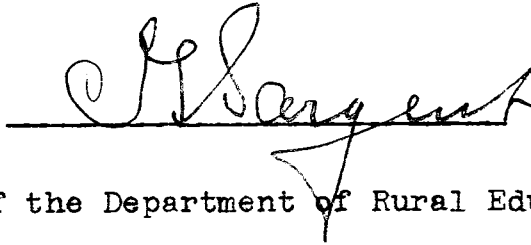
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Presented by  
William Earl Richey  
for the Degree of Master of Arts  
Colorado Agricultural College  
Fort Collins, Colorado  
December 5, 1927

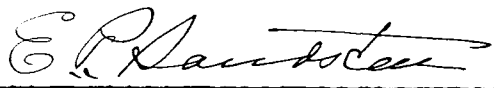
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A handwritten signature in cursive script, reading "C. H. Sargent", is written over a horizontal line. The signature is fluid and extends slightly below the line.

Head of the Department of Rural Education  
Colorado Agricultural College  
Fort Collins, Colorado  
December 5, 1927

THIS THESIS HAS BEEN APPROVED AND RECOMMENDED FOR  
THE DEGREE OF MASTER OF ARTS

  
Chairman and Professor of Zoology

  
Professor of Horticulture

  
Professor of Veterinary Pathology

Committee on Advanced Degrees  
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A STUDY OF THE RURAL SCHOOLS OF  
EL PASO COUNTY, COLORADO

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INTRODUCTION  
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The El Paso County schools were selected for study for the reason that they more nearly conform to the recent tendency toward centralized control from the County Superintendent's office than any other county of the state of Colorado.

While there are legal obstacles in the way of a true county unit, such a plan has been in operation for at least eight years under the able direction of Mrs. Inez Johnson Lewis, county superintendent of schools.

It is the purpose of this paper to study this county from the point-of-view of general organization, administration, supervision and support. The writer hopes that comparisons may be made and conclusions drawn which may be helpful and in keeping with the modern trend in education.

The writer feels a debt of gratitude to Mrs. Inez Johnson Lewis, county superintendent of El Paso county schools, for her willingness to assist in every way in this study. The teachers of the county were very kind and responsive in returning the questionnaires. The Colorado Springs Tuberculosis

Association was very kind in furnishing the results of their county clinics.

## THE COUNTY UNIT

Probably the most outstanding social characteristic of this age is change. In every line of financial and industrial organization, there is a tendency toward concentration and centralization. The powers of the Federal Government seem to be on the increase. A movement in this direction is now fairly well launched in the field of education. Due to the inspiration and vision of the pioneers in the rural education field, this same idea of centralization has been fixed in the minds of many who are now zealous for the improvement of the rural school and for the welfare of the rural people and their institutions.

Among the more recent educational movements has been that of "The County Unit" plan of organization. Nineteen states have organized wholly or in part on the County Unit basis for administration. Of these, Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, Tennessee and Utah may be classed as the pure county type. That is, in these states practically the entire management of the school rests with the county board of education.

Arizona, California, Delaware, Mississippi, New Mexico, Ohio, South Carolina, Texas, Virginia and Washington belong to a mixed or semi-county type, in which the authority is divided between the county board and either township or local school boards.

Until recently it seems that the south lagged far behind in school affairs but at present the southern people are more keenly alive to progress in school organization than any other part of the United States.

For the sake of clearness; and further, to come to a common point-of-view in regard to the meaning of the county unit plan of organization, the writer believes that one or two brief descriptions of such organizations will not be amiss. For this purpose he has selected the Louisiana state system which is probably as good as any.

The state of Louisiana is divided into 65 parishes (similar to counties). Each of these is the basis of school administration. A board of education, consisting of one member elected in each police ward, chosen for a term of six years, directs all the educational affairs of the parish. The parish board elects a professional supervisor (superintendent) who acts as executive officer of the county board. For this purpose candidates are not limited to the parish, as the best available person is usually selected.

The parish supervisors (superintendents) nominate the teachers that are needed and these selections are usually ratified by the boards without question. The board then holds the supervisor responsible for the teachers' professional conduct. All the schools of the parish are administered by the board; who have a right to discontinue schools, establish

rural high schools, etc., when and where the welfare of the parish demand.

For tax purposes the parish is usually the unit. Local taxes are levied for school improvements and new buildings. Aside from these taxes, school support comes from a state mill levy or tax. Under these conditions educational advantages are fairly equalized so far as that particular parish and state are concerned. (In a later division of this paper the matter of inequality among counties and states will be discussed.) Thus all rural children have a square deal and the old waste of funds through unnecessary duplication of school plants and equipment is almost entirely overcome.

A second county plan and one much lauded as being sound and workable is known as the "New Ohio Plan." By this plan the old district boards and boundaries are retained and old districts designated "Rural Districts." The local boards have similar powers to those of the old system. They elect teachers, arrange the course of study, and select text books. Presidents of the village and rural district boards select (elect) a county board of education of five members who have general control of everything except cities and certain villages.

This board of five members serve for a term of five years. They choose a professional county superintendent; transfer

land from one district to another; and divide the county into county supervisory districts. These supervisory districts are made by a combination of two or three regular districts which are supervised by a supervisor elected by joint action of the local boards. This supervisor spends three-fourths of his time in class-room supervision.

In practice the county board delegates practically all its power to the county superintendent who is the executive officer of the county board. In addition he nominates all supervisors to the local boards; oversees the new county teacher training school; and usually does some class room teaching in the training school.

In the state of Colorado the county unit plan of organization has not yet received legal sanction. A few of the outstanding rural leaders of the state have twice attempted to obtain a re-codification of the school laws of Colorado in order to establish a sound and workable plan of county unit organization in the state. Present indications seem to point to the fact that a great deal of education along lines of school administration will be necessary among the lay people of the state before such enactment will be possible.

There are, however, several legalized types of schools in Colorado, some of which are reasonably progressive in type and represent effectively the modern movement toward centralization of control. The county high school unit is a movement

in this direction, however, it has serious drawbacks in a state of vast territorial expanse as we have in Colorado. Centralization and consolidation are far better types and meet local needs far better than the county high school unit or the old one-room district school. The chief difficulty with the centralized school is its comparative unstability. At any time, by petition and vote, a majority of the electors may vote to de-centralize. Thus, it lacks much needed stability especially when considered from the point-of-view of highest interests of the high school.

The consolidated school, which in the writer's judgement, is by far the strongest type of rural and village organization in the state of Colorado, has made prodigious growth in recent years.

In spite of the legal handicaps and prejudice of lay folks in general, County Superintendent Inez Johnson Lewis developed in El Paso county an organization around the plan of the "county Unit" and upon a consolidation basis, the success of which may be judged from the findings of this present study. During the year 1927 the following questionnaire was sent to all schools in El Paso county except Colorado Springs, which is a district of first class. Cheyenne Mountain school, a district of second class, failed to report. The study, therefore, will be confined to districts of third class that found it convenient to report by questionnaire or by conference.

A great many data were taken directly from regular official reports which were available in the office of the county superintendent in Colorado Springs.

## QUESTIONNAIRE

## A STUDY OF EL PASO COUNTY SCHOOLS

## I. District Organization

## 1. Type of Organization

Districts-----Yes( ) No( )

Consolidation--Yes( ) No( )

Centralization-Yes( ) No( )

Union High

School-----Yes( ) No( )

2. Date Organized ( \_\_\_\_\_ )

3. Present Area Sq. Mi. ( \_\_\_\_\_ )

4. How many districts were abandoned to make up  
your present districts? ( \_\_\_\_\_ )

5. Area in 1919 Sq. Mi. ( \_\_\_\_\_ )

6. Number of years of High School offered ( \_\_\_\_\_ )

7. Do you alternate or combine years? Yes ( ) No( )

8. Do you have a Junior High School? Yes ( ) No( )

9. Do you have a 6-6 plan of organization? (Six years  
of grades and six of high school Yes ( ) No( )10. Do you believe the Junior High School organization  
would help your situation? Yes ( ) No( )

## II. Plant--Equipment

1. Valuation of District \$ \_\_\_\_\_

2. Mill Levy \$ \_\_\_\_\_

3. Type of Building

( ) Assembled one-room

( ) Frame

( ) Brick

( ) Stucco

( ) Stone

4. General complaints against High School tax. Yes ( )  
No ( )

5. Number of buildings ( )

6. Number of rooms ( )

7. Heated by steam ( ) Hot air ( ) Stoves ( )
8. Is your building used as a community center? Yes ( )  
 ( ) a. Religious services No ( )  
 ( ) b. Grange  
 ( ) c. Lodges  
 ( ) d. Athletic clubs  
 ( ) e. Home Economics clubs  
 ( ) f. Dances  
 ( ) g. Moving picture show  
 ( ) h. Other purposes
9. Does your district have a teacherage? Yes( ) No( )
10. Are teachers charged rent Yes( ) No( )
11. Is the teacherage plan satisfactory? Yes( ) No( )
12. Is your building equipped with gymnasium? Yes( ) No( )
13. Does the district furnish free texts? Yes( ) No( )
14. Does the district furnish hot lunches? Yes( ) No( )
15. Does the janitor live in school house? Yes( ) No( )
16. Does the district own its garages? Yes( ) No( )

