THE HISTORY OF THE DEVELOPMENT OF PUBLIC SCHOOL MUSIC
IN TAYLOR COUNTY, TEXAS

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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CHAPTER I

THE BEGINNINGS OF THE SCHOOLS

Description of the county.--July, 1878, was the date of the formal organization of Taylor County, according to a history of the county written by D. G. Hill, county judge, in 1922. The census for the following year showed a population little over four hundred. Buffalo Gap was the only town, and it was made up of a few stores and a post office. The mail was brought in an old stage-coach from Eastland via Bell Plains in Callahan County. Abilene began as a tent city in December, 1880, with the coming of the Texas and Pacific construction train. The first passenger train came in the February following, and lots were offered to the public for sale in March, 1881. The following year Abilene became the county seat. Life in that day was of a pioneer nature. The people were greatly concerned with raids from Indians, outlawed white men in Indian disguise, and rough-riding cowboys.

Description of the early music.--A popular form of music in that day of living upon the open range was the song of the cowboy. His plaintive melody might be heard around the campfire or as he followed the herd from one watering place to another. Many times his accompaniment was played on the
Another simple type of music, which had a definite use, was gospel songs at church meetings. Various old-timers tell about traveling many miles in wagons to mingle their voices in singing the old hymns to reed organ accompaniment. The meetings at the church were not frequent, however, for they depended upon the visit of the preacher who traveled from place to place on horseback.

**The singing school.** The first of any formal education in music that can be found from the records or from the memories of those who were present at the time was the singing school. One ranch in the Blair community has files in which records were found of all important events of the school and community life. These files relate the coming of the singing school regularly every summer. Shaped notes were taught from hymn books. At the end of the course, a certificate was given to those who graduated. The teacher of the school then moved on to the next engagement.

**Community singing.**—At the same time, a popular form of entertainment was the gathering of the community for "singsings" at the church on Sunday afternoon or night. Here, by use of shaped notes and ability to sight read, a merry time would be enjoyed. The singers joined in spirited, scintillating tunes, which had a pronounced syncopation of rhythm. The songs were principally of religious text. Many rural
communities hold similar "sings" regularly even at the present time. In many places, the people show more enthusiasm for this type of music now than ever before.

Statement of the problem. The following are the problems to be considered: how the study of music was first introduced into the public schools of Taylor County; through what steps the work increased in efficiency and scope; and how the present course of study contrasts with the first attempts. The contrast is made as to: efficiency of methods; superiority of materials; training of teachers; and, most important, the measurement of results of public school music training in the life of the entire community and of the children who participate.

If music has not advanced noticeably in the forty years during which it has been in the curriculum, it would be reasonable to doubt its worth in the time and money employed in its behalf. Conversely, if advancement is apparent as indicated by the musicianship of the general public, then the combined efforts of all concerned will not have been in vain.

The final phase of the problem is: what are the weak points in the course of study as a whole which may be enriched, and what is the most effective way in which to do this? How can the years ahead accomplish in the schools a higher standard of musical workmanship? Schools today, especially in the
rural communities, have a rather low standard for music education. A small amount of money is spent, teachers are poorly prepared, and organization is weak. The result is a very small contribution of music to the needs of the community. Very little is carried over in a musical way from the school into the church, Parent-Teacher Association, or clubs. The music which is used is of a simple and unsatisfying type.

Statistics of the county.—Taylor County has grown in population from four hundred in 1878, to 44,147 in 1942. There is a scholastic enrollment of 2,141 in the public schools of the county. The area of the county is nine hundred eight square miles. According to the figures of the United States Bureau of Census for 1941, the State of Texas covered 263,644 square miles and had a scholastic enrollment of 1,549,443. The five largest towns in the county are:

<table>
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<th>Town</th>
<th>Population</th>
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<tr>
<td>1. Abilene</td>
<td>30,000</td>
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<tr>
<td>2. Merkel</td>
<td>880</td>
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<tr>
<td>3. Tuscola</td>
<td>260</td>
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<td>322</td>
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¹Texas Almanac, 1941-1942, Dallas Morning News, Dallas, Texas.
The principal industries of the county are: cotton raising, gas and oil production, and the making of consumer goods. The most important industries in Abilene are: creameries, food-processing plants, brick plant, feed mills, and garment factories. At the present time, an army camp is located at Abilene and an air base at Tye. These government projects account for hundreds of children being brought into the schools of the county, in addition to the normal enrollment.

