

AN EVALUATION OF THE CURRICULUM EFFORTS OF THE PINELAND
ELEMENTARY SCHOOL FACULTY IN MEETING
THE NEEDS OF THE PUPILS

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CHAPTER I

INTRODUCTION

American society is based on certain principles of democracy, the essential idea of which is that of respect for the personality of the individual. Society is necessary for the full expression of individual life Society today is changing more rapidly than it ever has done in the past. If the basic ideals of a democratic society are to be preserved, there is need for a clarification and re-interpretation of these ideals in the light of economic, political, and social changes.

Although individuals are more alike than they are different, they do differ widely physically, intellectually, and emotionally. The development of the individual is continuous from birth to maturity with no marked periods of acceleration or retardation, either physically or mentally. The development of mental traits is very gradual. As individuals develop, they become increasingly different in their desires, interests and experiences, although there are certain fundamental interests and desires which have lead men to work and which when satisfied, result in happiness.¹

It is the responsibility of the school to recognize the fundamental ideals of society and the inherent needs of the social groups as well as of the individual. With this idea in mind, the teachers of the Pineland Elementary School, headed by the superintendent and the elementary principal, set out to restate its aims and methods for the year 1937-1938. The first step was to re-interpret the

¹"Report of Curriculum Development," Greeley Public Schools, Greeley, Colorado, (May, 1937), p.1. (a mimeographed pamphlet privately circulated.)

aims of the school on the basis of modern educational philosophy and psychology.

Philosophical Bases

"There are those who look upon philosophy as a revelation of something foreign to every day experiences, or as a key that opens the door to realms otherwise inaccessible which have a supreme and final value,² but philosophy is not a supreme or alien idea. Anyone who begins to think clearly, definitely and in unity is entering on the path of common sense philosophy, for he has begun to see, build, and evaluate ideas.

W.H. Kilpatrick defines philosophy as "the totality of one's loyalties."³ It is the value in which one regards things, events, and relationships and the value that is placed upon them. The valuation becomes a part of the philosophy of each individual. "One's philosophy in life is one's fundamental principle of choice."⁴ It is more or less a sense of what life really means.

Philosophy is the most effective of all the intellectual pursuits. "It works slowly but it is the building of the spirit, and is also the solvent."⁵

"A man's philosophy by imperceptible degrees, colors the whole of his life and affects his attitude toward all

²W. H. Kilpatrick, The Source Book in Philosophy of Education, p. 1.

³Ibid., p. 7. ⁴Ibid., p. 8. ⁵Ibid., p. 9.

things in heaven and on earth."⁶ Thus the philosophy of a people or an institution can gradually transform all practices and bring about a complete change of attitudes.

Two opposing philosophies of the curriculum have been competing for supremacy since the beginning of the American school system. The older, or traditional one, states that the school is the creature of the state, and, therefore, the curriculum originates with the authority that establishes the school. In all matters the traditions of the past dominate the curriculum.

The other philosophy begins with the child-centered school and the curriculum is dominated by child needs, interests, abilities, and experiences.⁷ This modern philosophy has made it clear that children can not be prepared for any particular mode of life except through developing experiences and principles wherein the pupil will become educated for intelligent participation in a school democracy.

The principles of social philosophy are "those principles that relate directly and obviously to human interaction, or of those other principles, which society must concern itself about for its own members' best welfare."⁸

⁶Ibid., p. 9.

⁷Paul Beck, "Two Opposing Philosophies of the Curriculum," Journal of National Education Association, XXV (Dec. 1936), 291.

⁸W.H. Kilpatrick, "Enduring Principles in a Social Philosophy," Progressive Education, XIV, (Dec. 1937), 233.

Kilpatrick lists the best suggested principles for an enduring educational program as follows:

1. Regard for life as a positive good
2. Universality of the moral obligations
3. Regard of personality as such
4. That intelligence shall rule
5. Democracy
6. Cooperative and collective care of the common good
7. Security and sense of security
8. Equality
9. The culture as a matter of common concern
10. The shift from a static to a Dynamic Logic⁹

Education should meet the present needs of the pupils or individuals; therefore in order to meet these needs each school must set up a "working philosophy" as the basis of the curriculum so that the experiences gained therein will continue through life.

This philosophy will be determined or will be grown out of the specific needs of the individual.

John Dewey's famous declaration that "school is life and not just a preparation of life" may well be accepted as a basic principle for any school.

Basic to any working principle must be the known and recognized fact that this is a changing universe and no principle should become so fixed and set that it can not be modified to meet the newer demands of society.

If the prime objective of education is that of giving each individual a chance to make good and achieve to the fullest extent of his ability," the basic educational and

⁹Ibid., p. 623.

curriculum changes will provide the foundation upon which to build the "working philosophy" of the local curriculum.

S. Everett lists the changes that are required by the trend of times to be:

The Older School

1. The older school has emphasized the inculcation of facts and skills deemed necessary for advanced study and adult life.
2. In the older school the courses of study are composed of highly specialized subjects such as geography, various branches of history, civics, economics, sociology, grammar, speech, literature, biology, physics, chemistry.
3. In the older school, courses of study are highly academic and intellectual.
4. In the older school, courses of study tend to be minutely worked out in advance by adults and then taught to children.
5. In the older school the curriculum is conceived as the courses of

The Modern School

1. The modern school will emphasize the teaching of facts and skills only as they contribute to the personality development and emotional growth of boys and girls.
2. In the modern school, courses of study will be organized around broad fields or functional areas similar to those worked out by the Committee on Functional Units of the North Central Association.
3. In the modern school, courses of study will deal with every day problems and needs making maximum use of pictorial materials, the radio, and the cinema.
4. In the modern school, courses of study will be carefully planned in advance with abundant provision for pupil participation in choosing class procedure and developing the work which is jointly undertaken.
5. In the modern school the curriculum will be conceived as all the activities

study which are offered.

of children which are under the guidance of the school.

- | | |
|--|--|
| <p>6. The older is characterized by a clear-cut division between the curricular and the extracurricular activities.</p> | <p>6. In the modern school the so-called "extracurricular activities" will be an integral part of the curriculum of the school.</p> |
| <p>7. In the older school, administration is largely concerned with mechanical efficiency.</p> | <p>7. In the modern school, administration will assume its rightful place as an agency for expediting the educational growth of boys and girls.</p> |
| <p>8. In the older school, guidance is largely carried on by a separate administrative agency.</p> | <p>8. In the modern school, guidance will permeate the whole curriculum of the school.</p> |
| <p>9. The older school is characterized by individual competition for individual advancement, which is often achieved at the expense of one's fellows.</p> | <p>9. In the modern school, individuals will strive for self-improvement and groups cooperate with each other to achieve desirable social ends.</p> |
| <p>10. The older school is withdrawn from the life of the community.</p> | <p>10. The modern school will use all of the educational resources of the community.</p> |
| <p>11. The older school limits its activity to "studying about" life.</p> | <p>11. In the modern school the educational process will not be thought complete without a great deal of active participation in community living.</p> |
| <p>12. The major function of the older school is passing on the cultural heritage.</p> | <p>12. The major function of the modern school will be guiding an understanding of, and successfully dealing with, present-day individual and social needs.¹⁰</p> |

¹⁰ Samuel Everett, "Curriculum Making and the State of the Nation," The North Central Association Quarterly, XI, No. 2, (October 1936), 215-21.

After closely examining the list of changes, Dr. Dewey's philosophy "that the work of both teacher and pupil be purposeful" is very essential if the pupil is to be taught to think for himself and develop a whole personality.¹¹

Psychological Bases

It is impossible to plan or execute any general program of education without some basic viewpoint concerning human nature and the nature of learning. All educational plans or systems must be based on some psychology, whether that psychology is stated as such or is merely implied. In planning any improvement or evaluation of education, it is necessary to understand the principles of psychology basic to good educational procedure.¹²

The two general trends, or opposing psychologies, at the present time, are the classical psychologies of Thorndike and his followers and the modern psychologies of organisms. The Thorndike psychologists think in terms of stimulus response (s-r) bonds, and are concerned in presenting subject matter in ways that will facilitate the forming of right bonds and with the building of these bonds into complex skills, concepts, principles, and ideals.¹³

The modern psychologists think in terms of wholes that determine the properties of their parts, and are concerned with presenting of wholes as the goals of learning, in such ways as will be meaningful to the student. Modern psycho-

¹¹ A.L. Threlkeld, "Dr. Dewey's Philosophy and the Curriculum," Curriculum Journal, VIII (April 1937), 164.

¹² L.J. Elle and Golda Wickham, "The Development of New Points of View in Psychology," Handbook on Curriculum Study Oregon State Department of Education, (Dec. 1937), 42.

¹³ Ibid., p. 43.

movements are characterized by certain similar trends

(1) a naturalistic outlook; (2) wholehearted acceptance of experimental techniques in psychology; and (3) preference for quantitative material and data where such is available.¹⁴

Educational psychology, which is based upon modern psychology, is a field of knowledge occupying somewhat of a mid-position between education and psychology. It deals with the nature of pupils as well as with problems confronting educators.¹⁵ It has to do with the nature, needs, characteristics, abilities, capacities, and behavior of pupils. Since educational psychology applies psychological principles to educational methods and procedures, it is well to consider briefly the meaning of education.

When a person is born, he is weak, helpless, and ignorant. Being so, he is dependent upon others for all the necessities of life. Except to grow physically he does little, he accomplishes little, and understands almost nothing. For this reason, we say that the infant is un-adapted or un-adjusted to his environment. During the course of life, however, the individual undergoes a multitude of changes. With the help of others, and because of various inner factors, he becomes increasingly capable of supplying his needs and of understanding the world in which he lives. All such changes are designated by the term "education."¹⁶

Along with the term "education" goes the idea of adjustment to environment. Adjustment implies bringing about desirable changes in the individual that will enable him to

¹⁴Ibid., p. 35.

¹⁵O.B. Douglass and B.F. Holland, Fundamentals of Educational Psychology, p. 12.

¹⁶Ibid., pp. 3-4.

fit into his environment.¹⁷ Environment is described as an aggregate of all the external forces, influences, and conditions which affect the life, nature, behavior, and the growth, development, and maturation of living organisms.¹⁸

"The environment is made up of a multitude of energies which impinge upon the organs of stimulation."¹⁹

A child is dynamic in his nature. If he is healthy, he is always doing something. This activity can be carried out in many ways. Collins and Wilson classify childrens' activities as (1) construction activities; (2) communication activities; (3) excursion activities; (4) play activities; and (5) skill activities.²⁰

"As the environment stimulates and acts upon the child and the child in turn reacts upon the environment through a system of purposive responses, the child is modified, changed."²¹

Purposive behavior is the response of boys and girls in the direction of their drive in the initiation, evaluation, and choice of goal, initiation, evaluation, and choice of means; and initiation, evaluation, and consummation of improvement.²²

The basis of purposive behavior is the stimulus-response. The stimulus is some motive which elicits some form of action--the response is the resulting action.²³ The teacher's part in purposive behavior involves guidance in purposing, guidance in planning, guidance in execution, and guidance in judging.²⁴

¹⁷Ibid., p. 4. ¹⁸Ibid., 51.

¹⁹E. Collins and O.M. Wilson, Psychology for Teachers, p.5.

²⁰Ibid., pp. 197-198. ²¹Ibid., p. 9. ²²Ibid., p. 262.

²³Ibid., pp. 12-19. ²⁴Ibid., p. 269.