### III. Transportation

1. Pupils transported? Yes( ) No( )
2. Average number transported ( )
3. Does district own busses? Yes( ) No( )
4. Number of busses used ( )
5. Busses heated? Yes( ) No( )
6. Busses enclosed ( ) Curtains ( ) Glass ( ) Open ( )
7. Better than old system? Yes( ) No( )
8. Who has supervision of busses and drivers?  
 Principal ( ) School board ( ) Driver ( )
9. Does transportation increase attendance? Yes( ) No( )
10. Did transportation aid greatly with discipline to  
 and from school? Yes( ) No( )

11. Does transportation increase regularity of attendance?  
Yes( ) No( )
12. Did it increase high school attendance? Yes( ) No( )
13. Who drives your busses? Men ( ) School boys ( )  
Women ( ) School girls ( )
14. Who make most satisfactory drivers? Men ( )  
Women ( ) School boys ( ) School girls ( )
15. Has there been a serious bus accident in your system?  
Yes ( ) No( )
16. Do drivers keep records-reports? Yes ( ) No( )
17. Are drivers running on printed schedule of time known  
to both patrons and drivers? Yes ( ) No( )

#### IV. Teachers

1. How many teachers? ( ) Grades. Junior High School ( )  
( ) Senior High. 4-year High ( )
2. How many men teachers? ( ) Women ( )
3. Number of teachers in 1919 ( )
4. Qualifications of teachers--  
a. Number who are Normal school graduates--2-yr. ( )  
b. Number who are college graduates ( )  
c. Number who are university graduates ( )  
d. Number with county certificates ( )
5. Average salary of men ( ) women ( )
6. Has the standard requirements for teachers been greatly  
raised by county supervision? Yes ( ) No ( )

#### V. Curriculum--

1. Courses offered--  
( ) a. General  
( ) b. College entrance  
( ) c. Scientific  
( ) d. Commercial  
( ) e. Smith Hughes agriculture  
( ) f. Smith Hughes Home Economics  
( ) g. Others

## 2. Subjects offered--(Please check)

- |  |  |
|--|--|
| <input type="checkbox"/> Latin           | <input type="checkbox"/> Economics       |
| <input type="checkbox"/> Spanish         | <input type="checkbox"/> Farm Accounting |
| <input type="checkbox"/> French          | <input type="checkbox"/> Cooking         |
| <input type="checkbox"/> Ancient History | <input type="checkbox"/> Sewing          |
| <input type="checkbox"/> Sociology       | <input type="checkbox"/> Biology         |
| <input type="checkbox"/> General Science | <input type="checkbox"/> Chemistry       |
| <input type="checkbox"/> Physics         |  |

## 3. Extra Curricular Activities--

- |   |   |
|---|---|
| <input type="checkbox"/> 1. Glee Club       | <input type="checkbox"/> Debate           |
| <input type="checkbox"/> 2. Band            | <input type="checkbox"/> Dramatics        |
| <input type="checkbox"/> 3. Orchestra       | <input type="checkbox"/> Music Contents   |
| <input type="checkbox"/> 4. Basketball      | <input type="checkbox"/> Special Contests |
| <input type="checkbox"/> 5. Football        | <input type="checkbox"/> _____            |
| <input type="checkbox"/> 6. Track and Field | <input type="checkbox"/> _____            |

## VI. How many visits per year from your County Superintendent's office?

1. Are those adequate? Yes ☐ No ☐
2. Is there an adequate number of superintendents?  
Yes ☐ No ☐
3. Would traveling supervisors be better? Yes ☐ No ☐
4. Which would you prefer-- County Course outline ☐  
Local School Outline ☐  
State Course Outline ☐
5. Is the present course sufficiently flexible to meet local needs? Yes ☐ No ☐
6. Who determines promotions? County Superintendent ☐  
Principal ☐ Teacher ☐
7. Do you promote by subject ☐ or by grade ☐
8. Promotions are based on ☐ % daily work  
☐ % county examinations  
☐ % \_\_\_\_\_
9. Type of examinations-- ☐ essay type  
(questions and answers)  
☐ objective type  
(true-false)
10. How do you determine student load? (How many subjects a student may be allowed to carry)
  - a. ☐ Intelligence quotients
  - b. ☐ Achievement quotients
  - c. ☐ Local situation
  - d. ☐ Age of pupil

11. Do you use standardized tests? Intelligence? Yes( ) No( )  
Achievement? Yes( ) No( )
12. Does your school have county physical examinations?  
Yes( ) No( )
13. Does responsibility to county supervisors cause the pupil to disregard and discredit local teachers' efforts?  
Yes ( ) No ( )
14. Is the lack of personal touch between pupil and county supervisor a serious handicap? Yes ( ) No ( )
15. On the whole, is the county unit system a success?  
Yes ( ) No ( )
16. Would a county board of education be superior to a local school board? Yes ( ) No ( )

#### VII. General (County Unit Plan)

(Please check those which apply)

1. The county unit plan is superior because of--
- ( ) a. Uniformity of organization.
  - ( ) b. Uniform examinations.
  - ( ) c. Uniform textbooks.
  - ( ) d. Expert supervision.
  - ( ) e. Better administration.
  - ( ) f. Meets college entrance requirements.
  - ( ) g. County contests stimulate.
  - ( ) h. Better teachers.
  - ( ) i. Continued policy over a period of years.
  - ( ) j. Standardizes high school work.
  - ( ) k. Uniform grading.
  - ( ) l. Eliminates whims of local board.
  - ( ) m. Secures co-operation.
  - ( ) n. Improves teacher in service.
  - ( ) o. Improves scholarship of school.
  - ( ) p. More economy in larger unit.
2. The county unit plan is inferior because of--  
(Please check those which apply)
- ( ) a. The unit is too large for efficiency
  - ( ) b. The supervision is too general
  - ( ) c. The supervision is too superficial
  - ( ) d. Such administration fails to satisfy local needs
  - ( ) e. Too much uniformity
  - ( ) f. Teachers can better adjust work to suit the individual needs

- ( ) g. Students feel too much responsibility to the central office
- ( ) h. Grading in a central office is unfair
- ( ) i. The essay type of examination is too clumsy
- ( ) j. The curriculum is too traditional
- ( ) k. Too much power delegated to one individual in curriculum making.
- ( ) l. No chance for the progressive principal to attempt new and novel courses
- ( ) m. Supervisors have not been selected on basis of wide rural experience and training
- ( ) n. Centralized contests such as music, tend to minimize local interest.
- ( ) o. Central contests swallow up local interest
- ( ) p. Tends to break down local pride
- ( ) q. Lacks the democratic spirit characteristic of the local unit.

(A) Approximately what per cent of your graduates stay on the farm? \_\_\_\_\_

(B) What per cent go to college? \_\_\_\_\_

Suggestions--

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## ADMINISTRATION AND SUPERVISION

In the average county superintendent's office in this state one will seldom find in the office force more than one assistant--usually some one with only clerical qualifications. Frequently it is the most neglected office in the court house, not even having clerical assistance.

— The El Paso County superintendent's office strikes the observer immediately as being as well cared for in equipment and personnel as any office in the court house. The county superintendent has a trained deputy who assumes general supervision over the office routine and over other supervisors and clerks about the office. A trained grade school supervisor looks after the interests of the grades throughout the county and has charge of a large and efficient traveling library. This library is largely supported by donation and by membership fees subscribed by the county schools that use the library. The high school organization is under the direction of a high school supervisor whose business it is to organize and direct the work of the sixteen 4-year, two 2-year and two 1-year high schools of the county. In addition to the above-mentioned office force, there is an office clerk to take care of records and office routine.

The high school supervisor constructs a course of study in the various high school subjects and administers it from the office. The writer sensed considerable dissatisfaction in

this particular detail of administration. Field supervision seems to work more satisfactorily throughout the country where the supervisor can arrange to spend from 50% to 75% of the time in the field. It seems that the reason for this seeming inconsistency is that funds for traveling expenses are not available in this state. The fund is usually inadequate to meet the traveling requirements of the county superintendent alone.

Promotion from the elementary school to the high school is based upon an examination sent out by the county superintendent's office. These, according to the returns obtained from the questionnaire, are yet of the essay type.