**Purpose of the study.**--It is the purpose of this study to recognize and give credit to the efforts that were made to introduce public school music to a county which had not known its value before. At that time, the only music available to the school children was outside school hours, and was taught with very limited materials. However, many teachers saw the need of stimulating cultural values which were foreign to the minds of the majority of the people prior to that time. The teaching of music was added to the full teaching load, without hope of reward except that of ultimate gain for the pupils.

**Difficulties encountered.**--One great handicap to a desirable situation in music education is the difficulty of securing musically trained teachers. There are two principal reasons for this. The first is the lack of money to pay salaries attractive to well-trained teachers of music. The
second is that during the present emergency, teachers of all subjects are fewer than in normal times. Because of the latter condition, teachers are required to teach more subjects than are usually required. In some cases, music is set aside or given to teachers who are not musically trained.

The meager background for music which the children had in the early days is another factor which made the introduction more difficult and, by comparison, its accomplishments outstanding. The first type of music used in the schools was group singing. By this method, children learned the art of singing together. They received a feeling of unity and comradship with those their own age and experience. This is a principle which is no less valuable today. They learned the songs which could be carried into every day life; this is a use for which music will always be effective. Those early teachers who worked under unfavorable conditions of poor equipment, limited background of the children, and small amount of training themselves built better than they realized. They stimulated a desire for this new subject by making it enjoyable and attractive to those participating; thus was made possible a more efficient course of study.

Introduction of public school music in America.—The history of public school music in America goes back to its beginning in Boston in September, 1825, according to a history
written by Louis Elison.² This was in the Boston Academy of Music, founded by the Musical Fund Society, which had been responsible for bringing to Boston many noted musicians. The Academy opened with twenty-five pupils, but failed after six financially unprofitable years. It was finally established in 1833. William C. Woodbridge, a substantial citizen and musical enthusiast, had returned from Europe and brought with him definite ideas about introducing a more artistic manner of singing the psalms than the more awkward way which had been used. For more than a century the only type of music was the psalm-singing of the Pilgrims. The manner of singing had been the same as that used in England and the European countries from which they had come.

Woodbridge found a comrade in Lowell Mason, who had long been a teacher of singing in New York. Mason was also president of the Handel and Haydn Society and had written many songs for church use. Woodbridge and Mason accomplished in 1847, the first successful experiment in public school music education in the schools of Boston. This was done by overcoming a severe public prejudice against music in the public schools. To do this, it was necessary for the two men to work without pay from the Boston school board. They donated books,

instruments, and even tuition to the schools.

Lowell Mason has been known ever since that time as "the father of American church music." This title originated because of his efforts with the public schools and the work he did with the Handel and Haydn Society. The Academy sent out teachers at once to all parts of the country who took with them the new idea of placing music in the regular curriculum of the public schools. This new way of thinking spread very rapidly.

**Aims of the study.**—Before looking ahead of present day conditions to see what might be done to enlarge the program already begun, one must ask: what is to be accomplished, and what are the aims toward which to work? Three principal objectives are set down by Osbourne, formerly director of the Department of Public School Music, Northwestern University; Otto Miessner, chairman, Department of School of Music, School of Fine Arts, University of Kansas; Edward Bailey Birge, professor of Public School Music, Indiana University; and Mabel Bray, Director of Music, New Jersey State Teachers College, Trenton, New Jersey, in the book *Music in Rural Education*:

(1) That music shall make the child happier and more sensitive to beauty; and as a socializing force, shall enable him to adjust himself more sympathetically to his environment. (2) The material and plan of
study shall offer exploratory opportunities. The teacher and parent may thus discover the latent musical capacities and interests of the child. (3) This organized experience shall set up influences which will serve the child as recreational, cultural, avocational, and vocational guidance in the development of his ultimate relationship with music.3 These aims are better expressed in the direct words of these authorities than any that the writer could use. With ideals such as these toward which to work, the result would be sure to bring about a greater, more effective course of study. The small schools, especially, fall below this standard today because of more limited equipment, background in music for the children, and training for the teachers.