Along with educational psychology goes the work of the social psychologist, who views the structural basis of society as composed of (1) the family; (2) the community; (3) the state; (4) the industries; (5) the church; (6) the school; (7) communication activities; (8) standards of living; (9) recreation activities; and (10) health preserving activities.²⁵

The school, as an agency of education, is not a self-perpetuating institution, but it serves as a tool for perpetuating other institutions.²⁶

Education considered as one of the social sciences, is a group of techniques or methods of changing in the interest of social good some of the habits, ideals, and ideas which are thought to be subversive to social harmony and welfare. As such, education is a series of social responses by which society aims to make better, more solid, and more harmonious the functions of the various institutions of society.²⁷

There is a difference between education and learning.. . . Mere learning that does not lead to further learning may be enlightenment but is not education in the full sense. Education involves conscious direction. . . . Consequently the general social function of the education is to bring about some kind of desired change in behavior, culminating usually in a modification of conduct which better enables society to preserve its own existence.²⁸

Psychology of the classroom is an important aspect and an essential foundation in the building of a new curriculum. The Curriculum Revision Committee of the Greeley Colorado

²⁵A.O. Bowden and I.R. Melbo, Social Psychology of Education, pp. 12-13.

²⁶Ibid., p. 20.

²⁷Ibid., p. 16.

²⁸Ibid., pp. 18-19.

Public Schools states that the modern psychology should:

In the educational process the whole individual must be considered. Guidance should be based on a more intimate knowledge of home conditions, economic standards, and personal characteristics; in fact, every phase of life which will give a better understanding of the individual.

Teaching should be based on sound psychological procedure in which the psychology of the classroom is one of learning rather than of formal instruction. Motivation should be from the learner to the teacher rather than from the teacher to the learner. If pupils are guided in their own purposing, planning, executing, and evaluating, there will be little need for forced motivation. Emphasis will be on guidance rather than on formal instruction; contests, rewards, and grades as such, will not be necessary to inforce pupils to increased effort.

The educational process should awaken an emotional as well as a mental response in the learner. It should be concerned with abstract, motor, and social intelligence and should seek to develop attributes which are present in a well-balanced personality.²⁹

Thus it is seen that a sound psychological basis of education should take into consideration the welfare of society as well as the welfare of the individual. Dr. Kilpatrick enumerates the psychological bases to curriculum building:

1. Personality adjustment is the essential foundation for all else.
2. The building of intelligence is an all inclusive demand that must permeate all that is done.
3. The unit element of the curriculum should not be a school subject, nor an instance of assigned subject matter, but an instance of worthy living.
4. As the child thus lives, the teacher's aim will be to help him to live up to the highest and best that is in him, for the child will learn to build into his own character whatever he really lives.
5. The highest aim and the first duty and objective of the school then is that the child under its care will live each succeeding moment the richest and finest type of living that is possible to him. This is the first and greatest commandment upon the school.

²⁹"Curriculum Development," Greeley Public Schools, Greeley, Colorado, (May 1937), 3, (a mimeographed pamphlet privately circulated).

6. This shifts the emphasis entirely away from the subject matter set out to be learned, certainly in the elementary school and also for all the high school pupils most of the time and perhaps for most of them all the time there should be no separate subjects taught and no units prepared in advance with intent to teach them so. For life as life can not be thus lived.
7. The school's emphasis should henceforth be on the problem of stirring and steering life qualitatively concerned, and it must be a life that ever takes over more and more adequate its own stirring and steering.
8. What school people cling to as subject matter and tools of learning will take the place of due subordination in and to life. Most of what is valid of this old will come inherently in the richer living. Where the lack of any such subject matter or tools of learning hinders present living or lowers its proper quality, then the teachers will concern themselves consciously with whatever appropriate are therean called for. But always is life qualitative considered to have first place.
9. The curriculum for any child consists thus of his whole developing life so far as the school accepts the responsibility for helping to share it.
10. As the child grows older, his life must consciously reach ever further into the surrounding social life. The curriculum must increasingly join school with community so that in the end it is impossible to tell where one leaves off and the other begins. Increasing use of cooperative community activities is demanded.
11. Our school children are prospective citizens in a democratic community. We must introduce the democratic procedures into their lives as fast as they can learn to use them well.
12. It is the moment by moment learning to carry on the ever developing present activity which must furnish³⁰ the core of the American Public School curriculum.

Purpose of Study

The purpose of the faculty of the Pineland Elementary School in studying and experimenting with a revised curriculum was to see just how far it could be carried out in a small town with poor social and economic conditions and

³⁰ W.H. Kilpatrick, "Psychological Bases and Their Implications for the American Curriculum," Teachers College Record, XXXVIII, (March 1937), 491-502.

and in a school with limited facilities. The economic, social, and educational conditions were manifest from general observation. If the curriculum builders were producing something worthwhile, then why not try to let it benefit the Pineland school. The teachers proposed, from the beginning, to pay less attention to traditional standards and to pay more attention to the individual and social needs of the pupil.

Source of Data

The data used in this study have been secured in various ways. The Sims Socio-Economic Score Cards were administered. Questionnaires were sent to parents. Information was secured from the annual reports of the superintendent and the principal and from the timekeeper's report of Temple Lumber Company. Information was also secured from the reports of the secretary of the Parent Teacher Association. Teachers and parents were interviewed. The records of the local scouting and cubbing organizations provided information. Local pastor's reports were used. Professional books, magazines, and teachers' plans were consulted extensively.

Procedure and Treatment of Data

As already stated, the faculty set out by reviewing the philosophy and psychology underlying the proposed curriculum. This was done in group meetings near the close of the 1936-1937 session. The general plans for the ensuing year

were outlined. Then each teacher knew just what to look for in her summer study and reading that would help her in re-stating her aims and planning her activities for the next year.

A basic factor in determining a school program for a community is determining the local needs, so after the needs were determined, plans were made to meet those needs. Chapter II is a survey of local needs and an exposition of teachers' plans in meeting those needs. The evaluation of the program is treated in Chapter III, and the summary, conclusions, and recommendations are stated in Chapter IV.

CHAPTER II

A SURVEY OF THE LOCAL NEEDS OF THE PUPILS AND THE COMMUNITY AND TEACHERS' PLANS TO MEET THESE NEEDS

Existing Conditions Which Affect the Pupils

Social Economic Conditions.-- Pineland, Texas, a lumbering town in Sabine County, has approximately 1800 inhabitants. It is greatly handicapped because of the sharp social distinction existing between the classes of people.

The population of the school district may be divided into four distinct classes: (1) the high salaried officials; (2) the laboring class; (3) the farmers who live in territory adjoining the mill district; and (4) the employees of the United Gas Company and the Magnolia Pipe Line Company, each of which maintains a station near the mill district.

There is very little understanding between these groups. The closest relationship exists between the employees of the United Gas Company and the Magnolia Pipe Line Company, and the high officials of the Temple Lumber Company. This relationship is due to the similarity of wage scales and educational status between these groups of employees.

The laboring class forms a very distinct and compact division, having little interest in anything or anyone outside its own group. This group is much in the majority and affords the majority of the regular attendants and workers in the local churches. Table 1 reveals the relationship of the laboring class to the religious life of the community.

TABLE 1

RELATION OF CHURCH MEMBERSHIP TO WAGE EARNING CLASS

Name of church	No. of members	No. from salaried officials	Percent-age	No. from wage earners	Percent-age
Baptist	125	31	24.8	84	75.2
Methodist	81	15	18.5	66	81.5
Holiness	53	3	5.6	50	94.4
Pentecostal	38	4	10.5	34	89.5
Church of Christ	31	8	25.8	23	74.2
Catholic	18	13	72.8	5	27.8
Total	346	74	21.1	262	79.9

A very large percentage of the membership of the Protestant Churches comes from the wage earning class. The unusual high percentage of wage earning members in the Holiness and Pentecostal Churches indicates a tendency of the wage-earners to align themselves with groups that are not formal in their methods. The lowest type of wage earners are inclined to the newer sects composed of dissatisfied members of the longer established sects. The members of these various sects tend to group themselves also in other phases of their social

life. These were the evidences of social cleavages within the Pineland school community, which certainly created a problem for the school to solve. The educational program was planned and executed in order to alleviate, as far as possible, the spirit of disinterest and contempt between these social-religious groups. Table 1 shows that out of the total population of 1800 inhabitants only 364 are regular members of any church. Since the churches provide the most common forms of community gatherings, the table reveals that only 16 per cent of the population availed themselves of the opportunity of contacting other people in a social way.

The social inequalities manifested in Pineland are due largely to inequalities of family income. According to the payroll of Temple Lumber Company there are 480 employees, thirty of which draw regular salaries which average \$3000.00 per year; 450 of which are day and hour laborers who receive an average annual income of \$720.

Table 2 implies a very low living standard in Pineland. The small incomes are revealed in every phase of social life.

TABLE 2

AVERAGE ANNUAL INCOME OF TEMPLE LUMBER COMPANY EMPLOYEES

Type of employees	Number	Average annual income
Salaried officials	20	\$3000.00
Wage earners	450	720.00

The living standards of the salaried officials are a source of envy on the part of the wage earners. The children of the salaried officials are generally superior socially and educationally; hence, the school has the problem of unifying these groups. The homes of the salaried employees are marked by such advantages as musical instruments, books, newspapers, magazines, flowers, and shrubbery. According to a home study questionnaire which was sent to 250 white families represented in the school, 100 families reported no musical instruments; 50 families reported radios; 30 families reported pianos; 10 families reported stringed instruments; 55 families reported no framed pictures; 42 families reported having less than three pictures. Only 52 families get a daily paper; only 38 families reported receiving any magazine regularly. No flowers and shrubs were reported by 115 families. These facts revealed the home environment of many of the pupils and showed the responsibility of the school in providing music, art, literature, and such things as contribute to beauty in the life of the child.

A definite idea of the socio-economic status of the pupils in the Pineland Elementary School is given in Table 3, which is based on the results obtained from scoring the pupils by the Sims Score Card for Economic Status (Form C). The pupils were scored early in the year of 1937-1938. All pupils from grades one through seven were scored; however, the author of the score cards recommends them only for grades

above the fourth. There were 116 pupils scored in the first four grades (Primary Department) and 84 in the grades five through seven inclusive.

TABLE 3a
LEVELS OF SOCIO ECONOMIC STATUS
GRADES I-IV

Rating	Level	No. Pupils	Percentage
9	Highest	3	3.5
7-8	Very high and high	13	15.4
5-6	Med. and Med. high	22	26.4
4	Med. low	11	9.5
0-3	Low-very low	51	44.0

*Based on 116 pupils

TABLE 3b
LEVELS OF SOCIO ECONOMIC STATUS
GRADES V-VII*

Rating	Level	No. Pupils	Percentage
9	Highest	3	3.5
7-8	Very high-high	13	15.4
5-6	Med.-Med. high	22	26.4
4	Med. low	4	4.7
00-3	Low-very low	42	50.0

*Based on 84 pupils

There appears to be a fairly close correlation between the percentage of salaried officials as revealed in Table 2 and the percentage of pupils rating the highest level as

shown in Table 3a and 3b. About six per cent of the pupils rated the highest.

Educational Conditions.-- The foregoing facts concerning the incomes of employees and the homes were and are an index to educational achievement. According to the results of the New South Achievement Tests administered to all pupils in grades five through seven inclusive, during the early part of the school year, 1937-1938, only 16 percent of the seventh grade pupils were properly classified. Approximately 16 per cent of the seventh grade were shown to be one grade advanced; 10 per cent were shown to be three or four grades advanced. Only six per cent of the pupils rated above the norm for the seventh grade. In the sixth grade the standard norm was 46. The average for the grade was 37. The norm for the fifth grade was 37. The average for the class was 38.

Another form of the New South Achievement Test was administered late in the school year of 1937-1938 to the fifth, sixth, and seventh grades. Table 4 shows the comparative results of the two administrations of the achievement tests.