In the high school, promotions depend upon two bases--namely, 50% upon examinations and papers corrected by the supervisor; and 50% upon the classwork in the local school. In a system such as this there is an obvious difficulty of lack of personal contact with the student. In spite of this apparent difficulty the plan seems to work better than the old district plan where every teacher was largely the sole arbiter in all questions of promotions. This plan necessarily means that teachers or principals must call at the county office very frequently. This, in some cases where districts are distant, causes some hardship on the teacher.

Table I below shows the distribution and use of the different types of examinations in the county.

TABLE I

Number of :		
Schools :		Types of Examinations
Reporting :		
26 :		Use essay type questions only
1 :		Objective type questions only
9 :		Use both essay type and objective type
37 :		Schools reporting

Since 26 schools still use the old type examination it would seem to indicate that a great many teachers yet fail to realize the inadequacy and subjectivity of the essay type of examination. It would seem from the results of recent investigations that the superiority of the objective test over the essay test has been established beyond any serious doubt.

Another interesting result along the same line of recent progress is best shown by Table II.

TABLE II

No. :	No. :	No. :	Yes :	No :	
Schools :	Replies :	Reporting :			
38 :	10 :	28 :	8 :	20 :	Using intelligence tests
38 :	12 :	26 :	8 :	18 :	Using achievement tests
38 :	2 :	36 :	36 :	0 :	Physical examinations

It can readily be seen that in the field of tests and measurements much yet remains to be done among these schools. Most schools have used either achievement or mental tests at some time, but the writer happens to know that most of this work was done by Colorado State Teachers' College and the schools benefited very little from them.

The physical examination system in operation is very excellent and will be considered later in this paper.

Another important matter of supervision can best be shown in Table III, which deals with determination of student load.

TABLE III  
Determination of Student Load

Total	Number Not Reporting	Schools Reporting	
		4	(a) Intelligence quotients only
		3	(b) Achievement quotients only
		13	(c) Local situation, only
		2	(d) Age of pupil, only
		11	(e) Local situation and some other
		4	(f) Use a combination of "a", "b", "c", "d"
38	1	37	

Here again in Table III it is shown that only four schools use item "f" to determine student load. Recent investigations seem at the present time to point to the use of a combination of mental tests, achievement tests, the age of the pupil

chronologically, his economic status, and probably other local considerations in determination of student load.

In the county 36 schools reported 56 visits from the county superintendent during the fiscal year. This is an average of 1.5 visits per school in the county. Since this county has a great deal of dry land this represents a great effort on the part of a woman. Of the 23 schools that answered the question as to the adequacy of the visits of the county superintendent, 10 were of the opinion that they were adequate, while 13 expressed themselves as to the inadequacy of such professional visits. Among these, 16 against 10 believe that traveling supervisors would be better. In most states where the county unit plan has had an opportunity to produce results, best supervisory results have come from the use of traveling supervisors. These instructional supervisors must lead, instruct and inspire teachers. Until such time as all teachers have professional training it will continue to be the job of the supervisor to train many a young teacher while in service. Guidance of local or group teachers' meetings, interpretation of tests and measurements, advising as to professional reading, may all come among the duties of the supervisor.

There are several qualifications of the wide-awake supervisor. A few are listed below:

1. Must be scholarly
2. Must be able to demonstrate various teaching methods
3. Should have had several years of successful practical experience
4. He should know psychology--especially tests and measurements
5. Must be a leader
6. Should be able to direct the professional reading of his teachers
7. Should be growing himself.

Probably these requirements seem rather high but if we are to place rural school supervision on the same basis of efficiency as the supervision of the city we must adhere to some such standard of qualification.

This discussion would hardly be complete without some mention of the present difficulties in rural supervision and administration. It is in the rural schools that one finds the youngest and least experienced teachers. Besides, these teachers are the most transient and untrained. The general control of the board, the lack of being centrally located, and insufficient financial support both add to the difficulty. Too frequently the teacher has too much work assigned her besides little having very physical equipment. There are other hindrances which make supervision difficult, such as neighborhood feuds, poor boarding and rooming conditions and occasionally political obstacles. On the whole it is a job for a specialist.

Because it is a big job and one for a specialist is no good

and sufficient reason why supervision of rural schools should not be undertaken. Wherever it has been given a chance to prove itself many good results are noticeable.

In El Paso county we are advised that the greatest percentage of people go to high school of any county in the state.

The values of supervision usually show in (1) attention to better teaching; (2) better understanding of teacher effort and surer recognition of merit; (3) inspiration to professional growth; (4) benefits from state and national movements; (5) better adaptation of course<sup>of</sup> study, school organization, texts and equipment to teaching needs. When considered from its many angles of approach, supervision seems to be worth the money and effort expended.

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## ORGANIZATION AND EQUIPMENT

During the eight years which Mrs. Lewis has been County Superintendent of Schools there have been many noteworthy changes in the organization of the rural schools of El Paso County. However, a statistical study does not tell the whole story in as much as organization and morale have many advantages not apparent on paper. Further, this county has in recent years suffered a great financial slump, especially in the dry land sections so that the population has actually decreased during the last three or four years.

There are 38 districts in El Paso County; 1 first class, 1 second class and 36 third class districts.

Eight years ago a campaign for consolidation was sponsored by the County Superintendent with the result that instead of 55 districts the county now has only 38. There are 8 very creditable consolidations, and 1 union high-school, as the result of these efforts.

Probably the most outstanding feature of this reorganization was the skill with which the dry land sections were financed. No one had thought that good modern high-schools could be supported and maintained out on the broad expanse of the dry lands. Probably this conclusion is correct so far as financial support is concerned if local support continues to be a major part of school support.

In spite of the low valuation of the dry lands a solution

was to be found by making the irrigated section along the Fountain Valley, together with railroad valuation contribute to the support of the outlying districts. In the face of grave opposition, narrow shoe string strips of territory were extended from the dry lands to the irrigated sections where these strips widened out to include heavy valuations in both farm lands and railroad valuation. A similar policy was followed in regard to rail road valuation in the dry lands east of Colorado Springs. It was hard on rail roads and the wealthier sections of the county since it raised the tax levy by lowering the valuation of the schools of the richer sections of the county.

From the point-of-view of equality of opportunity in educational facilities it was a stroke of true statesmanship. Now that the wealthier communities are accustomed to the reorganization and substantial school plants have been erected it is doubtful if there will be any retrenching or further reaction among them.

—In spite of the fact that the rural population is declining (as it is all over United States) the increase of eighth grade graduates in rural schools is quite marked. In 1919 there were only 88 eighth grade graduates while in 1926-7 there were 117. Highschool graduates have grown from 10 to 44 respectively in the 8 year period. As soon as rural people learn how to use their schools more effectively there

will, without doubt, be much greater returns from the investment.

Nor are all the benefits derived directly from increased attendance. Rural children do have an unquestionable right to a good school and a high school within easy reach of their homes; but in addition there are very valuable community assets which are not so easily measured. These we shall consider later under extra curricular activities.

Under types of buildings it was found that there were 23 frame, 7 brick structures, 2 stucco, 1 stone, 1 concrete block, 1 log and 1 adobe structure among the third class districts. Seven were heated by steam, 7 by hot air and 18 were heated by stoves. Of these 19 were 1-room structures. On the whole the plants are modern, sanitary and attractive.

Of 32 schools that reported on the junior highschool item, only 3 reported such organization. There were, however, 8 <sup>school</sup> that were interested in the junior high<sub>^</sub> and believe that it would help their situation. One of the chief hindrances in the junior high school organization in the rural schools is its added financial burden. It has, however, in its favor an enriched curriculum, activities of a social nature which are suitable to adolescent children, better teachers, and departmentalized teaching. This organization will come slowly in our rural schools unless the rural people see better times financially or the unit of tax support happens

to be changed soon.

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## FINANCIAL SUPPORT

It is commonplace today to hear well meaning people plead eloquently and earnestly for the equalization of opportunity for rural youth and rural people without seemingly giving the very serious problem of finance a thought. In these days of high cost in education one needs more than a "wishing pebble" to maintain and support adequately rural schools of a modern type. Our chief concern--in fact our chief goal today in education, is the equalization and just distribution of tax burdens. No longer can the best interests of our commonwealth be served by fostering provincialism or by discriminating against rural people in favor of his urban cousin who happens to be situated in the center of highly centralized capital and wealth.

Sociologists point out the fact that there is a great shift from the country to the city and this is as it should be in the face of more, better, and improved farm machinery and the application of science to agriculture. Without doubt this movement will continue for some time yet to come if we can believe the rural economists who advise that there are still too many farmers on the farm if they are to expect labor returns and a profit on investment.