Much depends upon the attitude of the teacher as to whether or not music is to be meaningful and a beautiful experience for the children. It is within reason to expect that a child will be willing and eager to accept any study presented in this way. Occasionally a pupil may come with an attitude of dislike for music and musicians because of a prejudice expressed by the parents. He will not long hold this view when faced with a stimulating and attractive group into which he is allowed to be drawn along. The most important thing is for the teacher to have a deep realization for

the value of music. Even the handicap of lack of music training of the teacher can be overcome. If the instructor realizes that music has something which is fine and broadening to the lives of all who participate, it would be possible to arrange time for a music class even in the most crowded schedule.

It must be kept in mind that educators are not striving to produce professional musicians. Instead, it is the aim that all should feel the elevating influence of music, even from the least talented to the most gifted in the class. The pupils should feel pleasure in participating. They should learn a sufficient number of beautiful songs that may be carried into every day life. Pupils should be taught to discriminate between music of the most value and that which is not worthwhile, and to choose the better. If this is accomplished, then the efforts involved have not been in vain.

Sources of data.--The material for this study was necessarily gathered chiefly by personal interviews. A questionnaire was prepared covering the information desired and taken personally by the writer to at least one teacher in each school. In many cases, the aid of more than one person was necessary to acquire the information. The teacher of the intermediate grades would not know much about the primary work, and in that case, the primary teacher would be questioned.
Sometimes the music teacher in the school had not been in the school the entire time during which music had been taught. In such a case, some prominent citizen would be able to recall the facts. Superintendents were consulted to verify the statements of the teachers and to give the administrative viewpoint of the matter. All of this data was checked in the office of the Superintendent of Education in Taylor County, Tom MaGehee. Superintendent MaGehee has been in this office since the introduction of music in the county.

The County Supervisor of Rural Education, Kate Causseaux, also aided greatly in supplying information of the early developments of the course of study.

In Abilene, the data gathered regarding the development of public school music in the grades were obtained from the Director of Music Education. The facts regarding the music taught in the high school were furnished by the high school music teacher. The information regarding the band work in all of the schools in Abilene was received from the band director. All of these instructors have been in their present positions since the introduction of music into the Abilene schools.

A brief history of the county was found in a publication called The Buffalo Trail. This was a year book of the small schools of Taylor County, published each year since 1914.
The Texas course of study for the teaching of music was studied for aims and objectives. This was found in a bulletin published by the Department of Education, Austin, Texas, in 1935. This course of study was officially adopted in the county.

Some references on the history of the beginnings of public school music in the nation were used. *A History of American Music*, by Louis C. Elson, gives a good account of the struggles through which the pioneers progressed to give music in the public schools its start in the eastern states. McConathy, Miessner, Birge, and Bray show in their book, *Music in Rural Education*, how the conditions of the teacher in the small school can be met to give the best in music education to children with few advantages.

A map was secured from the county surveyor which showed authentically the location of each of the schools. The map was published by the State Highway Department in 1942. The *Texas Almanac* was used for figures concerning the statistics of the county.

The schools at the present time.--There are twenty-four schools at the present time in Taylor County. There are only two schools in this list not in existence at this time: New Hope school consolidated with the Abilene schools in February, 1943; and Butman school closed after a few weeks of the same.

4. Elson, op. cit.
5. McConathy, Miessner, Birge, Bray, op. cit., p. 100
school year and the pupils were transferred to Merkel.