TABLE 4

COMPARISON OF NORMS AND AVERAGES BASED ON NEW
SOUTH ACHIEVEMENT TESTS

Grade	Norm for first of gr.	Average	Form for end of gr.	Average
V	37	33	45	40
VI	45	37	53	44
VII	52	42	59	54

The foregoing averages were based on those pupils who enrolled in the Pineland school at the time both tests were administered. With a change in the superintendency of Temple Lumber Company, there resulted a considerable shift in the population of the town and in the student body. Even though the class averages were below norm, the second test showed an increase over the first. The results of these tests revealed the need of much careful planning on the part of the teachers to adjust the work to the educational levels of the pupils. Furthermore, the results showed the greatest deficiency in reading comprehension, dictation, and arithmetic computation.

A dental survey revealed that 50 per cent of the pupils had such dental defects as serious malocclusion and cavities. The local health survey conducted by the high school biology class showed that during 1937 the following diseases were prevalent in the school; 93 cases of measles, 75 cases of malaria, 41 cases of influenza, 25 cases of whooping cough, 12 cases of chicken pox, 4 cases of typhoid fever, 1 case of scarlet fever, and 200 cases of scabies.

Besides the educational needs revealed in the New South Achievement Tests and in the dental and health surveys, some needs were expressed by the faculty of the high school in interviews and conferences. There were six teachers in the high school division, and every teacher expressed the need for pupil-training in reading comprehension. The mathe-

matics and science teachers decried the lack of precision and accuracy. The social science teacher saw a need for more extensive reading in the elementary school.

Need for revision of the elementary school program was shown in the percentage of failures in the elementary grades for six consecutive years. The superintendent's annual reports for the years 1931-1937 afford the percentage of failures as shown in Table 5.

TABLE 5
RANGE OF PUPIL FAILURES, 1931-1937

Scholastic Year	Total Enrollment	No. Failures	Per Cent of failures
1931-1932	216	42	15.0
1932-1933	220	19	8.5
1933-1934	227	36	16.0
1934-1935	213	21	9.7
1935-1936	254	42	16.5
1936-1937	261	53	20.3

The increase in percentage of failures for the scholastic years 1935-1936 and 1936-1937 was evidently due to the influx of children from outlying rural schools who came into Pineland because their older brothers and sisters came to attend high school. During those years there started also a great shift in population because a Temple Lumber Company mill in a nearby town was destroyed by fire. Hence it was impossible for many children to become adjusted. Many laborers were thrown out of work; therefore, the result was noticed in the poor work done by children of the unemployed men.

Meeting These Needs Through Correlation, Integration, and Fusion of Subject Matter Fields

Review of previous studies.-- On basis of the survey to determine the needs of the elementary school children, the elementary faculty recognized that they, along with their predecessors, had dwelt too much upon the teaching of facts and had not been considering the social, physical, and economic conditions which surround the children.

Educational leaders have generally agreed upon certain basic aims of education. "The object of all education is to help the individual to help himself to grow. He gains in ability to grow through experience, activity, and interest."¹

J.E. Avent, in his Excellencies and Errors in Teaching Methods, classifies the objectives of education as follows:

1. Civic objectives
2. Intellectual objectives
3. Moral and spiritual objectives
4. Health objectives
5. Vocational and avocational objectives
6. Mastery of tools or basic skills in learning²

The objectives of an educational program can not be reduced on paper to a specific formula. "If it is truly

¹Henry Harap, Techniques of Curriculum Building, p. 10.

²J.E. Avent, Excellencies and Errors in Teaching Methods, pp. 38-44.

functioning in the lives of individuals it must be as plastic as the human beings for whose growth it is organized, and as variable as the world in which they live."³

The present curriculum movement in Texas has established the following guiding principles:

1. Individuation
2. Socialization
3. Dynamic teaching
4. Teacher guidance
5. Experimentation
6. Democratic construction⁴

In keeping with the recognized aims of education, the Pineland elementary teachers undertook to use these principles in making plans to meet the needs of the pupils. The teachers set out to emphasize the day-by-day experiences and growth of boys and girls rather than to teach merely prescribed knowledge and skills. As the basis of the curriculum, the teachers chose units or activities within which would be used the subject matter of reading, history, geography, language, music, art, and science. The fifth, sixth, and seventh grades were organized on the departmental plan; therefore, the problems of teaching subjects around a central theme were intensified. The elementary principal became the planning chairman for the

³J. A. Sexon, "A Practical Program for the Social Studies," The Social Studies Magazine, (Feb. 1937), 53-58.

⁴J.C. Matthews, "Tentative Course of Study for Years One Through Six," Bulletin of Texas State Department of Education, No. 359, Austin, (May 1936), p. 13.

departmental group. The aims of the unit were first established; then each teacher suggested what she could contribute to the development of the aims. Such a situation is evidenced in a demonstration lesson on "Inter-subject Relations--Oregon Fishing" by the Beaumont Elementary School of Portland, Oregon, before a meeting of the National Elementary Principal's Association in 1936.⁵ The general organization of the unit is outlined thus:

1. "Oregon Fishing" and activity assignments--Geography Department
2. Supplementary reading and collection of materials--Librarian
3. Evaluation of fishing in dollars and cents--Arithmetic Department
4. Graphic pictorialization of Oregon fishing--Art Department
5. Oral and written composition--English Department
6. Songs in "Sportsmen's Skit"--Music Department

This is an illustration of several teachers aiding in the development of a unified lesson. In planning such lessons the teacher is faced with such theoretical terms as integration, correlation, concentration, and fusion. Integration is the complete opposite of isolated subject matter teaching. According to the correlation plan, history, geography, and civics are organized as separate subjects, but inter-relations and connections are strongly emphasized. In the concentration

⁵H.C. Tallman, "Inter-subject Relations--Oregon Fishing," National Elementary Principal, XVI, No. I, (Oct. 1936), 37.

plan, one subject, such as history is made the center of attention, and geography and civics are related to it. In the fusion scheme of organization, subject matter lines are broken down and a fused body of social studies materials results.

An integration project in English and Civics on "Vocations" developed in the J.G. Murphy School of Atlanta, Georgia, is described by Miss Ella P. Leonard. The approach is outlined as follows: (1) history tells the way things have happened; (2) geography deals with place element environment; (3) literature tells the emotional side; (4) civics emphasizes relationship as giving attention to personal conduct; (5) newspapers, magazines, radios, "movies," and plays are vitalizing in the study of citizenship in the making. Some procedures included (1) a survey of the community; (2) personal record of child studied; (3) based on problems of human wants. The range of subject matter was found in textbooks, bulletins, pamphlets, biography, history, science, travel stories, poems, and essays. Pupil activities included making a list of wants, writing a play, making graphs, making handwork, drawing cartoons, reporting on inventions, discussing public lands and parks, and writing themes.⁶

Activities in the fifth, sixth, and seventh grades in Pineland Elementary School.-- For grades five, six, and seven.

⁶Ella P. Leonard, "An Integrated Project in Civics and English," Social Studies Magazine, (May 1927), 211-213.

the distinct subject matter fields were reduced. History, geography, and civics were grouped as social studies. Language, spelling, and reading were grouped as language arts. Public school music, drawing, design, and handicrafts were grouped as fine arts. The science group included arithmetic, health, and nature study. The major efforts were toward fusing distinctly related subjects as history, geography, and civics. Then the teachers integrated this combined social studies work with language arts, fine arts, and science as far as possible. Some units or activities were introduced in the language arts classes and some in other classes. Wherever originated, each teacher knew how the work was introduced and attempted to build related activities around the central theme.

To illustrate the plan, a general outline of a seventh grade unit on "Evangeline" is herewith given. Each teacher assumed the task of developing the aspects most closely related to her subject matter field. The unit was divided into three major aspects as follow: (1) appreciative and artistic aspects; (2) language aspects; (3) social aspects. Under appreciative and artistic aspects the fine arts teacher worked out the following topics: French costumes, French folk music, French musical artists, singing games, artistic illustrations of the poem, art in colonial life, and contributions of French culture. The language arts teacher used the poem in studying the parts of speech, especially descriptive

adjectives, varied sentence structure; forms of literary compositions; diction; figures of speech; dramatization; memory work; and themes. The social studies teacher taught the historical and geographical background for the study of "Evangeline." The following historical phases were presented: old world background, objectives for European colonization, location of colonies, comparison of English and French efforts at colonization, the struggle for colonial supremacy, everyday life of the French colonists. The geographical studies included latitude, climate, French material loss in Canada, and physical features of the territory involved.

Since the teachers realized that the proposed changes in the elementary curriculum program meant a change of emphasis away from mere textbook instruction, they planned and taught during the first two weeks of school a unit in the fifth, sixth, and seventh grades entitled "Using and Appreciating Books." Some variations were made in lesson plans for the various grades. The teachers of those grades outlined the objectives and general procedure in a conference. The unit was introduced in each class by the home room teacher. The pupils examined their textbooks, observing such points as titles, authors, publishers, organization, and unique features as pictures, cartoons, bindings, etc. The teacher explained the difference between textbooks and references. The specialized activities pertaining to the unit were developed in classes of the various teachers. The

language arts teacher used the following activities:

1. Drill in alphabetical arrangement, using dictionaries and encyclopedias.
2. Drill in the use of diacritical marks
3. Study of the content of the dictionary
4. Use of synonyms; original sentences were made
5. Study of the parts of speech in a dictionary, observing the various forms of a single word
6. Prepare a booklet on common homonyms
7. Prepare a set of rules on "How to Care for Books"
8. Study book reviews
9. Study of types of literature as history, biography, fiction, poetry, essays, etc.
10. How to prepare a bibliography
11. Collect magazines for reading shelves
12. Observe and discuss the parts of a newspaper
13. Study and practice making brief outlines and summaries

The social science teacher directed a study of the history of printing and bookmaking. The social science class did such things as preparing outlines for oral reports, drilling in locating materials in dictionaries and encyclopedias, studying how Texas schools are provided with books, interpreting cartoons, making reports on current events, and studying the meaning of copyrights.

The mathematics teacher aided in developing the unit by

teaching the interpretation of graphs in the geography book, preparing graphs and solving problems based on statistical figures as percentage of increase and decrease, reading of latitude and longitude, and scale reading on maps.

The fine arts teacher aided by teaching the types of bindings, binding old books and magazines, and preparing monograms for the individual book covers.

This unit on "Using and Appreciating Books" was considered basic in working with later units.

Considering the fact that the majority of the men in Pineland are connected with the lumber industry, that the industry will in course of a few years be extinct, and that the people will ultimately become engaged in farming on the surrounding "cut-over" land, the teachers recognized a need for developing in the children an appreciation of the dignity and importance of the agricultural industry. Hence the unit on "Agriculture as the Basis of American Life" was planned for the seventh grade. It was introduced by having the County Farm Agent talk to the class on the types of farming in Sabine County, the relative value of the various enterprises, the possibilities of farming in Sabine County, and choosing a farm.

The teachers of the various subjects contributed to the execution of the unit. The work centered mainly in the social science class, where the pupils studied the physical and climatic regions of the United States as related to agri-

culture; how the tariff problem has been related to agriculture; government regulations of agriculture; manufacturing of farm implements; the food and clothing industries; and rural health and sanitation problems.

Correlation with other departments was achieved very successfully. The mathematics teacher developed such topics as constructions of graphs, measurements used on a farm, taxes on farm property, insurance problems on the farm, saving plans, and simple farm accounting. The language art teacher contributed her part by evaluating all social studies papers as to English, drilling on spelling of related words, writing and producing a playlet depicting rural life of "yesterday and today," and reading related materials from the supplementary readers. The fine arts teacher dealt with art problems in the rural homes, such as the weaving and dying of textiles, beautification of the farm home, batik work, simple house planning, selection of clothing, and costuming for the playlet mentioned above, which was rendered as an assembly program.