There is another point-of-view relative to farm life and industry which is too often overlooked. The farm is both a home and a place of business. The leavening influence of

farm life upon our rapidly changing civilization has a very wholesome effect. The very fact that here and there only can we find the true primary (face to face) groups functioning in the great problems of family life and personal morality makes one wonder if great subsidy were due these rural folk and their institutions. At any rate that is the present trend in our educational world.

The American people shrink back with horror at the idea of subsidy for a rural population and their institutions but we have good and sufficient reason to believe that subsidy for entrenched capital flies no flag of skull and cross bones.

By a hoodwinking process, the psychology of which, was very intricate, the farmer believed himself among the favored few and actually lined up with the philosophy of capitalism. The central states' farmer yet today believes himself a capitalist.

✓ In spite of the fact that the older generation hold fast to a regime which has robbed them of the purple of power in politics and in industry, daylight is breaking to the younger generation. The advent of the automobile, the telephone, the radio, the newspaper and farmers' organizations have had a tendency to urbanize the younger generation of rural America. Some social philosophers of today believe that the ultimate salvation of rural America lies in its urbanization in most of its essentials of life.

✓ Whether this view is right or wrong rural America is awakening from a quarter of a century slumber to the realiza-

tion that her institutions are age worn, out of date, and often obsolete. What is worst of all is that at present because of tax free securities issued and held by great urban organizations an undue burden of both direct and indirect tax has fallen to the lot of the rural dweller. The very nature of his investments cause him to pay an undue share of tax burden.

In the state of Colorado the two chief means of support are county and local taxes. A third source comes from the state. In the state of Colorado \$75.00 per month per academic teacher is guaranteed from a county mill levy. In El Paso County there is a county levy of 3.59 mills on a valuation \$71,000,000.00. The relative injustice of this will be apparent when one realizes that the burden of transportation in rural schools almost equals that of teachers' salaries. Furthermore special teachers are not recipients of this \$75.00 per month allowance.

This in itself has a tendency to hinder progress in curriculum making. Such courses as home economics, agriculture, shop and farm accounting which vitalize a course have a tendency to lag or not appear.

Counties as well as local communities differ greatly in their ability to pay for education. Table IV\* illustrates this point very well.

\*Butterworth, "Rural School Administration", P. 321.

TABLE # IV

Per - Teacher valuations in thirteen representative Washington Counties.

County	Per-teacher Valuation	County	Per-teacher Valuation
Adams	: 193,000	Lincoln	: 149,500
Chelan	: 99,300	Pacific	: 105,700
Columbia	: 159,000	SanJuan	: 61,860
Ferry	: 71,530	Snokomish	: 88,200
Grant	: 142,600	Thurston	: 92,180
Jefferson	: 123,300	Whatcom	: 92,000
Kittitas	: 131,100		:

It will be noted that there is a spread in valuation per teacher from \$61,860 in San Juan County to \$193,000 in Adams County. Adams County is financially competent to three times the extent that San Juan County is.

The variation in wealth, that is, the ability to pay for education is excellently shown in Table V\*. This table shows the per teacher valuation for 6804 teachers in districts in Wisconsin.

\*Butterworth, "Rural School Administration", p. 319.

TABLE # V

Per - Teacher valuations for 6804 Teachers in the Districts of Wisconsin Maintaining Elementary Schools under the Jurisdiction of the County Superintendent.

Valuation per teacher (in thousands of dollars)	Number of Districts	Valuation per teacher (in thousands of dollars)	Number of Districts
\$ 49 and under	40	\$ 500 - 549	250
50 - 99	393	540 - 599	145
100 -149	743		
149 -199	869	600 - 649	90
200 -249	941	650 - 699	76
250 -299	839	700 - 749	47
300 -349	765	750 - 799	29
350 -399	626	800 - 849	25
400 -449	524	850 - 899	14
450 -499	352	900 - 949	15
		950 - 999	11
		1000 plus	

In this table a spread from 49 thousands to 1000 thousands of dollars is shown. The big problem is how to make the more fortunate communities from the point-of-view of wealth support the less fortunate. It is evident that both district and county units are too small for the major support. The same inequality also exists among the several states.

Table # VI taken from El Paso County, Colorado, districts shows essentially the same general phenomena in regard to lack of ability and as to great spread in valuation. Here the spread runs from 50 thousands to nearly 4 millions of dollars per teacher valuation. However, the median falls so low as to make local tax excessively high.

TABLE # VI

Valuations per teacher in El Paso County, Colorado.

Valuation per teacher (in thousands of dollars)	Number of Districts	Valuation per teacher (in thousands of dollars)	Number Of Districts
50 - 99	6	200 - 249	6
100 - 149	10	250 - 299	1
150 - 199	8	300 - 349	2
		3,923	1

In another place in this paper the fact was mentioned that transportation made considerable extra burden which had to be borne locally. Since drivers and busses cost approximately the same as teachers a study of the valuation per combined unit of teachers and busses gives some very interesting information. For example if a school had 2 teachers and 2 busses the total units for valuation are 4.

TABLE VII

Valuation per Teacher and Bus Unit in El Paso County, Colorado.

Valuation with teacher and bus driver estimated at same cost ex- pressed in thou- sands of dollars	Number of Districts	Valuation with teacher and bus driver estimated at same cost ex- pressed in thou- sands of dollars	Number of Districts
40 - 99	13	200 - 249	4
100 - 149	10	250 - 299	1
150 - 199	5	300 - 349	0
		360000	1

In table VII it will be noted that in 13 of 34 districts the valuation falls below 99 thousands per unit and  $87\frac{1}{2}\%$  fall under the 199 thousands, per unit in valuation.

The highest total mill levy of any district is 25.79 mills paid by a consolidated school. The median levy for the county is 13.69 mills. All consolidated schools lie in the upper quartile of the tax range. The union high school with a 6.59 mills levy is lowest of any that maintain a regular high school.

Recently considerable interest has developed around the idea of state aid in education and in federal aid. In no rural school of El Paso County is there any federal aid since there are no "Smith-Hughes" courses offered. State school tax is somewhat negligible.

When state aid is given there are four bases of distribution variously adopted by the several states.

1. THE SCHOOL CENSUS. This plan of distributing funds for all potential pupils from 6 - 21 years of age has several very obvious disadvantages. Two schools with a census of 325 pupils would get the same amount of revenue whereas the wealth of the one might exceed the wealth of the other several times. A ten pupil school costs approximately the same as a thirty pupil school but the smaller school would receive only one third as much. All schools of equal size receive the same amount of state funds regardless of whether

a six month's term or a nine month's term is maintained. All districts of equal census receive like amount regardless of whether 50% or 90% of census are enrolled. And last there is no consideration as to whether just an elementary school is maintained or whether both an elementary and a high school are maintained.

2. THE ENROLLMENT. This plan is used by the state of Delaware. It is better than the school census plan since it gives aid only to those actually enrolled. Thus there is considerable reason to expect local school authorities to be interested in stimulating children to attend school even beyond the compulsory school age.

3. AVERAGE DAILY ATTENDANCE. Such a system is being used in Arizona, California and Florida. This plan takes into account the schooling actually given by the community. The funds are distributed on a functional basis. To the degree that a school fails to function, it reduces its income.

Its chief defect is that it fails to provide for encouragement of a long term of school.

Its chief advantages are that it encourages (1) regularity of attendance, (2) large enrollment, (3) better buildings, (4) better equipment, (5) better teachers, (6) broader curricula, and (7) what it takes to make a better school.

4. AGGREGATE DAYS ATTENDANCE. This plan encourages the longer term, since the longer term will give a greater total

of days of attendance.

All four of the above plans stimulate in its peculiar way but none of the above take into consideration the wealth of the districts.

INVERSE VALUATION. New York state uses a system for her rural schools which takes into consideration valuation differences. She pays \$200.00 per teacher for \$20,000.00 valuation or less; \$175.00 for \$40,000.00 valuation but not over \$60,000.00, etc. Missouri has a similar system for the encouragement of highschoools.

The chief defect in the inverse valuation plan is that it fails to take into account the density of population which in many sections is a very serious problem.

In conclusion it may not be out of place to call attention to the fact that the Colorado school tax system is clumsy, unfair, and inadequate. A combination of some of the plans suggested should be worked out for this state. The writer feels that a severance tax should be added to those plans suggested.

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## THE SCHOOL AS A COMMUNITY CENTER

"Nothin' doin'" the proverbial expression of the rural youth is so true of many rural communities that it is tragic. For two very obvious reasons farmers more than urbanites have held a very critical attitude toward recreation.