The schools at the present time are:

1. Wylie
2. Butterfield
3. North Park
4. Tuscola
5. Merkel
6. Buffalo Gap
7. Tye
8. Elmdale
9. Hamby
10. Ovalo
11. Rogers
12. Shep
13. Valley Creek
14. Pleasant Hill
15. Colony Hill
16. Trent
17. Blair
18. Butman (now closed)
19. Potosi
20. Bradshaw
21. Lawn
22. New Hope (now closed)
23. Cross Roads
24. Abilene
CHAPTER II

BEGINNINGS OF TAYLOR COUNTY SCHOOLS

Buffalo Gap.--The first school in Buffalo Gap was a Presbyterian college, established in 1882. This college had many hardships and the administrators made a desperate effort to perpetuate the institution. The chief problems which confronted the school were: first, having to depend upon donations from the Presbyterian Church for money on which to operate, not having the benefit of State aid; and, second, being forced to draw its enrollment from this sparsely settled country. The charter was obtained and established by Alpha Young and A. J. Hayes. W. H. White became the first president in 1886, and was succeeded by J. M. Wagstaff, a leading attorney of Abilene and a prominent legislator. The presidents of the college, in the order of their service, were: W. H. White, J. M. Wagstaff, John W. Melton, E. W. Doran, John Haynes, John Collier, and J. D. Ellis.

The college was discontinued in 1895, after a fire had destroyed the girl's new dormitory. The school continued as a public school with J. D. Ellis as the first principal. The school building now in use at Buffalo Gap was erected of the same stone blocks that were used in the original college building.

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Trent.--The second oldest school in the county is Trent; it was organized in 1887. School was taught in a tent for three short terms. The first building was a box-like structure eighteen by twenty feet. The first school issue was voted in 1905, and a two-story building was erected. This served until 1915, when the building was burned, after which school was conducted in various churches. That year, 1915, the curriculum was enlarged to include the eleventh grade. The present three-story building was erected in 1917.

Potosi.--The history of the school at Potosi goes back as far as 1887, when the education of the children of the community was begun in a private home. The school was then known as Lytle Cove. The winter of the same year, 1887, a small building was erected. The school grew slowly at first then more rapidly until 1911, when another teacher was employed. The first public school in the original Potosi district was taught by Susie McLemore in 1897, in the Methodist church. In 1904, two teachers were employed; and the two schools, Lytle Cove and Potosi, were consolidated in 1916. Since Potosi had become independent some years before, the new school took the name Potosi Independent District.

Hamby and Wylie schools.--Hamby and Wylie schools began the same year, 1888. Wylie was known then as "Sambo" and Hamby was called "Melrose." A part of what is now the Hamby
district was organized by the Commissioner's Court, along with fourteen other districts in the county in that year. The first building was as well equipped as was possible at that time. Teachers were very hard to find in those days, as the old-timers tell. Finding citizens to serve as trustees was also difficult, but the community finally succeeded in securing the services of W. R. Whitesides. He employed Myra Selfridge, his sister-in-law, as the first teacher.

In 1906, school district number one, known as Hemby, was formed from parts of Melrose and Round Mound districts. In 1916, a greater consolidation took place for the purpose of enlarging the educational facilities. This was the union of the Melrose district, in Taylor County; Hemby district, partly in Taylor and partly in Jones County; the Round Mound district, in Jones County; and a part of the Laham district in Callahan County. A bond of seventy-five hundred dollars was voted and the tax increased to fifty cents. A four room, well equipped, brick building was erected. Progress was slow for a time because of difficulties caused by the large consolidation. Later, these difficulties were overcome and the school progressed rapidly.

Wylie school was called "Sambo" because of a little post office of that name near the school. The material for the first school building which cost one hundred ten dollars was
donated by W. S. Shaw and L. C. Round. The ground for the location was given by M. V. Wylie, the woman for whom the school was named. W. D. St. John and other patrons built the house without charge. This first building was very meagerly equipped. The first teacher was Georgia White.