The seventh grade studied a unit on "The Westward Movement in the United States," which provided an opportunity for the class to study many phases of American history and geography in a vital way. The unit was introduced in the social science class, where the following topics were considered: (1) general geography of the United States; (2) colonial settlements; (3) causes of westward

movement; (4) territorial expansion; (5) internal improvements; (6) slavery question; (7) development of transportation; (8) government regulations of railroads; (9) old trails; and (10) inventions leading to and resulting from the westward movement.

The language arts teacher directed the reading of related materials such as "The Courtship of Miles Standish," cowboy ballads, inventions, life of pioneers, and related materials as found in the readers. Themes were written and words were studied. The fine arts teacher taught the melodies of ballads and songs relating to the unit, colonial costumes, and the drawing and constructing of friezes depicting the westward movement. When the class was studying the colonial phase of the unit, Thanksgiving was observed by the class in colonial style. The room mothers sponsored a party in the schoolroom. Appropriate decorations and colonial costumes were made by the art class. The private dancing teacher taught a number of colonial dances and games.

For a Thanksgiving assembly program, the language arts teacher directed a dramatization of the "Courtship of Miles Standish," and the fine arts teacher assisted with the stage and costumes.

Not all the teaching efforts in grades five, six, and seven were attempted on such a scale as the above described units. Often a teacher of one phase of the unit would finish before the other teachers. Then she would have an opportunity

to do such unrelated drills as seemed necessary from the teaching of the larger unit phases, for the teachers did not neglect mathematical skills, English usage, oral reading, and handwriting.

The language arts teacher undertook a project in choric reading. All the classes became intensely interested in the project. Pupils who had never before learned memory lines were able to quote acceptably from memory. The work in choric reading caused such comment that the patrons asked to hear the pupils say the poems. Consequently the pupils were asked to demonstrate the method at high school assembly, at meetings of the parent-teacher association, and at county teacher's meetings.

The mathematics teacher experienced some difficulty in motivating long division and number relationships. Both the sixth and seventh grade classes made attendance charts for several weeks. Monitors collected the attendance data from each room in the elementary school; then the classes figured the percentage of attendance of each room for each day. This taught the relation of common to decimal fractions, converting decimals to per cents, and long division involving the use of decimals. An unexpected use came of the attendance charts. About a month after the pupils began computing and recording the daily percentage of attendance, some community agitation arose to close the school for a few days because of a number of cases of mumps. When the school board

considered the matter, the superintendent was asked to furnish data on the attendance, whereupon he secured the pupil-made attendance charts and proved to the school board that there was no justification for closing the school at the time.

The regular classroom work in grades five, six, and seven was supplemented by setting aside a regular group singing period once a week to further motivate the class work in public school music. Health instruction was given largely in the Junior Girls' Club and the Boys' Service Club. The majority of the boys were either scouts or cubs, whereby they received much health instruction.

The fine arts teacher conducted two exhibits for the parents during the year. These exhibits were held on such occasions as "fathers' night" sponsored by the parent-teacher association. The faculty of the Pineland Elementary School also held an exhibit at the Sabine County Play Day. The registration book showed that more than 300 persons from other schools visited the exhibit. These exhibits have encouraged better work on the part of the pupils, and have developed favorable public opinion for the new program.

The recreational reading program for grades five, six, and seven was conducted by the language arts teacher. A book carriage was used to carry books from room to room during the regular free reading periods. Many pupils worked for State Reading Certificates.

Activities in the primary grades in Pineland School.--

Since the first four grades were each taught by one teacher, some consideration will be given their activities apart from the activities taught on the departmental plan. The organization of isolated subject matter was similar to that of the fifth, sixth, and seventh grades. The core areas of work were formed and the subjects were grouped as to language arts, social studies, creative and fine arts, and science and mathematics, and all units of work were developed within those areas.

"A Study of Homes" was the first unit taught in all the primary grades at the beginning of the year. The work was modified to meet the needs of the pupils at the different grade levels. The primary teachers made the general plans for the unit in a conference. Each class read stories from their readers about homes and home life. They collected pictures of different kinds of homes and drew pictures of houses and furniture. The mathematics problems consisted of simple measuring, counting, reading numbers in the telephone book, and cutting paper materials economically. The language activities included the relation of childrens' experiences to be written on charts, and reading stories that pertained to home and home life. The science activities dealt with heating, ventilation, care of the food, cleanliness, etc. The art activities included drawing, coloring painting, papering and sewing. The classes built houses

and made the furnishings. When the houses were completed, each grade held open house for the mothers and presented a play for their entertainment.

"Making a Flower Garden" was an interesting unit taught in the first and second grades. The teachers collected all the stories, poems, and pictures that pertained to the unit. The pupils learned the names of the flowers that grow in East Texas and how to recognize them. They studied how to prepare the soil for a garden and discussed the kinds of seeds to plant. The classes prepared a small plot on the campus, planted the seeds, and cultivated the plants. The pupils composed poems and songs about the flowers, made artificial flowers, and planted and cared for numbers of pot plants in the schoolrooms. The unit involved reading, spelling, music, art, numbers, science, and physical activities. The culminating activity was a flower show at which the children exhibited their flower collections and presented a flower play for the pleasure of their mothers.

The third grade developed an interesting unit on "Man's Feathered Friends." The unit of work included the organization of a bird club, field trips to observe birds; collecting pictures, stories, and poems about birds; drawing and coloring pictures of birds; and building bird houses. The pupils discussed the value of birds, their food, habits, friends, and enemies. This study of birds required the use of reading, measuring, writing, drawing, cutting, sawing, painting, con-

versation, memorizing, acting, and observing. As a culminating activity, the class presented an operetta at an assembly program.

The fourth grade studied health in a unique way. The pupils collected pictures of people who were not healthy. They also collected pictures and made posters pertaining to proper foods, exercise, posture, sleep, care of the eyes, teeth, hair, and body. There was a daily inspection of hair, teeth, face, ears, and finger nails. The reading lessons were based on materials relating to health. The language exercises included the writing of health rules and health poems. The pupils learned to sing health songs and jingles. As a culminating activity, a health playlet was given at an elementary school assembly.

Meeting These Needs Through Integration of Classroom Activities With General School and Community Activities

General activities.-- Since the Pineland elementary teachers were planning the new program on basis of the idea that the curriculum includes everything the child does, they were not hesitant in using every opportunity to integrate the classroom activities with general school and community activities. The male members of the faculty were supporting the Scouting and Cubbing programs by serving as scout masters, scout commissioner, cubmasters, and executive committeemen. The elementary fine arts teacher was made

the examiner for the Art Merit Badge test and for the bookbinding, music, and weaving merit badges for the boy scouts. Many of the cubs made articles for cub tests in the art classes. Temple Lumber Company has a regular safety organization, which makes use of safety posters made in the public school art classes. The public school music classes have been able to do public service by rendering programs at meetings of the Lions Club, safety meetings, and parent-teacher meetings.

School assemblies.-- The school assemblies have become a vital part of the educational program. Practically every program rendered by the elementary school has been a culminating activity for a classroom unit of study. The faculty assembly committee also brought to the school a group of community singers, a negro chorus, and a large number of professional people.

Interscholastic League.-- Preparation for Interscholastic League activities was made a part of the school program. The various clubs afforded valuable training in preparing for the declamation, extemporaneous speaking, and choral singing contests. The regular art classes aided in preparing contestants for the picture memory contests.

Parent-Teacher Association.--The parent-teacher association was made an integral part of the school. The association made a study of educational problems; furnished the money to secure such things as lantern slides, library books,

shrubbery, school awards, and art and music supplies; and sponsored fathers' night programs at which times the elementary school had a general exhibit of its work. The president of the parent-teachers association appointed a mother to serve as chairman of mothers for each room. The chairman aided the teacher in planning social activities for the children, and represented the needs of her room at the association meetings. The parent-teacher association was used as an agency to acquaint the people with the new program. It is significant to notice that membership in the parent-teachers association increased from 25 members in 1935-1936 to 115 members in 1937-1938. This increase is indicative of a wholesome public interest in the school program.

Church relations.-- Reference has been made to the social cleavages as revealed in the church constituency. On Sunday before the Christmas holidays, the choral singers prepared and rendered a number of appropriate songs at three different churches in town. The high school public speaking class gave talks on problems of modern youth. These activities brought the pupils into contact with groups that they had never before known or contacted.

Summary

In view of the above facts relating to social, economic, and educational conditions, the Pineland elementary faculty saw the need for making some far reaching adjustments in the

school program. The distinct social cleavages could be lessened only by some unifying organization as a parent-teachers association. The social distinctions within the school itself could be decreased to some extent by clubs of various kinds. The lack of means for developing a sense of beauty in many of the homes placed upon the school the responsibility of bringing the element of beauty into the school surroundings. The low incomes of the great majority of the families made it apparent that only a few pupils could be supplied with adequate working materials. In spite of this fact, plans were made for vitalizing the elementary school program by developing a sense of happiness, beauty, and success in the great throng of pupils of the underprivileged type. Such were the attempts of the Pineland elementary teachers to work with the pupils in terms of adaptability, resourcefulness, knowledge, healthy attitudes, and skills. The main idea has been to couple instruction in the formal school subjects with physical, mental, ethical, and esthetic training.⁷

⁷O.D. Weeks, Civic Education and Citizenship, (reproduced from Southwestern Social Science Quarterly), XIV, No. I (June 1936), p.14.

CHAPTER III

EVALUATING THE CURRICULUM EFFORTS

Introduction

It is practically impossible to make a complete evaluation of an activity program. Perhaps the best way to evaluate the work being accomplished in any school situation is to spend some time in that school, talking with the teachers and children, observing the experiences occurring from day to day in the classroom, watching the action of the children, and talking with the children.

There are many important "intangibles" emphasized by the modern school that can not be measured except by subjective means.

One of the first criteria by which a school should be measured is the degree to which the children like their school.¹

As recently as three or four decades ago, appraisal of the elementary school program gave little concern to either school or community. No research procedure can be absolutely labeled as techniques of appraisal.²

Many elements in a school are so highly individual in character that they can not be standardized; in fact, it would be undesirable to have them conform to a standard pattern. Teachers, pupils, classrooms, and even entire school systems have certain distinctive qualities and potentialities which can not be radically changed or ignored in the process of evaluation. . . . Hence it is often necessary to use methods of appraisal which take account of individuality within a school, even though such methods may be more or less subjective.³

The devices most commonly used for school evaluation are: (1) the instruments of controlled observation, such as record forms, rating scales, check lists, and score cards; (2) questionnaires and interviews; (3) standardized tests; and (4) the analysis of pertinent records.⁴

¹Albion Horrall, Lets Go To School, pp. 117-118.

²"Appraising the Elementary School Program," Sixteenth Yearbook Department Elementary Principals, National Education Association, XVI, (July 1937), 567.

³Ibid., pp. 570-571.

⁴Ibid., p. 573.

Attitudes

Pupil attitudes.-- The change in pupil attitudes as a result of the new elementary school program were evaluated to a great extent in terms of increased activity and participation as viewed by the teachers and the principal. The phases of pupil attitudes were studied in light of the following situations: (1) discipline problems in the classroom; (2) discipline problems arising from playground; (3) participation in Interscholastic League and Bi-County Play Day events; (4) membership in school clubs; (5) membership in Boy Scouts and Cubs; (6) increased interest in recreational reading; (7) interest in school socials; (8) participation in school assemblies and programs; (9) increased civic pride; and (10) result of fine arts program.

The elementary principal's record of cases of discipline referred to him during the years 1936-1937 and 1937-1938 showed a great decrease in the number of cases brought to him.