The first is that the old puritanical philosophy of the church held over one generation longer in the open country than it did in urban centers. Recreation was either wasteful of time or energy or even actually wicked in their way of thinking. Thanks to the trained rural teacher for partially breaking down this philosophy.

The second reason was that the farmer being so greatly exploited in our industrial and commercial system needed his childrens' time as an economic asset in his business. Anything which interfered with this use was frowned upon and received with criticism and distrust.

Probably the one big and important thing that came to "jar" the ruralite from his complacency was the fact that his sons and daughters were seeking the so called "wicked pleasures" of the city. Reluctantly, however, he preferred to have recreations provided at home and under his sponsorship to those commercialized recreations of the city.

Gradually this feeling developed into the community center idea which has enjoyed a great growth and development lately. From the point-of-view of being a "face to face" group and one

that exercises great control over conduct, it has no equal in United States.

It was probably more or less accidental that the community center idea became associated with the school. The only two available institutions, however, were the school and the church. Most rural churches still frown on recreation or even if they did not the nature of their plant usually kept it from becoming such a center. The school which was undergoing a great transition gave a wonderful opportunity to function in this respect. An auditorium equipped with a stage; and a gymnasium became a standard requirement in the building plans of the average consolidated and centralized schools.

It has taken a ten-year campaign to popularize the community center idea but it seems fairly well fixed at present. It is most likely to survive where a teacherage has been provided for the teachers.

In El Paso County 16 of 37 schools reporting, report teacherages. Of these 14 report that the teacherage plan is satisfactory. Unfortunately only 3 rural schools are equipped with gymnasias. Only 7 serve hot lunches.

In response to the question: "Is your building used as a Community Center?", The replies were: "Yes" (28), "No" (8). The uses which have been made of the buildings are shown in the accompanying table VIII.

TABLE # VIII

## Community Activities in El Paso County, Colorado

Number of Schools	:	Activities
16	:	Religious services
5	:	Grange
4	:	Lodges
6	:	Athletic Clubs
5	:	Home Economics Clubs
9	:	Dances
4	:	Moving Picture Show
21	:	Other purposes not listed

From table VIII it may be observed that the school buildings of El Paso County, Colorado are functioning in several capacities other than class room instruction. There is no good reason apparent why school buildings should be closed for three months in the year when they might be used to enrich rural life in a very effective way.

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## TRANSPORTATION

Few rural children walk to school in the rural schools of El Paso County. In all 88 busses in 24 districts transport an average of 1154 children daily. Only 6 districts own their busses. Only 5 of the 24 districts report that their busses are heated. In 19 districts busses are enclosed with curtains, 4 by glass, and 1 has open busses. All districts reporting express themselves as satisfied with their transportation. Men, boys and girls drive busses in this county satisfactorily in as much as there are few bad roads or bad weather conditions.

Of those reporting 21 of the schools believe that bus service increases high-school attendance and that it eliminates a great deal of the quarrelling among pupils to and from school.

Since there seems to be so much uniformity in controlling and operating busses it does not seem necessary to go farther into the details of transportation. One point of interest in this county is that the boards have not as yet placed the control of busses and drivers with the principals. A little education along this line would be advisable. Only 50% of the drivers keep regular reports or have a time schedule.

On the whole the bus system of this county is functioning satisfactorily.

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## TEACHERS

Rural America has been very slow in recognizing professional merit along any line. Probably this is due in part to his isolation and consequent occasional contact with the professional world. Farmers have frequently been the victims of intriguing sharps who had schemes which extracted from them their money without adequate return.

At any rate, whatever may be the psychology behind the rural mind the fact remains that he yet glories in a sort of comatose idea. He cares little for anything except physical prowess (to him work) and looks with suspicion upon the college trained man or woman. In large measure his attitude is right since colleges and universities trained his sons and daughters in urban arts and techniques. The farmer's greatest share in the whole affair was that of paying an undue amount toward the support of these institutions. When his son returned he found that instead of having interest in rural pursuits his chief interest was to get as far removed from it as possible.

There are, however, other significant reasons why college men and women fail to fit into a rural culture. In the first place the farmers have until recently and are yet in most sections a remarkably homogeneous group. The people whom he meets know him and his interprise and he knows theirs. He is a sort of introvert--probably not by nature but by force of environmental circumstance. He is democratic and hospitable.

He believes that few are above him socially and few below him in social standards. Usually he is an individualist in philosophy of life. His customary mental standards are far below those of an urban population, not because nature has been unkind but because of lack of such stimuli in his environment. If he happens to be educated nature about may stimulate him. Too much physical drudgery and isolation for ages have given to Europe its peasant culture and is threatening United States.

Into this kind of environment and this type of culture rural teachers are thrust. Rural boards left to their own discretion much prefer the untrained teacher to the college trained. However, the state regulations for license to teach take their choice largely from their own hands. Fortunate is the rural teacher who knows rural people, and rural psychology sufficiently to maintain the respect of and to get the cooperation of rural people.

The lack of rural minded teachers who are real leaders, is probably the greatest handicap in the development of a new rural type of high school and school community. Because farmers are not financially competent or better that there is little concentration of capital he is obliged to take young, inexperienced, and often incompetent teachers into his schools. When they become successful they follow the lure of more money and accept positions in the city. Thus the tenure

is short and the rural children suffer greatly because of this fact.

Another serious drawback in many rural communities is the fact that old women who have reared a family and are by necessity one quarter of a century behind the teaching profession are given an annuity in their old age and thus live at the expense of rural youth and their future careers. Schools should never be reduced to the basis of charitable institutions.

Thanks to the energy and sympathy of youth! The young teacher of the rural schools usually gives much more in service than she is paid for doing. Had it not been for this rural children would have suffered much in the past.

In El Paso County the person<sup>n</sup>nel of the rural schools is above the average to be found in most rural schools. The fact that this locality is widely advertised as a health resort brings much more talent and training to this county than it would otherwise get. Table IX shows something of the teacher qualification of this county.

TABLE # IX

## Teachers of El Paso County, Colorado, Rural Schools

Total Rural Teachers in County		Men Teachers in Rural Schools	Women Teachers in Rural Schools	Average Salary Men	Average Salary Women	Number with Life Certificate				
150	:	39	:	111	:	\$1,229.00	:	\$1,661.00	:	22
Number with State Certificate		Number with Degree	Number with Normal Training	Number with County First Grade	Number with County 2nd & 3rd Grade	Number with Special Certificate				
61	:	49	:	103	:	24	:	32	:	7

It will be noted that salaries are very low. This is due largely to health conditions and competition. The educational qualifications are beyond what one might expect.

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## CURRICULUM

In the field of curriculum construction there is more uncertainty probably than in any other phase of public school activity. At present the progressives (pragmatists) and the conservatives (classicists) are doing battle.

Unfortunately the high schools are under the domination for accrediting purposes, of certain conservative and classical institutions. Gradually, however, these institutions are making concessions which allow a limited amount of industrial work to apply as college entrance. This attitude is very surprising in view of the fact that the older notions of transfer of training among totally different subjects, have been proven by psychologists to be almost negligible. There is yet considerable controversy as to which subjects are cultural and which are not. This, however, is not the place to attempt to settle such controversies. The writer being a pragmatist naturally holds to the functional point-of-view.

One of the chief hindrances to the average rural school is that it must, if it meets public approval, spend most of its time attempting to meet college entrance requirements which have been ridiculously out of harmony with what will function for the people who remain on the farm or in every day life. So urgent has this been that in most El Paso schools more than 50% of the schools reporting attempt to

meet the college entrance requirements. Only 3 schools offer commercial courses, while 1 offers in addition a scientific course. There is no regular industrial course offered in any rural school of the county. This must not be construed to mean that no industrial subjects are taught in the schools. Table X shows the subjects taught aside from those almost universally required.

TABLE # X

Subjects taught in rural schools of El Paso County, Colorado

Number of: Subjects		:	Number of: Subjects	
Schools :		:	Schools :	
Offering :		:	Offering :	
18	: Latin	:	18	: Economics
20	: Ancient History	:	8	: Farm Accounting
3	: Spanish	:	5	: Cooking & Sewing
1	: French	:	15	: Biology
16	: Sociology	:	4	: Chemistry
16	: General Science	:	2	: Manual Training
6	: Physics	:	1	: Farm Shop
4	: Agronomy	:	3	: Commercial
:	:	:	:	:

Table X presents a very fine list of subjects which are offered in the rural schools. Such subjects as economics, sociology, general science, and biology if taught by one who knows rural life and rural needs, are excellent and practical. Without doubt there are far too few farm shops and courses in animal husbandry and agronomy. If the commercial course extends beyond the typewriter it is of questionable value. Farm accounting should function directly and is a fine course for rural pupils.

If we can trust modern psychologists, and it seems that school people must come more and more to accept expert opinion, the Latin and ancient history courses scarcely function at all. Probably 90% of all the time spent in Latin is inexcusable waste. If it were pleasurable then it might have justification in a rural curriculum. Some small rural schools in El Paso County offer three years or more of Latin.

Ancient history seldom drives boys from school as does Latin but is scarcely more functional. In the hands of a skillful teacher it is pleasurable and interesting.

If rural schools are to be cheerfully supported by rural people, those in charge of curriculum making will need to pay much more attention to the pragmatic in education. The writer is well aware of the fact that not all rural children will remain on the farm; but the best teaching can be done with material of intrinsic value and material not extraneous to their natural interests.

Many have overlooked the fact that a new age demands a new curriculum.

EXTRA CURRICULAR ACTIVITIES: Not all of education is to be had from classroom instruction. All of life is educative we are led to believe. It has taken teachers a long time to awaken to this fact but now that they have seen the light, they may be extending or projecting this principle beyond reasonable usefulness. Participation in activities which are pleasurable is a great principle and a stimulus to education. There is little doubt about the ease of getting response in participation in athletics; but there is a question as to how much is education; how much waste; how much play; and how much is crassest piffle.

The school day is short and rural children need to be transported several miles twice daily. Shall these youngsters

be denied the right of participation in many of the extra curricular activities at the expense of work or shall the school day be lengthened, are vexing questions which rural teachers have to face. A lengthened day means less time for chores at home and consequently less time for home work. It means still more--great hardship on the tiny tender children who come on the busses, especially in winter.

At any rate the problem of after school activities is much more difficult of solution than it is in the urban communities. How did rural school teachers get the idea that the farm boy and girl need their lives crammed full of extras to consume their leisure time? It maybe that they have very little leisure time. At any rate they have little compared to their city cousin. Were not these ideas taken over uncritically from the urban school system? The urban environment is such that extra-curriculars are a "God-send" to him because he has no good use for much of his time.

It has been the writer's experience in twelve years of contact with rural consolidated schools that such activities act as a thorn in the sides of rural parents who need every bit of possible assistance from their children in farm activities. Some one would do rural folk a great service if by careful analysis the major objectives could be outlined in the major fields of extra curriculars and the true educational values be more definitely determined.

El Paso County's rural schools are loaded with extra curricular activities--as will be shown in Table XI.

TABLE # XI

Extra curricular activities of El Paso County, Colorado.

Number of Schools	: Activity	:	Number of Schools	: Activity
10	: Glee Club	:	6	: Debate
2	: Band	:	17	: Dramatics
12	: Orchestra	:	12	: Music Contests
19	: Basketball	:	23	: Spelling Contests
1	: Football	:	4	: Declamation
19	: Track and Field	:	4	: Baseball
1	: Tennis	:	1	: Girl Scouts
1	: Boys' Club	:	3	: Newspapers

It would seem that the rural youth do not have cause to complain about the dullness of rural life in El Paso County. According to Table XI the schools are organized to take care of all their waking hours. However, a true picture of the situation cannot be gotten from such a table. It would be necessary to know what other social and civic agencies make demands upon the time of the youth of this county.

If churches, lodges, and private individuals are as active as the schools appear probably there is little time left for serious work and thought.

On the other hand there is much that can be said in favor of an organization that so adequately takes care of the development of the finer arts and the more refined social

qualities which most students of rural life believe that the rural people so much need to round them out.

Extra curricular activities furnish much in the way of motivation. Debate, science clubs, civic clubs, etc., all have a great tendency to develop leadership which is very much needed in the average rural community. School papers, annuals, school shows (carnivals) all furnish much needed lessons in finance. Interschool meets have several very strong assets. Among the best are socialization, training in management, and in financial enterprise. •

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## THE HEALTH DEPARTMENT

Since the mobilization of the young men for participation in the world war there has been an added impetus to physical well being all over the country. Much that has been done and said about the unfitness of the American public is mere piffle inasmuch as youth is being trained for life and its attendant problems rather than for camp life and killing.

Yet the schools must not overlook the important training which every child should have in regard to the protection of his own health and the health of others.

By years of experience it has been found that merely giving out facts about the body and about physiology, falls short of the goal of good health habits among our youth. It takes more than mere knowledge or instruction. There must be practice of such a nature that many of the proper health habits may be established.

Here is a phase of school work which cannot be successfully carried forward without the cooperation of the home and the school. Such problems as feeding a child a balanced diet, sleeping a proper number of hours in a well ventilated room, the problem of regular and systematic bathing, are largely problems for the home.

If one takes into consideration the great difficulties the lay folk have with, say-teeth, it will readily be seen that the education of parents has been sadly neglected along lines

of care of teeth and in problems of personal hygiene. How to reach these parents without offense has been the challenge to every school and to every health department.

Several years ago a law was passed in the state of Colorado which required that every school child should be examined at least once per year. If no one else were available this duty fell to the lot of the teacher. Many teachers, however, found themselves in the same position as the lay people in this regard. They did not know how to perform the job. Many institutions immediately established courses designed to provide this excellent training. Teachers enrolled at the first opportunity until now the average teacher feels fairly competent to give advice in such matters.

Physicians and dentists have forgotten their antagonism in most communities and are willing to cooperate, even to the point of offering their services free. Many persons are yet skeptical of the good intentions of physicians who give freely of their time. This is especially true of rural folks who only know doctors in a professional way. Because of the exorbitant mileage fees charged by the "air tight" medical profession rural people seldom call a physician. Probably this is the reason for the prevalent use of patent medicines, registered medicines and nostrums among the rural people.

There is something about an examination of this kind that

seems to many to be extremely personal, even to the point of being meddlesome. Once the public becomes accustomed to this procedure it will be taken with as little antagonism as the compulsory school law is at present.

About the most unsurmountable difficulty is to be found among such cults as Dowieites, Christian Scientists and others. The people feel that it is an infringement upon their religious freedom and often revolt at the idea. Others through ignorance object seriously.

This movement has done marvelous things among the teaching profession. It has certainly increased motor expression or self activity in the average school program. Seldom does one find a class room in which all motor activity is repressed.

Physical education received considerable impetus as a result or as a part of the health movement. Formerly rural parents were averse to physical training on the seemingly feasible grounds that the out door life of their children took care adequately of this phase of their development. It was probably the army results that disproved this to the satisfaction of even the rural population.

Health departments everywhere advise that the city child is probably more healthy and better "set up" than the rural child. Frequently there is more underweight also. While underweight is usually not a disease, it predisposes the subject to disease.

Play is the child's birthright. If it is not an instinct at least there are natural reaction tendencies which cause the child to respond or react to his environment in what we call play. Organized play or games gives an opportunity for social participation and is very valuable in establishing standards of conduct.

Since physical development is requisite to mental and moral development it behooves society to look carefully to the physical development of its youth.

Society through the school is seriously attempting this thru its development of play ground equipment, play ground, supervisors, gymnasias and coaches. A few schools provide hot lunches for children who come in from the open country. Where this is not feasible a campaign for better school lunches through the Parent-teachers' Association is a good thing and often very effective.

Health problems are handled in a rather unique way in El Paso County. Here the county superintendent has enlisted the co-operation of The Colorado Springs Tuberculosis Association. A full time school nurse visits and weighs the children in every rural school of the county.

A clinic is arranged during the early part of school year. This clinic is conducted at central and convenient points, usually in a village or in a consolidated school building. Children in nearby districts are sometimes transported to

the school clinic in school busses.

Notices are sent to the parents about a week prior to the clinic. These notices explain the nature of the clinic and invite parents to be present to confer with the physicians. In most communities parents are interested and very glad to co-operate.

The clinic is composed of a few nurses, two throat and ear and nose specialists, one eye specialist, two chest specialists, a neurologist and one or two dentists.

The commendable thing is that all of these men are very busy men but work without direct compensation. They are men who are interested in the welfare of the youth of the county and vicinity. Cases which need X-ray examinations or any special examinations are allowed to go for more complete examination to the private office of the examiner.

Most schools ask the president of the Parent-teacher association to select a number of women from the local community to assist the doctors and nurses in the clinic. This strengthens the morale and breaks down the timidity of the older girls. Sometimes it is advisable to have some of the older and more mature high school girls to assist at such work as sterilization of instruments or in checking results on the record sheets for the doctors.

In about a week after holding the clinic the nurse usually arranges for an evening meeting in which a number of first

aid treatments are demonstrated or some physician may give a lecture concluding with a round table question box.

Throughout the remainder of the year it is the business of the county nurse to do what "follow up" work that she deems advisable.

Attached hereto are the "Individual History Sheet" blank 1 and "The Physical Examination Sheet", blank #2. They provide the office with all the necessary data in so far as medical examination is concerned.