Table 6 shows the percentage of increase or decrease in the number of discipline cases. The table shows the largest decrease in disciplinary problems in grades one, five, six and seven. The only increase was shown in grade four. The principal accounted for the increase of disciplinary problems in grade four as being due to the teacher doing less "activity teaching" than the other teachers.

TABLE 6
DISCIPLINE PROBLEMS FOR TWO YEARS, 1936-1937

Grade	No. cases 1936-37	No. cases 1937-38	Increase	Decrease
I	12	3		75.0
II	16	8		55.3
III	24	10		58.4
IV	16	23	.44	
V	6	3		62.5
VI	12	2		83.3
VII	10	4		60.0

As shown in Table 7, the work in the fourth grade was made difficult by the great "turn over" in the grade during the year.

TABLE 7
ORIGINAL ENTRIES, RE-ENTRIES, AND LOSSES FOR GRADE IV, 1937-8

Original Entries	Re-entries	Losses	Membership
31	12	15	28

The greater decrease in percentage of disciplinary problems in grade one over grades two and three was attributed to the fact that the first grade pupils were not already familiar with such practices and school experiences as would render the adoption of activity program even more difficult. The great decrease in percentage of disciplinary problems in the upper elementary grades was explained by the mere

fact that revised teaching procedures were begun in those grades two years before being inaugurated in all the elementary grades.

An improved student attitude is shown in Table 8 in the increase in participation in Interscholastic League and Bi-County Play Day events. A study of the number of "try outs" in the various events for two years revealed development of a more wholesome interest in this phase of extra-curricular activities.

TABLE 8
STUDENT PARTICIPATION IN INTERSCHOLASTIC
LEAGUE EVENTS

Events	1936-7	1937-8	Increase	Percent
Story telling. . .	35	50	15	42.8
Spelling IV-V. . .	16	25	9	56.2
Spelling VI-VII. . .	12	18	6	50.0
Picture memory . .	14	20	6	42.8
Choral singing . .	18	75	57	316.0
Jr. girls declamation	7	13	6	85.7
Jr. boys declamation	6	8	2	33.3
Junior athletics	20	30	10	50.0
Total	128	239	111	86.5

The general increase of interest in Interscholastic League activities was explained by the placing of preparation for these events with the regular classroom activities. The most radical increase (316 per cent) is shown in the choral singing. During the year 1936-1937, the preparation for the choral work was begun only a few weeks before the

county meet. With the regular instruction in public school music and the regular meetings of the junior chorus during the year, more voices were prepared for participation in the county choral singing contest. The increase in the number entering junior declamation was explained by the introduction of choric speaking by the language arts teacher. Many pupils through that means discovered their oral reading ability and were, in many cases, enabled to overcome fright in speaking. The number participating in junior athletics had a relation to the Scouting program which required a proficiency in certain forms of athletics. When the boys prepared for the scout tests, they were also prepared, in a large measure, for certain events in school track meets.

A change in pupil attitudes was reflected in club membership in the upper elementary grades. Not including the junior choral singers composed of pupils from the fifth, sixth, and seventh grades, there were three other clubs functioning in those grades; namely, the Junior Girls' Club, the Boys' Service Club, and the Nature Study Club. Table 9 shows the extent of membership in each club in relation to the total membership of 96 pupils in grades five, six, and seven.

Table 9 indicates that all the pupils in grades five, six and seven were enrolled as members of some club. Each club had a different program committee for each six weeks period. Those taking part on some club program during

the year numbered 82, which was a percentage of .85 of the club members. Out of the 96 members, 43 pupils served on program committees during the year, which was a percentage of .44 of the enrollment.

TABLE 9

CLUB MEMBERSHIP IN RELATION TO CLASS MEMBERSHIP

Club	Members	Percent of enrollment	No. taking part on prog.	No. helped make prog.
Junior Girls..	42	43.7	36	15
Boys' Service..	24	25.0	19	12
Nature Study..	30	31.3	27	16
Total	96	100	82	43

After the teachers began their efforts to integrate the activities of scouting and cubbing, the number of boys in those organizations increased noticeably as shown in Table 10.

TABLE 10

NUMBER OF BOYS ENROLLED IN SCOUTING AND CUBBING ORGANIZATIONS

Organization	1937 enrollment	1938 enrollment	No. of eligibles	Percent of members 1938
Scout Troop. .	12	22	28	.79
Cub Pack. . .	no org.	18	24	.75

The enrollment listed in Scout Troop Number 68, Beaumont Area Council, does not include boys who are of high school age. The percentage of membership in 1938 is

based on the number of boys of eligible age on or before January 1, 1938. Public sentiment as to the value of a cubbing program for boys between the ages of 9-12 inclusive was reflected in the participation of 21 adults in a Cubbing Training course.

The results of the faculty efforts to encourage recreational reading were reflected in the number of pupils receiving State Reading Certificates in 1938 as compared with the number receiving certificates in 1937. The State Department of Education requires a pupil to read twenty approved books for a certificate and twenty additional books for each seal that is placed upon the certificate. This particular reading program was used only in grades five, six, and seven.

TABLE 11

COMPARATIVE STUDY OF RECREATIONAL READING
1936-1937 AND 1937-1938

Enrollment 1936-7	Certif. 1936-7	Per- cent	Enrollment 1937-8	Certif. 1938	Per- cent	Percent increase
86	24	.28	96	62	.64	.36

Table 11 shows that during 1936-1937 only 28 percent of the pupils enrolled in the fifth, sixth, and seventh grades received a reading certificate or a seal. This was increased to 64 percent of the enrollment for 1937-1938, making an increase of 36 percent from one year to the next.

The effect of the new program was reflected in the

participation of pupils in school socials, assembly programs, and public performances. During the first month of school, a check was made in grades three to seven inclusive, to determine the number of pupils who had never taken part in school programs and during the last week of school another similar check was made to determine how far-reaching the teacher's work had been toward giving each pupil experience in appearing before a group. The results of these checks are shown in Table 12.

TABLE 12
STUDY OF PUPIL PARTICIPATION IN SCHOOL PROGRAMS

Grade	September 1937			May 1938		
	No. with- prev. partic.	No. without	Percent partici- pation	No. with	No. without	Percent of parti- cipation
III	18	21	.27	24	3	.89
IV	10	11	.47	15	5	.75
V	12	18	.40	19	7	.75
VI	19	18	.51	25	5	.83
VII	11	16	.40	21	8	.70

The tabulation made in September was based on "original entries" and the tabulation made in May was based on "final membership" determined by this equation: Membership = Original Entries + Re-Entries - Losses. Therefore the increase in percentage from September to May would not be an exact increase, but would be only an approximate increase.

As indicated in Table 13, the increase in percentage of pupil participation in school programs from .41 to .78

is explained in the fact that the majority of the programs presented required a large number of characters; for example, the presentation of the operetta, "Tom Sawyer", by the upper elementary grades, required fifty characters; and an operetta, "Sleeping Beauty", presented by the primary grades required seventy characters.

TABLE 13

SUMMARY OF STUDENT PARTICIPATION IN SCHOOL PROGRAMS
EXPRESSED IN PER CENT

Grade	Participation in September	Participation in May	Approx. Increase
III	.27	.89	.62
IV	.47	.75	.28
V	.40	.73	.33
VI	.51	.83	.32
VII	.40	.70	.30
Average	.41	.78	.37

Teacher attitudes.--The new elementary school program in Pineland was intended not only to produce more favorable attitudes on the part of the pupils, but also on the part of the teachers. Each elementary teacher was asked to score herself by checking "less", "same", or "more" in the regard to the following items: (1) use of textbooks; (2) use of supplementary materials; (3) use of field trips; (4) use of diagnostic tests; (5) use of achievement tests; (6) degree of planning; (7) professional reading; (8) summer study and (9) participation in professional meetings. Each of the seven teachers in the elementary school scored herself. The answers are tabulated in Table 14.

TABLE 14
STUDY OF CHANGES IN TEACHER ATTITUDES BASED ON
PROFESSIONAL PRACTICES

Professional practices	Less	Same	More	Prevailing tendency
Textbooks	4	2	1	away from
Supplementary material	0	2	5	toward
Excursions.	0	0	7	toward
Diagnostic tests. . .	1	4	2	same
Achievement tests . .	0	3	4	toward
Planning.	0	1	6	toward
Professional reading.	0	1	6	toward
Summer study.	1	0	6	toward
Professional meetings	0	0	7	toward

Table 14 shows that from 71 to 100 per cent of the elementary teachers have increased their practices in a manner to vitalize teaching both from the standpoint of the pupils and the teachers. The prevailing increases are in the use of supplementary materials, (71 per cent); extensive planning and professional reading, (85 per cent). A wholesome professional attitude is revealed in the 100 per cent membership in the Texas State Teachers Association, in the 100 per cent attendance at the East Texas Division Convention of the State Teachers Association, and in the 71 per cent attendance at the general convention of the State Teachers Association. Four members of the elementary faculty have directed discussions at meetings of the Sabine County Elementary Principal's Association.

In regard to summer study of the elementary teachers, Table 15 shows there has been an increase from 1935 to 1938.

The noticeable feature is the increase in number of those pursuing graduate work. The two elementary teachers who are of undergraduate level are required to pursue summer study in order to retain their positions. The ruling of the State Committee on Classified and Accredited Schools has not been a means to compel the two teachers of undergraduate classification to attend summer schools, as they were regular attendants before the ruling became effective.

TABLE 15

COMPARATIVE SUMMER SCHOOL ATTENDANCE OF
ELEMENTARY TEACHERS 1935-1938

1935		1936		1937		1938	
U*	G*	U	G	U	G	U	G
1	0	1	2	2	3	1	4

*U--undergraduates *G--graduates

The number of elementary teachers pursuing graduate study in 1936 represents a 200 per cent increase over 1935 and a 50 per cent increase over 1936; the number in 1937 represents 300 per cent increase over 1935, and the number in 1938 represents a 400 per cent increase over 1935 and a 33 per cent increase over 1937.

Each elementary teacher was also asked near the close of the year to render her opinion on the following items: (1) student cooperation; (2) parent cooperation; (3) discipline attitudes, and (4) civic attitudes on the part of

the students. As Table 16 indicates, each item was checked "less," "same," or "more" to show a comparative attitude with previous years. Only six teachers reported, as one teacher was new to the system.

TABLE 16
TEACHER OPINIONS OF PARENT PUPIL ATTITUDES

Attitude	Less	Same	More
Student cooperation. . .	1	2	3
Parent cooperation . . .	1	0	5
Discipline	0	2	4
Civic attitudes.	0	1	5

The teachers had no exact way to measure these attitudes. Observation had to be depended upon to a great extent. Student cooperation was judged by the assistance given in beautifying and keeping the classrooms and campus. Each classroom had committees to clean the blackboards, collect loose paper, and to water and cultivate the flowers in the boxes and beds. Monitors from the upper elementary grades assisted the primary teachers when passing the small pupils to and from the auditorium. Parent cooperation was rated by observing the increase in the number of classroom visits and in attendance at parent-teachers meetings.

Since this study was based principally on the program for 1937-1938, it is at the present time impossible to determine the effect of the program upon the success of the pupils in high school. However, much work of this type was done in the upper elementary grades during the years 1935-1937. The

music program for those years resulted in the organization of a high school chorus in 1937-1938. This organization was composed of 60 members, which represented 50 per cent of the high school students. A high school class in art was organized during 1937-1938. The number of pupils who wanted to enroll for art was so large that the enrollment had to be limited. The superintendent has reported that there is a great demand for a second year of high school art for the session of 1938-1939.

The superintendent has reported many changes in methods on the part of the high school teachers to conform with the newer practices in the elementary school. He also attributed the increased interest of the high school pupils in extra-curricular activities to the new type of experiences they have had in the elementary school.