PHYSICAL EXAMINATION

Blank #1  
COLORADO SPRINGS TUBERCULOSIS ASSOCIATION

SURGEON.									
HEAD: Normal		Bosses prominent		Pediculi					
SKIN: Smooth		rough	scars	Vaccination: Present		absent			
THYROID: Normal		enlarged							
MUSCLES: Firm		flabby	POSTURE: Erect		fatigue				
ABDOMEN: Normal		tender	distended		hernia				
LIVER: Normal		enlarged							
SPLEEN: Felt		not felt							
GENITALS: Normal		Prepuce: long		adherent		circumcised			
SPINE: Normal		rigid	kyphosis	lordosis	scoliosis				
FEET: Weight bearing		good		bad					
RECOMMENDATIONS:									
Sig.									
INTERNIST.									
GENERAL CONDITION: Good		fair		poor					
CHEST: Normal		barrel	flat	funnel	pigeon				
HEART: Area of dullness		normal		enlarged					
ACTION: Regular		irregular							
SOUNDS: Clear		impure							
MURMURS: None		Thrill: Present		absent					
soft systolic		apex		tr. to		ant.axillary line			
loud systolic at		pulmonic				mid. axillary line			
diastolic		aortic				angle of scapula			
LUNGS: Resonance good throughout		Respiration good throughout		rales					
RECOMMENDATIONS:									
Sig.									
EAR, NOSE AND THROAT									
GLANDS: Normal		enlarged: ant-cervical		post. cervical					
MOUTH: Normal		open	Mucous membrane: Normal		pale				
TONGUE: Normal		dry	brown coated						
THROAT: Normal		congested	granular	mucus	adenoid				
TONSILS: Normal		small	large	buried	cryptic	inflamed	absent		
NARES: Normal		crusted	mucous discharge		spur	dev. septum			
EARS: Right drum: Normal dull retracted		inflamed		perf. disch.	Cerumen rt.				
Left drum: Normal dull retracted		inflamed		perf. disch.	Cerumen lt.				
RECOMMENDATIONS:									
Sig.									

OCULIST.				
EYES: Pupils: equal		unequal	react to light	accommodation
Conjunctiva: Normal		abnormal		
Vision: Right 20 /		Left 20 /	Present glasses: Right 20 /	Left 20 /
Rough fields		Fundus	Muscle balance	
RECOMMENDATIONS:				
Sig.				
DENTIST				
General condition		number carious	Occlusion	
Colorado stain		Arch: normal	abnormal	
Clean		dirty		
RECOMMENDATIONS:				
Sig.				
NEUROLOGIST				
K. J. present and equal		absent		
RECOMMENDATIONS:				
Sig.				
FURTHER EXAMINATION TO BE MADE IF REQUESTED.				
Urine		Wassermann Reaction.	Stool examination.	
X-Ray of Chest, Digestive Tract, Sinuses.				
Blood Count and Hemoglobin.				
Temperature Record.				
Skin Tests for Proteins.				
Other examinations				
SUMMARY OF DEFECTS NOTED.				

*Blank # 2*  
 COLORADO SPRINGS TUBERCULOSIS ASSOCIATION

Name of Child \_\_\_\_\_

Address \_\_\_\_\_

Nationality		Birthplace		
Name	Age if living	Age at death Cause	Health	Defects
Father				
Mother				
Children				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

**GENERAL HEALTH AND HABITS.**

Good                      Fair                      Poor                      Frequent Colds: yes                      no

Repeated attacks indigestion without cause: yes                      no

Number of cups of tea                      coffee                      milk                      daily.

Cooked cereal daily: yes                      no

Amount of candy or sweets daily. \_\_\_\_\_

**PREVIOUS DISEASES (WITH DATES)**

Measles	Otitis (earache)	Tonsilitis
Mumps	Rheumatism	Convulsions
Scarlet fever	St. Vitus dance	Diphtheria
Pneumonia	Bronchitis	Whooping cough
Tuberculosis	Typhoid	Small-pox
Chicken pox	Operations	Influenza

Date of last vaccination \_\_\_\_\_

Tuberculosis ever in family                      when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The clinic nurse mails the results of the physical examination to every parent in the school district and follows this up wherever interest is shown by the parent.

Enclosed under Table XII is a summary sheet of recommendations made and the number of corrections made in 1925-26. The "follow up" work of last year was more satisfactory but the sheet is not available at this writing. The total recommendations made were 2403 and 348 corrections made. These are considered satisfactory results.

TABLE # XII

Summary of County Clinic 1925-6

14.48% corrections made

Recommendations	Number made	Number corrected
Tonsils	353	35
Adenoids	319	34
Vaccination	461	13
Teeth filled	336	67
" cleaned	327	59
" extracted	73	30
" regulated	113	10
" brushed more	32	18
See Dentist	16	6
Heart observation	15	4
Chest "	15	2
Eyes	137	28
Eyelids	24	7
Ears	7	1
Wax in ears	60	15
Feet	24	7
Circumcision	32	1
Overweight investigated	2	2
Gums	6	3
Hernia operation	7	
Watch appendix	4	2
Skin	4	2
Nose	3	
Throat	1	
Urinalysis	2	
Thyroid	4	
Blood count	3	
Goiter	1	
Exercises for posture	2	
Massage neck	2	
Remove tissue	1	
Shoes for weak ankles	2	
Keep temperature record	1	
Remove mole	1	
Treat glands	1	
Intelligence test	1	
Remove tumor	1	
Nasal cautery	1	
Abdominal examination	1	
Nerve examination	1	
X-Ray sinuses	7	2
Total	2,403	348

During the school year of 1926-7, (shown in table XIII), 2088 children were weighed and rated for underweight and overweight. It was found that 701 were underweight and 41 were overweight. A great deal of follow up work was done in the hope that there would be a great decrease in this year's report.

TABLE # XIII  
Summary of Weights of County Schools 1926-7

School	No. of Children	No. 7% or more under- weight 33.57%	20% or more overweight 1.96%
Alta Vista	87	20	2
Bald Mountain	8	2	
Big Sandy	18	5	
Bijou Basin	15	3	
Black Forest	10	6	
Bresser	8	2	
Calhan (Grades)	170	55	
Calhan (High School)	50	20	1
Cascade	7	0	
Columbine (Monument)	3	2	
Columbine (Yoder)	23	12	
Corona	13	2	
Drennan	55	19	1
Eastonville	53	10	3
Edison	133	39	1
Ellicott	72	24	
Elton	3	2	
Excelsior	13	2	
Falcon	39	11	1
Fairplay	19	5	
Forest View	6	3	
Fountain	192	61	4
Glen Eyrie	11	5	
Granger	4	3	
Hanover	61	26	
Harrison	27	4	
Lewis	137	57	5
Log	14	4	
Lytle	26	15	
Manitou	215	79	4
Miami	54	14	1
Palmer Lake	36	15	
Peyton	62	21	5
Pine Grove	2	0	
Ramah	99	36	1
Shadeland	1	0	1
Squirrel Creek	32	13	2
Table Rock	22	12	
Tructon	84	27	2
Washington	5	3	
West Ramah	25	8	

TABLE # XIII  
Continued

School	No. of Children	No. 7% or more under- weight 33.57%	20% or more overweight 1.96%
Widefield	23	9	
Wigwam	36	10	
Woodmen	35	14	1
Yoder	80	21	6
Totals	2,088	701	41

The county nurse gets the co-operation of schools wherever possible and directs the teachers in "Health Chore" campaigns. This year most schools co-operating are playing "Health Baseball". Children in general like this sort of thing and because the children like it parents co-operate. Probably many parents co-operate for the sake of the education of the children and for the health habits formed. The pedagogical principle of "practice with satisfaction" is well exemplified in "The Modern Health Crusade Chores". In many schools health plays and pageants are given to add pleasure to the enterprise.

These chores deal with clean hands, clean teeth, bathing, finger nails, ventilation of sleeping room, deep breathing, sneezing, coughing and the use of narcotics such as coffee and tea.

In conclusion it might well be noted that health is successfully organized under expert professional direction. This is probably the most highly commendable thing about the whole health arrangement.

## SELECTED REFERENCES

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- Allen--"Civics and Health".
- Hart, Joseph K.--"Educational Resources of Village and Rural Communities", pp. 66-82.
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## COUNTY ACTIVITIES AND CONTESTS.

At the beginning of the school year the County Teachers' Association comes together in a session. At this time arrangements are made for the various activities and contests for the year. Committees of teachers are appointed to arrange for debate, a declamation contest, a song festival, a county basketball league, a track and field meet, a basketball tournament, a spelling contest, an autumn festival, a dramatic contest and occasionally a music memory contest.

At this time the slogan committee meet and submit slogans for the year. Other committees either meet for preliminary business or set suitable dates at which to meet.

The autumn festival is an annual affair and is held in the city auditorium of Colorado Springs. The Colorado Springs Chamber of Commerce sponsors an agricultural exhibit which much resembles the eastern farm bureau exhibits or fairs (only on a smaller scale) except that no animals are exhibited. The county schools co-operate by displaying school work from the several rural schools of the county. The school exhibits usually consist of regular work from the smaller schools and definitely chosen projects by the larger schools. For a number of years schools competed for places in their booths and for premiums in their individual exhibits. However, this plan of giving prizes seems well on the way toward being permanently abandoned because

of the animosity which it engenders among the competing schools.

The really inconsistent part of the whole procedure is that the same groups who object so seriously to school prizes for regular work which is exhibited, see no inconsistency in allowing trophies in basketball, field and track.

It may be recalled that only three schools in the county have indoor gymnasias. This is very unfortunate it seems. Now that the agricultural slump is on, it will be a long time before such provision will be made in most communities.

Nineteen schools play basketball. A very large majority of these play on outdoor courts. As far as the exercise goes probably outdoor basketball is superior to indoor but the chief difficulty is in the fact that their contests have to be played for most part in school time. If the teams choose to meet on a court they then have the added expense of transportation, hall rent and other unusual expense. Very much very valuable time is wasted by these teams because of lack of indoor facilities. Furthermore, it has a tendency to interfere with the morale of the school. Students have a tendency to grumble about their facilities.

Yet in spite of the above mentioned difficulties some very good teams are developed and a great deal of valuable social experience is thus gotten and many social contacts made that might not be otherwise gotten.

At the close of the basketball season, which because of weather conditions, usually closes in early December, the county superintendent arranges for a county tournament for both boys and girls, to be held in the Y.M.C.A. gymnasium at the county seat.

Track and field events are usually organized and conducted in a similar fashion. School boards usually allow the use of school busses for transportation of the teams.

The county administration is also mindful of the finer arts. The music memory contest in which most rural schools compete, attracts much interest in the county. The local community contests are held for the purpose of elimination. The winners in local contests are then sent to the county seat where arrangements have been made with competent judges in charge.

Probably the most attractive event of the year is the annual song festival usually held in the city auditorium of Colorado Springs. The whole day is given over to song, dance and instrumental music. Most schools contribute a number. The larger schools frequently contribute several numbers. Bands and orchestras from the county assemble to give the children of the county a real musical treat.

Occasionally some good operetta is selected, giving several schools definitely assigned acts to perform, thus the whole program has unity and purpose. On the whole this plan is artistic and effective.

Sometimes the county song festival is held outside in some park and takes the form of a may pole dance. Communities come with the children for a picnic lunch and the day is spent in real merriment.

The more scholastic side of the child's training is not overlooked. The annual spelling contest attracts considerable attention every year.

County debate is not very popular. Some work along this line is done every year. Two or three schools join the state debating league, and have at times gone to the state finals.

The county declamation contests are successful and popular. Great crowds assemble to hear these contests, annually. So large are the crowds, and so great are the number of contestants that the contests have to be broken up into divisions which are in session simultaneously.

Dramatics in the form of one-act plays are not as yet very popular. For sometime the administration working with "The Kermess Club" (which is a local division of the Drama League of America) has been fostering this activity. Last year cash prizes were offered to the schools getting first and second places. This form of activity promises to be quite popular. At least it should since there is now a nationwide movement on in this direction.

To attempt a county wide plan of fostering physical training, scholastic contests, and the finer arts is rather a

large undertaking. The plan has worked very well to date and it is hoped that rural communities may develop a taste for these activities so that it will be a part of the tradition of every community. The central contest has as its chief purpose the stimulation of such activities. There are other attendant values to be gotten from these, however. They offer an opportunity for larger contacts, larger association, and an opportunity to appear in programs, contests, and activities before large audiences.

## SUMMARY AND CONCLUSION

Under the heading of general statements relative to the county unit plan of organization 17 statements of superiority were included in the questionnaire. Most of these statements are to be found in current literature dealing with the county unit plan of organization. These have been arranged in descending scale. The people to whom the questionnaires were mailed were asked to check those which apply.

TABLE # XIV

## Superiority of the County Unit System

Number of Replies	Reasons Given
28	Uniformity of textbooks
22	Uniform grading
20	Eliminates whims of local board.
20	Continued policy over a period of years
19	Uniform examinations
18	Uniformity of organization
17	Better teachers
16	County contests stimulate
16	Standardizes high school work
16	Improves scholarship of school
16	More economy in larger unit
15	Meets college entrance requirements
14	Improves teacher in service
13	Expert supervision
13	Secures co-operation
10	Better administration

Table XIV which deals with the advantages of the county organization strikes one with a severe blow. The thing which has usually been claimed for this plan as outstanding, namely, better administration is listed last in a series of 17 advantages. Uniform textbooks stand at the top of the list with 28 naming it as the most outstanding feature in the organization. Only 13 people believe that they receive expert supervision. The items "uniform grading" and "uniform examinations" stand high in spite of the fact that all examinations sent out from the central office are of the essay type and therefore the element of subjective grading enters into the situation. It would seem that tests and measurements and the objective type of examination are well enough developed that they are here to stay. Surely they have won the confidence of the leaders in education.

There is one hopeful sign, however, and that is that a majority no longer hold to the sanctity of the old college entrance requirements. Twenty teachers and principals at least are tired of the domination of illiterate local school boards.

Below in Table XV are tabulated the reasons checked relative to the inferiority of the county plan.

TABLE # XV

## Inferiority of County Unit System

Number of Replies	Reasons given
13	Essay type of examination is too clumsy
12	Teachers can better adjust work to suit individuals
11	Too much power delegated to one individual in curriculum making
11	Supervisors have not been selected on the basis of wide rural experience and training.
10	The supervision is too general
9	Such administration fails to satisfy local needs
8	The supervision is too superficial
8	No chance for pregressive principal to exercise initiative
7	Grading in central office is unfair
7	The curriculum is too traditional
6	Centralized contests such as music tend to minimize local interests
5	The unit is too large for efficiency
4	Students feel too much responsibility to the central office
2	Tends to break down local pride
1	Too much uniformity
1	Lacks the democratic spirit characteristic of the local unit.

In table XV the highest point of criticism is in regard to the essay type of examination. The whole upper quartile of criticism is concerned directly with the inadequate training of supervisors and their use of their power in curriculum making.

While El Paso County does not have a true county unit plan of organization, it more nearly approaches that goal probably, than any other county in the state. Ideally the county should be the smallest unit for administrative purposes. There should be a county board with a county superintendent as their executive officer. He in turn should be allowed sufficient travelling supervisors to adequately supervise the teachers and schools in the field. Probably the criticism of the administration and supervision in this county would not have been made could the supervisors have left the office.

In the states where the county unit is legalized it seems to be highly desirable and successful.

El Paso County, under the leadership of County Superintendent, Inez Johnson Lewis, has made rapid advancement in consolidation and centralization during the 8 years of her tenure. The buildings are modern, the equipment adequate, the schools are successful, and are rapidly gaining favor in the several communities.

The financial support in these schools is somewhat of a burden as now organized but they were impossible until the recent reorganization in which wealthier communities and

railroad valuation were made to support the dry lands. Ideally the major part of school support should come from the state and federal government. Some system which will take into consideration, school census, school enrollment, average daily attendance, aggregate days present, and differences in valuations should be worked out for this state. Probably a severance tax should be added to the above group.

The schools of this county function as community centers, thus integrating community interests and affairs. These organizations are doing a great service to the rural people of this county. People have learned to use their investments in school buildings to the fullest extent.

Transportation seems to be about as well administered and to be as successful as in most other sections of the state where topographical conditions are similar. The big point is the fact that a majority of the rural children have a conveyance to school furnished by the district.

The teachers are probably above the average for most rural counties on account of the wide advertisement that the Pikes Peak region has had. Boards have an abundance of good material to select from. Most of these rural teachers have had normal training.

The curricula are designed apparently to meet college entrance requirements in some very reactionary college or colleges. Latin and ancient history still have a place along

side many very progressive subjects such as general science, biology, sociology and economics. Too few schools offer vocational subjects. Agriculture, shop and home economics, while offered in several schools should probably displace Latin, ancient history or possible Spanish and French.

One of the best pieces of work is that of the health department which is directly under the control of specialists in the medical profession. This functions in a very effective way through the schools in class room activities, games, and practice. Excellent co-operation is maintained between the home and the health department.

On the whole the organization has made a great deal of progress and gets very good results.

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