Public attitudes.-- In Table 17 a marked increase was shown in parent cooperation as observed by the teachers. Each teacher kept a record of the number of classroom visits made by parents during the year. These visitors were classified as: those visiting once; those visiting twice; and those visiting three or more times. Each teacher made a check of those coming to make some kind of complaint.

The great number of visitations to the first three grades as compared to the number of visitations to grades four to seven inclusive, is a normal situation as the parents of smaller children are and should be concerned in assisting their children to become adjusted to school environment.

TABLE 17
TABULATION OF PARENT VISITATION IN CLASSROOMS

Grade	Visited once	Visited twice	Visited three or more times	No. of com- plaints on visitation
I	20	15	10	0
II	15	10	8	0
III	13	7	2	1
IV	8	5	3	8
V	5	7	4	0
VI	7	5	8	0
VII	5	3	2	1
Total	73	52	37	10

Of the sixteen visitors to the fourth grade, eight made some kind of complaint during the visitation. Table 7 showed that the greatest change in students occurred in the fourth grade, which would cause unstable conditions for both the teacher and the pupils.

The attitude of the public toward the school was further revealed in the attendance of parents at the meetings of the Parent-Teacher Association. At each meeting a prize was given to the room that had the greatest number of parents present. As indicated in Table 18, the report of the secretary of the Parent-Teacher Association showed the attendance of parents by rooms and by months.

Neither horizontal nor vertical totals would be correct for a total of individual attendants at the parent-teacher meetings, because a parent was allowed to vote in as many rooms as he or she had a child. The variation for attendance

in each grade from month to month is explained by the practice of having some class present a program at the parent-teachers meetings. Therefore, when a certain class performed, the attendance of parents in that room was greater.

TABLE 18

ATTENDANCE AT PARENT TEACHER MEETINGS FOR 1937-1938

Grade	Months								
	1	2	3	4	5	6	7	8	9
I	12	14	10	15	16	8	10	12	20
II	3	8	5	10	13	16	8	11	18
III	8	8	5	2	11	11	14	13	12
IV	3	2	1	1	2	3	5	8	13
V	8	5	6	9	8	5	5	9	6
VI	7	6	9	7	8	16	9	12	8
VII	5	4	3	6	5	8	3	4	8

The attendance of parents at the parent-teacher meetings was not the only manifestation of public interest. During the year 1937-1938, the parent-teacher association contributed two hundred dollars for the purchase of library books and supplies. Such contributions were significant in executing the school program, for the economic status of most of the families would not permit many of the pupils to furnish individual supplies for such subjects as art and music,

In order to determine public response to the new elementary school program, fifty patrons were interviewed, patrons from both the higher and lower economic levels. The aim of

each interview was to determine the parent-pupil reaction to the modified program in regard to (1) pupil difficulty; (2) amount of public criticism; (3) relative amount of home study; (4) pupil initiative in preparing assignments; (5) attitude toward fine arts; and (6) attitude toward the school in general.

As seen in Table 19 under item one relating to pupil difficulty with school work, 60 per cent of the parents interviewed reported that their children were experiencing less difficulty under the new program, 30 per cent saw no difference in difficulty encountered by the child, and only 10 per cent saw a more noticeable pupil difficulty.

TABLE 19
RESULTS OF INTERVIEWS WITH FIFTY PATRONS AS AN
AID IN MEASURING PUBLIC REACTION
TOWARD THE MODIFIED PROGRAM

Item	Less	More	Same
Noticeable pupil difficulty	30	5	15
Amount of criticism heard	35	2	13
Home study	28	15	7
Trouble in doing home study	15	14	21
Favorable attitude toward fine arts	8	30	12
Favorable attitude toward school in general	7	22	21

In item two as to the amount of public adverse criticism on the school as compared with previous years, 70 per cent reported having heard less criticism. This was interpreted as meaning that the school was criticized less after installing the new program.

In item three as for the home study, 56 per cent reported about the same amount of home study. These figures showed that the pupils did more work at school under the supervision of the teachers, thereby alleviating much criticism from the parents who complained because they had to help their children. This definite teacher supervision was reflected in the reduction of failures.

Out of the fifty answers concerning favorable attitude toward the fine arts phase of the new program, 16 per cent expressed a poor or less favorable attitude, 60 per cent expressed a more favorable attitude as compared with the fine arts work of previous years, and 24 per cent of the parents saw no change in attitude.

The question of favorable attitude toward school work in general revealed the following results: 14 per cent of the parents reported a more favorable attitude toward school work in general, 44 per cent saw a more favorable general attitude on the part of the pupils. Thus most of the parents recognized a more favorable attitude on the part of the pupils, which revealed an increase in the holding power of the school.

Effect of the Program upon the Holding Power of the School .

Any school program should be formulated and executed so as to increase the holding power of the school. The effect of the new elementary program in Pineland was studied on basis of the "losses" over a three year period. The following enrollment figures as given in Table 20 were obtained

from the superintendent's annual report to the State Department of Education.

TABLE 20

INCREASE IN HOLDING POWER OF THE SCHOOL AS
SHOWN IN ORIGINAL ENROLLMENT AND
FINAL MEMBERSHIP FOR THREE YEARS,
1935-1938

Year	Original entries	Re-entries	Losses	Net Membership	Per cent remaining
1935-36	265	11	63	213	80.4
1936-37	273	24	43	254	93.0
1937-38	218	40	59	199	91.2

Table 20 is not absolutely reliable in as much as Pineland, like many industrial centers, has a constantly "shifting" population. There was no convenient way of determining just how many of the "losses" remained in town and how many moved to other schools. The "re-entries" column gives the number of pupils who have been previously enrolled in some other school in the state during the year or who are re-entering after withdrawal or discharge from the same school. Out of the forty re-entries for 1937-1938 only two were re-entries who had been withdrawn or had been discharged from the Pineland school. The final enrollment for the year 1937-1938 was slightly below (1.8 per cent) that for 1936-1937, but considerably above (9.2 per cent) that for 1935-1936. This last figure may have some correlation to the decrease in pupil failures from 1936-1937 to 1937-1938 by 10.8 per cent (as shown in Table 5.) The percentage of average daily attend-

dance was greater during 1937-1938 than for previous years.

After making a careful study of the average daily attendance from 1933-1938, as indicated in Table 21, it was found that the increase was greater for 1937-1938 than for any previous year which might be attributed to the new program and new methods of teaching.

TABLE 21

INCREASE IN HOLDING POWER IN TERMS OF AVERAGE
DAILY ATTENDANCE FOR YEARS
1933-1938

Year	Average daily attendance
1933-34.	91 percent
1934-35	89 percent
1935-36	84 percent
1936-37	88 percent
1937-38	93 percent

Thus it was seen that with an increase in percentage of final enrollment (Table 20) and an increase in average daily attendance (Table 21) there was a decrease in pupil failure.

Achievement Status of the Pupils

Parents are usually concerned with the child's acquisition of facts. However, the mere acquisition of facts is contrary to the general objectives of the new elementary school program. Yet, a comparison of the achievement status of the pupils at the close of the year of experimentation with the status at the beginning of the year will show that the pupils gained in factual knowledge

in addition to having received some intangible benefits from an enriched curriculum.⁵ With this in view, the New South Achievement Test was administered in grades four through seven inclusive in September, and again in May. The test was divided into nine parts as follows: (1) choice of words; (2) knowledge of literature; (3) dictation; (4) reading vocabulary; (5) reading comprehension; (6) social studies; (7) knowledge of physical education; (8) arithmetic reasoning; and (9) arithmetic computation.

A comparison of the September and May scores is given in Table 22.

TABLE 22
COMPARISON OF SCORES OF NEW SOUTH ACHIEVEMENT
TESTS FOR GRADES IV-VII

Grade	Average scores		Gain	Norm for end of grade	Rank (col. 3-3)
	Sept.	May			
IV	25	31	6	35	4 below norm
V	28	37	9	45	8 below norm
VI	37	45	8	53	8 below norm
VII	43	49	6	59	10 below norm

Table 22 shows that at the end of the year, the fifth, sixth, and seventh grades as classes did not achieve the standard norm for those grades; yet, the final class scores showed that those classes made progress in achievement. The

⁵Paul R. Mort and A.I. Gates, The Acceptable Use of Achievement Tests, p.6.

fourth grade, as a class, ranked the standard norm at the first of the year, but was four points at the end of the year.

Summary

The above evaluation of the elementary school program was made from the standpoint of pupil attitude, teacher attitude, and public attitude. Since those attitudes showed an improved change, the program was certainly not a failure. Perhaps the 115-0 passage of a bond issue to erect a new school plant was a far reaching result of the new program

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

In view of the survey of local needs and of the plans to meet those needs, some very definite facts may be stated.

1. The discipline problems in the elementary school decreased from 55.3 per cent to 33.3 per cent. This revealed an increase of interest on the part of the pupils, as the "loafers" made up the discipline cases.

2. The study showed an increase of 86.5 per cent in the extra curricular activities pertaining to the Inter-scholastic League. This increased activity could be an explanation for a great decrease in the number of discipline cases. Further interest in extra class activities was shown in the participation of 85 per cent of the club members on programs in the various clubs. Also 44 per cent of the club members were given training in leadership by serving on club program committees.

3. An average of 77 per cent of the boys in the elementary school who were eligible for scout or cub membership were enrolled in those organizations. This represented an increase in the directed activities of the boys.

4. A study of the recreational reading program shows that 36 per cent of the pupils in grades five, six, and

seven read at least twenty approved books and received state reading certificates.

5. The study of pupil participation in assembly and public performances showed an increase of 37 per cent over the previous year.

6. Not only were pupil attitudes changed, but also the professional attitudes of the teachers were changed to less slavish use of textbooks, more use of supplementary materials, field trips, diagnostic tests, and achievement tests; more planning; more professional reading; summer study; and participation in professional meetings.

7. More favorable public attitudes were revealed in several ways; namely, increased classroom visitations, increased membership in and attendance at the parent-teacher organizations, increased attendance at school exhibits, and attendance at training courses for scouts and cubbers.

8. From the administrative standpoint, favorable results were shown in increases in percentage of final membership and average daily attendance; also a revealed pupil progress based on standardized achievement tests was shown.

Conclusions

The results of this study justify certain conclusions in respect to the installation of the new teaching philosophy and psychology and the use of the new educational methods and procedures.

1. Social conditions were improved by providing activities

whereby more pupils participated in similar group experiences.

2. Social-group misunderstandings were decreased through the activities of school clubs, the parent-teacher association, and the assistance of school musical groups at church services on special occasions.

3. Many children who experienced drab environment in their homes were led to bring touches of beauty to their homes by making artistic objects at school.

4. Children who had no opportunity to enjoy music were given a chance to cultivate a love and an appreciation of music.

5. The number of pupil failures was noticeably decreased, and the holding power of the school was increased.

6. Many pupils showed more civic pride.

7. Internal strife was lessened by planning experiences wherein there was less opportunity for discipline problems to arise.

8. More children were made happy in their school experiences.

9. The revised educational program did not hinder pupil progress from the standpoint of acquisition of facts.

Recommendations

From the standpoint of the above summary and conclusions the following recommendations are made:

1. That the program be continued and further evaluations be made, especially from the standpoint of the high school.

2. That the library facilities be increased to meet the needs of more pupils.

3. That the teaching and administrative staff study and know more exactly their needs so as to present them to such organizations as the Parent Teachers Association and the Lions Club.

4. That the teaching staff continue to keep abreast of the times by continuing with professional and general reading.

5. That the public be better educated as to the aims, procedures, and results of the program.

APPENDICES

APPENDIX I

DAILY SCHEDULE OF RECITATIONS AND ACTIVITIES GRADES V--VII

Hour	Time	Teacher A	Teacher B	Teacher C
8:30-10:00	90	Social Studies 7	Language Arts 5	Fine Arts Free Reading 6
10:00-10:30	30	Directed Play		
10:30-11:15	45	Math. 7	Math. 6	Math. 5
11:15-12:00	45	General Activity Period Choral Singing, Tues. General Assembly, Wed. Clubs, Thursday Health Instruction, Mon. Fri.		
12:00-12:50	50	Lunch Period		
12:50-2:20	90	Social Studies 6	Language Arts 7	Fine Arts Free Reading 5
2:20-2:30		Intermission		
2:30-4:00	90	Social Studies 5	Language Arts 6	Fine Arts Free Reading 7

Notes on Schedule:

1. During the 90 minute periods, a teacher may permit a class to have intermission.
2. The 90 minute periods may be divided for activities and drills as a teacher may determine.
3. The teacher of fine arts may vary the time allowed for free reading.
4. On Mondays the last period is cut to 60 minutes so as to allow teachers to attend parent-teacher meetings, general faculty meetings, or lesson-planning conferences.

TABLE 22

DISTRIBUTION OF SCORES ON NEW SOUTH ACHIEVEMENT TEST

Scores	Grade IV	Grade V	Grade VI	Grade VII	Total
65					
64	.	.	.	.	1
63	.	.	.	1	1
62	.	.	.	.	.
61	.	.	.	.	.
59	.	.	.	.	.
58	.	.	.	.	.
57	.	.	.	.	.
56	.	.	.	1	1
55	.	.	.	.	.
54	.	.	.	1	2
53	.	.	.	.	.
52	.	.	1	2	2
51	.	.	1	.	1
50	.	.	1	2	2
49	.	1	.	.	1
48	.	1	1	.	1
47	.	.	.	1	1
46	.	.	1	1	1
45	.	.	.	1	1
44	.	.	.	1	.
43	.	.	2	.	2
42	.	1	1	2	4
41	.	.	.	2	2
40	.	.	3	.	3
39	.	.	1	.	1
38	1	2	.	.	2
37	.	2	.	.	2
36	.	1	.	.	1
35	.	.	2	1	3
34	.	2	.	1	3
33	.	.	3	.	3
32	.	1	1	1	3
31	3	1	.	.	4
30	.	1	2	.	3
29	.	2	.	.	2
28	1	.	.	.	1
27	.	2	.	.	2
26	1	.	2	1	4
25	2	2	.	1	5
24	.	.	.	.	.
23	1	.	.	.	1
22	1	2	.	1	4
21	2	.	.	.	2
20	1	1	.	1	3
	7	.	1	.	8
Total	20	20	26	23	89
Median	22	31	38	44	33.7

APPENDIX II

DRAMAS.-- The culminating activities of some of the units which were taught in the fifth to seventh grades inclusive. The dramas were written and produced by the pupils with guidance from the teachers.¹

¹ Used with permission of the authors of the Pineland Elementary School. (These dramas have been copyrighted.)

DOCTOR CUREALL'S HERBENIA

Characters:

Doctor Cureall
 Lady Gardenia, Famous Dancer
 Professor Marco, Ventriloquist
 Christobell, Colored Orator
 Mademoiselle Bovenia, Another Dancer
 Professor Hobo, The Magician
 The Crippled Boy
 Thin Girl
 Fat Girl
 Thin Boy
 Fat Boy
 35 or 40 customers
 Two Helpers for the Doctor

The curtain rises as the orchestra plays any peppy popular number, and the orchestra may be composed of any number of children playing instruments. Doctor Cureall and his two helpers (two cute little girls attractively dressed in dresses and aprons that match) are on the stage with the orchestra. The medicine is lined up on a table at the center of the stage with the helpers standing at either side. The doctor, who is dressed in a frock tail coat, and a top hat, calls the people to come nearer as the orchestra continues to play until all the customers have entered from back of the auditorium. The customers have entered from the back in family groups, some as children and some as adults, and stand at the front and to each side so as not to obstruct the view. Everyone acts as if he were having a good and true medicine show fashion. As the last of the crowd gathers the orchestra stops playing and the doctor begins his speech in a sing-song voice.

Dr. Cureall: Ladies and gentlemen, I hold here in my hand one of the most wonderful discoveries known or unknown to mankind, Doctor Cureall's Famous Herbenia. Step closer, folks. Closer! Closer! The show is about to begin. I shall read to you a testimonial from one who has actually tried our medicine. (Reads Mr. Morris' testimonial)

"Dear Doctor:

I want to tell you how much your wonderful medicine has helped me. I was suffering from headache, toothache, earache, toeache, and heartache, and after taking only one bottle of your famous Herbenia I find that all my aches and

pains have completely disappeared. I find that life is really worth living once more. To insure against further aches and pains I am inclosing one dollar for which please send me another bottle of this wonderful medicine.

Sincerely yours,
M. B. Morris
Supt. of City Schools
Pineland, Texas"

And that, ladies and gentlemen, is what folks who have actually tried our medicine think of it. Now each and every one of you get your dollars ready, and the little ladies will pass among you with the medicine. Everybody take some home with you. It is absolutely guaranteed to cure all aches and pains or your money will be refunded. It makes slim people fat and fat folks all good-looking. Right this way to get your medicine. One dollar's worth of happiness in every bottle. Right this way folks. (Continues spieeling until one-fourth the medicine is sold. The customers have been divided into four groups, one group to buy each time the medicine is sold.)

Now, ladies and gentlemen, I want to present for your entertainment one of the world's most famous dancers. Two months ago when this little lady came to us, she could not dance a step, but after taking only three bottles of Herbenia she was able to dance as you shall see. Presenting Lady Gardenia. (Lady Gardenia enters right, dances, and sits at left. The crowd applauds. Doctor Cureall continues.)

And now, folks, you shall see and hear the famous ventriloquist and his dummy, Oswald.

(Professor Marco enters right apparently dragging his dummy, a smaller boy who slumps and shuffles along as if he were a rag doll being pushed. The professor sitsn center of stage in a chair placed there by one of the little ladies as the professor entered. The dummy sits on the professor's knee and imitates a ventriloquists dummy during the following conversation:)

Marco: Ladies and gentlemen, I want you to meet Oswald. Say "Hello" to the folks, Oswald.

Oswald: Hello, folks. (Squeaky voice with immovable lips)

Marco: All right, now you must be a nice little man and talk for all those people. See that big crowd out in front? Well look them over carefully and tell me who is the best looking girl.

Oswald: Who the best looking girl is?

Marco: Yes, who is she?

Oswald: Oh, I know already.

Marco: All right, tell us.

Oswald: Miss Alice Anderson, (Use some local name.)

Marco: Oh, do you think so? Now who is the ugliest man out there?

Oswald: Who is the ugliest man?

Marco: Yes, who is he?

Oswald: I know but I won't tell.

Marco: Oh, come on; be nice and tell us.

Oswald: All right, you asked for it. Mr. Murray Hall. I know a speech I want to say.

Marco: All right, let's hear it.

Oswald: "Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall,
All the King's horses and all the King's men
Could not put Humpty together again."

But I know what could.

Marco: What could put Humpty together again?

Oswald: Doctor Cureall's Famous Herbenia

Marco: That's all right, Oswald.
(Professor Marco bows as customers applaud and moves to seats at left.)

Doctor Cureall: And now ladies and gentlemen, I want to read you another testimonial.)

"My dear Doctor:

Before taking your famous medicine I was sometimes up and sometimes down, but since taking your medicine I've gone round and round. Years ago up in Arkansas I took some of it to improve my beauty, and boy, did it work! I got him all right. Lee Teetes proposes and of course we were married. I am now giving your medicine to my boarders; Mr. Parmer and Mr. Halbert, to improve their physiques.

I can never praise your marvelous medicine enough.

Yours truly,
Sister Ella Teets"

And that, ladies and gentlemen, only proves that what Mr. Morris said is really true. Now get your money while the little ladies pass out the medicine. (Doctor bally-hoos until second fourth of medicine is sold.)

All right, folks, all right. I wish now to present Christobell in a reading. Three months ago when she came to us she was unable to speak above a whisper, but after taking only one bottle of Herbenia, you shall see and hear what she can do. Presenting Christobell Pugh!

(Christobell reads any humorous selection in negro dialect. Bows amid applause of customers and takes seat to right.)

Ladies and gentlemen, I have with me another world famous dancer who two months ago was on crutches, unable to walk a step, but after taking only two bottles of Herbenia she was able to dance as you shall now see. Presenting Mademoiselle Bovenia!

(Mademoiselle Bovenia enters from right, dances, and sits at right. Customers applaud.)

Now, folks, I have another testimonial that I would like for you to hear and this is from none other than your own first grade teacher, Miss Mildred Everett.

"To whom it may concern:

Once I was as timid and shy as a blushing violet. I was unable to appear in public without my mother. But after taking only one bottle of Herbenia I find that I have an entirely new personality. I am now able to teach school in Pineland, Texas. I can never thank you enough for what your medicine did for me and I wish to pass the good word on to others.

Yours beyond a doubt,
Mildred Everett
First Grade Teacher"

Now step right up ladies and gentlemen, and get your medicine for only one dollar. One dollar's worth of happiness in every bottle. Absolutely guaranteed to cure all aches and pains or your money will be refunded. (The customers wave their bills around in the air, and the little ladies pass out the medicine.)

All right, folks, all right. It is my pleasure to present an internationally known magician, Professor Hobo.

(Professor Hobo enters from right, bows, and starts spelling. He is dressed in the same manner as the doctor.)

Hobo: Gather round, folks, and watch closely. The closer you watch, the less you see. You can plainly see that I have nothing up this sleeve, nor this one. Now will some gentleman in the audience lend me his hat? Aw, come on I'll return it. (A boy from the audience presents his hat that has been previously prepared with a rabbit, a lady's handkerchief, and a bottle of Herbenia. The objects are placed in the hat then covered with a piece of matching cardboard so that it can not be detected from the audience.)

All right, thank you, sir. Now I take the hat and place it thus, and with the magic wand above it we shall see what we shall see. Hokus Pokus, Caranogus. (And to the amazement of the customers he pulls from the hat a rabbit, a handkerchief, and a bottle of Herbenia. He bows amid the applause and seats himself at right.)

Doctor Cursall: And now, is there a lady in the crowd with a poor weak, undernourished girl? Bring her to the front and I shall prove that all we have said of the medicine is true. (Woman appears on the stage dragging a poor little girl who is pulling back, crying, and begging not to go.)

And now is there a mother who has a small son who would like to try our medicine? Please bring him forward. (Woman brings son who is likewise begging to be left alone. The doctor presents each child with a bottle of medicine, telling them to step aside and drink. Children leave the stage drinking. Immediately, there appears from the door through which the children left, a very fat boy and girl dressed as the children who left. The mothers exclaim over the wonderful improvement and ask the children how they feel, to which question the children answer "fine!" Mothers leave the stage with children as they each exhibit the wonderful muscular development.)

(Man on crutches emerges from crowd.)

Crippled Man: Say, Doc. Have you any more of that wonderful medicine?

(Doctor hands him a bottle from which he takes one drink, throws down one crutch, takes another drink, and

hands the Doctor the other crutch. Struts in front of crowd.)

"My, I feel fine."

(As the orchestra plays "Let Me Call You Sweetheart," the cast sings the following words:

Let's all drink Herbenia for it makes you strong,
Let's all drink Herbenia all the whole day long,
Keep some in your pantry and you can't go wron ,
Let's all drink Herbenia all the whole day long.

(Customers wave bottles of Herbenia in the air as they join in the last line of the song.)

Doctor Cureall: Each and every one of you be back tomorrow night for another show. We will have an entirely different entertainment for you, and be sure to bring along a dollar. Remember---Tomorrow night at seven.

(Curtain goes down on orchestra playing "Let Me Call You Sweetheart").

(Curtain)

About fifty medicine bottles that have been collected, sterilized and filled with red polly pop will serve for the medicine to be sold. Bottles may be of various sizes.

THANKSGIVING LONG AGO

Characters:

Priscilla Hane
 Bro. William Brewster
 Gov. William Bradford
 Ezekiel Cheevers
 Capt. Miles Standish
 John Alden
 Squanto and Indians (about 12)
 Puritan Congregation

Characters are all dressed in Puritan costumes---dark dresses and suits with white collars that may be made from paper. Indians are dressed in true Indian fashion.

Curtain rises on the stage set as a very crude Puritan Church of the Pilgrim days. Priscilla trips to center of stage, curtsies, and introduces characters in the following manner as they appear on the stage.

Priscilla: Hello, do you remember me? I'm Priscilla Hane who lived over three hundred years ago. Now if you will follow while I turn back the pages of time we will try to show you what our church services were like on that cool Thanksgiving morning years ago. May I introduce our minister, Brother William Brewster, who came over with us on the Mayflower. (Bro. Brewster enters dressed as a Puritan minister, bows, and takes his place in the pulpit.) Our Governor William Bradford, who served as governor for sixteen years. Our school master, Ezekiel Cheevers, a very stern master, too. Captain Miles Standish, the bravest soldier of all. John Alden, a very dear friend. Squanto, the white man's friend. And many others, but --Sh! here they come. (About thirty children enter, dressed as Puritan families, some as men and women, and some as children. They pass by the pulpit and shake hands with the minister then take their places in the pews, the men sitting on one side with the boys and the women and the girls sitting on the other.)

The services open with the hymn "Amazing Grace", the minister reading a verse and the congregation following in song as the minister slowly beats the rhythm on his book.)

Minister: Will everybody stand and join in that good old hymn, "Amazing Grace How Sweet the Sound"? Everybody sing.

(At the close of the song the congregation sits and the minister begins his sermon.)

Brethern and sisters, we have met here today on our fifteenth Thanksgiving to give thanks and sing praises for the blessings of the past year. Some of you remember that we left England because we could not force ourselves to worship as the king wanted us to. We first went to Holland, but we found that, although we could worship God as we pleased, we could not remain because our children were speaking the Dutch language and inter-marrying with the Dutch people.

We then steadfastly set our eyes toward America. We had to have money, but where could we get it? The Lord was good to us, and we were able to borrow enough from some London merchants, God bless them! to buy the Mayflower. We came over, a hundred and two of us, and landed at Plymouth, December 20, 1620.

Our first year was a hard one, and many of our number died. The rest would probably have starved had it not been for our Indian friends who taught us to hunt and trap game. (Indians who are standing over to one side nod approval to this statement.)

Our people have never suffered again the hardships that we suffered during that first winter. So we have set aside a day for Thanksgiving to God for all his blessings. Bro. Bradford, would you call to mind that first Thanksgiving years ago?

Brother Bradford: (Rises to feet and in a very dignified manner delivers this speech.)

Brother Brewster, as you have reminded us, that first winter was trying. Our people froze, starved, and contracted diseases until only half of them survived. But by the aid of Suanto and his friendly tribe we learned to farm these new wilds and the second year we made a good crop. God has been good and so I decided to declare a day of Thanksgiving. The men hunted game and the women cooked for almost a week. We invited the friendly Indians. About a hundred of them came very early in the morning. We went to the church and sang hymns and praised God for his blessings. Then after dinner, and what a dinner that was, we ran races and played games. We had such a good time that we stayed three whole days. So as you remember, the first Thanksgiving was really three days long. Since that time each November we have met here to thank God for the blessings for the past year.

Brother Brewster: Thank you, Bro. Bradford, thank you.
 May we always give thanks to God for his many blessings.
 The Tidy man will please keep the children awake so that
 tomorrow when Master Gheevers asks them questions about the se
 sermon they will be able to answer readily. (The Tidy man
 who is seated on a high stool at the back of the Church
 taps the sleepy children on the head to keep them awake.)

I have chosen for my text today the following verse
 from Psalms: "In everything give thanks, for this is the
 will of the Lord concerning you."

Now let us sing. Congregation will please stand.
 Sister Prudence will you come to the hapischord? (They all
 join in singing "A Child's Thanksgiving," Our Music,
 Foresman, page 19. The Minister reads a verse then the
 people sing as before.

Curtain

THEN AND NOW

Characters:

Mrs. Brown
 Mr. Brown
 Henry
 Henrietta
 Susan
 Aunt Matilda
 Mrs. Rainwater
 Mr. Rainwater
 Mail Carrier
 Uncle Jack
 Aunt Jemima
 Samuel

Living Room of a Pioneer Home, 1833

Scene 1

Mrs. Brown: The weather is dreadful outside. The snow has fallen all night. I'm afraid the mail carrier will not get here today. I do hope we hear from our people in Texas.

Mr. Brown: I can't see why brother Joe wanted to take his family to that wild Mexican province of Texas. No Texas for me!

Henry: We ought to get our newspaper from Nashville today.

(Aunt Jemima enters with plate of cookies and uncle Jack comes in to mend the fire.)

Henrietta: Good old aunt Jemima.

Aunt Jemima: Bless yo' little heart, honey! I nose yo' will lak my cup cookies.

Uncle Jack: Yep, dat's de resin case I married Jemima. She could alles make sich good cookies.

(stamping is heard outside)

Samuel: (Looking out the door) Oh, ma, the mail carrier is coming.

Aunt Jemima: Fer Heben's sake. Let me scamp.

Mr. Brown: Come in, Squire. Ain't you about to freeze?

Squire(Mailman): Sho' am Deacon.

Mr. Brown: Have a seat.

Mrs. Brown: Susan, tell aunt Jemima to bring Mr. Squire some cookies and coffee.

Henrietta: Oh, aunt Matilda ought to get the cookies for Mr. Squire. He's a bachelor.

Aunt Matilda: For Heaven's sake! Shut up!

Squire: I believe you got some mail. A paper and a letter.

Children: Hurray!

(Mother takes letter and reads it. Children exclaim once in awhile.)

Dear Brother Jim and Family:

We have had a terrible winter. After the crop failure last year so many of the people have died of disease, starvation, and cold that only a few are left in Texas. So far we have managed to have enough to eat, but one of our neighbors has been living on wild mustang meat. Last week the Indians raided the house not far from us, and later burned it to the ground. The poor family saved nothing.

We hope you are enjoying life. We will try to stay here a while longer to see if times won't be better.

Your brother Joe

Henry: Pa, read us some news.

(Pa Brown begins to read and talk)

Mr. Brown: Well, by golly, I knowed old Hickory would do it.

Children: Do what, Pa?

(Mr. and Mrs. Rainwater knock at door. They are asked in and invited to be seated.)

Mr. Brown: I just got the newspaper. I knowed old Hickory'd lay down the law to the people that the protective tariff was taxing the South too much.

I see here where the state of South Carolina is trying to secede from the union because she believes the tariff is unconstitutional, and not for the general welfare of the people. Hayne said "the states have the right to decide over a question when the states wanted to nullify." Webster said "the supreme court has the right to decide!"

Mr. Rainwater: I think neither is right about the supreme court or the states deciding on questions like that.

Mrs. Rainwater: I agree with you, Pa.

Mr. Brown: There's one thing I like about old Hickory and that is that he doesn't want to do away with our slaves. I just believe we ought to keep our slaves because we paid for them.

Henrietta: I think we ought to keep aunt Jemima.

Mrs. Brown: Henrietta, shut up!

Mr. Rainwater: I think you are right, Pa Brown.

Mr. Brown: I see where Texas is about to get her independence from Mexico. I sure will be glad. I also see where the West is using six shooters to conquer the Indians. I notice here where they have invented multiples plows to plow their crops.

Mr. Rainwater: I think it is time for them to invent something.

Mr. Brown: I see where the merchants and others are wanting internal improvements such as removing dead trees and snags from rivers.

Mrs. Rainwater: I think we need internal improvements right here in Tennessee.

Mrs. Brown: So do I.

Mr. Brown: (Still reading the paper) Henry Clay settled the Missouri Compromise, and is trying to settle the slavery question now. I see here where he has proposed a compromise tariff. He's not going to free my slaves! I don't know what people will do. So many people have lost their money in the bank failures.

Mr. Rainwater: I'm sure glad my money wasn't lost.

Mrs. Rainwater: Oh, you need not worry, you didn't have any.

Mr. Brown: I was reading just then about the Indians in the West bothering the people but I don't guess they will bother them any more since they have invented the six shooters. I see where public lands are being sold every day in the west.

Mr. Rainwater: Im not going to buy any land.

Mrs. Brown: No, and Pa isn't going to, either. If we didn't have much land we might buy some, but we have enough for ourselves.

Mr. Brown: Prohibition is being moved back in. Maybe we can drink some liquor, Mr. Rainwater.

Mrs. Brown: Now, Pa, you know you don't need any liquor.

Mrs. Rainwater: No, they don't need any liquor at all.

Mr. Brown: I see where the department of education is going to establish more schools. I hope they do; so we can educate all our children.

Mrs. Rainwater: (rising) Well, we have enjoyed the news, but we had better be going now.

Mrs. Brown: Oh, do come back again when you can stay longer. (Shake hands all around and depart.)

Children: Ho, look at the sun. Let's go out and make a snow man.

Scene II

Characters:

Mr. Brown
Mrs. Brown
Nancy
Patsy
Betsy
Harry
Geneva
Butler

Three girl friends: Beth, Betty and Lucy

The living room of a modern family, 1938

(The Brown family is seated around the fireplace talking. The ground is covered with snow. Mrs. Brown is sewing while the father is reading. The girls are playing cards.)

Mrs. Brown: Father, do you know that it hasn't been long since the Texas Centennial celebration?

Nancy: Oh, that's right. Didn't we have a grand time when we went to the Centennial?

Patsy: Times certainly have changed since Texas gained her independence. Father, get down the old diary and read to us.

Father~~B~~. All right, Geneva. (Maid comes in.) Bring in the old diary.

Geneva: All right, sir.

(Father begins to read from the diary the old letter(same one used in act one.)

Harry: Oh, I sure am glad things today are not like they were a long time ago.

Betty: Just to think! We have cars, highways, radios, schools, and many other things now that they didn't have them.

Betsy: Isn't that the truth?

Beth: Sure am glad I didn't live a hundred years ago.

Harry: So am I.

Mr. Brown: Oh, here comes the paper. (Butler brings the paper and hands it to Mr. Brown. Mr. Brown reads)
Well, I see where the Social Security Act is to go into effect.

Harry: So they finally agreed on that. Goody, I won't have to worry about old age, now.

Betty: Oh, Father, what does it say about the war in China?

Mr. Brown: The Japs have made another air raid on Shanghai. Hundreds were slaughtered in cold blood murder. Wonder if that war can go on forever?

Harry: What are the Duke and Duchess doing, Pop? I heard they were coming to America.

Mr. Brown. It seems that they have changed their mind about that little problem. They have postponed the trip indefinitely.

Geneva: (entering carrying tray) Here is some lemonade and cookies.

Betsy: Oh, how nice. (Children eat and drink while they discuss the show.)

Patsy: Let's go to the show tonight. They are showing "Stella Dallas!" I've heard it's grand. Have you seen it?

Beth: No, I haven't and I'd like to.

Lucy: Let's go out for a snow hike now. We can discuss the show when we have seen it. (All the girls and Harry leave.)

Mrs. Brown: O, hear, haven't times changed since 1836?

Mr. Brown: Yes, just think how many more advantages our children have now than children of those days had. How would you like to see a matinee?

Mrs. Brown: Fine, I'll get my hat and coat.

Curtain

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