The first consolidation was with district number seventeen in 1892. In 1915, a fifty cent tax was voted by the people of the district, and also a bond of twenty-four hundred dollars. Then a well equipped, two-story, frame structure was built, consisting of three classrooms, an auditorium, and several small rooms to be used for cooking and sewing classes.

Tuscola.--Tuscola was founded during the year 1889. For the first few years, the school sessions were only from three to five months. It was furnished with a teacher's desk, a long writing table across the back of the room, and a long bench without a back. About 1896, the eastern part of the valley was being settled more rapidly than the territory around the foot of the mountain where the school was located. It was thought wise to move the school toward the business part of the town. The school was erected on land donated by J. L. Graham, a man who had great interest in the school. Two teachers were employed; and, in 1900, another was added.

At this time a two-story frame building, financed by public subscription, was erected. In 1912, the Abilene
Southern and the Santa Fe Railroads were built through the valley, and the people moved toward the junction. This was an ideal location for farms as it was in the most fertile region. After eleven years of progress, it appeared that a new building was needed. The Santa Fe Railroad donated five hundred dollars in cash and a plot of land for the new school building. This building had four large classrooms and a well equipped auditorium. A teacher of expression was employed the same year, 1917. The first graduating class consisted of seven girls.

Shep. The Shep district was organized in 1890. This was one of the largest districts of the county, located in the southwestern section on the line of Nolan County, and was first known as Spring Creek as it was located near the creek of that name. The first building was a one-room structure about twenty by thirty feet, which was paid for by contributions from various citizens of the community. In 1913, Spring Creek was consolidated with Shep, which had been named for the village where it was located. The tax was increased to fifty cents and contributions were made; no bonds were needed to build a modern, four-room building one-half mile north of Shep village. In 1916, a well was drilled on the school grounds for drinking water and a library, maps, and charts were added to the equipment.
Ovalo.--Ovalo began in 1892 with a one-room roughly constructed building of about fourteen by sixteen feet. It was located east of Bald Eagle Mountain on the property of A. B. Britton, who had deeded five acres to the district for school purposes. A few long benches were made by the patrons of the school. In the center of the room was an old wood-burning stove, and drinking water was hauled in a barrel from a tank.

The district had a very small school tax; about thirty-five pupils were enrolled in the first school. The district was much larger than it is today because of a later division of the district.

A new building was erected in 1909, by means of an eight thousand dollar bond and a tax increase. The work began in 1910, with four teachers in charge.

Pleasant Hill.--The beginning of Pleasant Hill school district was in 1893 and was named "Little Elm" after the consolidation of districts twelve and thirteen. In 1894, the location of the Abilene-Merkel highway was chosen where it is today. In 1900, the patrons raised money to build a one-room building and chose the name "Pleasant Hill." To raise money for the equipment in the new building, a box supper was held. There was such a small number of chairs that it was necessary for the guests to sit on boxes. Another room was added in
1911.

Butman.--The Butman territory was separated in 1894, from the White Church district. In the summer of 1895, the old fashioned, one-room house was built by donations from interested patrons. A teacher from Kansas, Oscar Templin, was employed with the understanding that he would help build the school in the summer. This he did without pay, except for his board and room. The school was named Butman because of its location on the Butman ranch which consisted of eleven hundred acres of agricultural land and pasture range, and because of Sam Butman's interest in the school.

The building was twenty feet by thirty; the equipment consisted of: "Patent" seats, meaning that they were not home-made; a table and one chair for the teacher; an eight-foot bench for visitors; black boards; and a large wood-burning stove. The first term of school lasted six months, and the teacher was paid sixty-five dollars a month.

In 1908, the school was moved westward a short distance to its present location. Twelve additional feet were added to the building and a bond of twelve hundred dollars was voted at this time. It was then made into a two-teacher school.

Bradshaw.--Bradshaw school district number twenty-four was organized in 1894. About 1900, the village came into
existence and was named Bradshaw for a pioneer of that section. The school was then moved to the town and was given the same name. There were too many pupils for the two teachers and some of the senior pupils were used to teach the fourth grade work. The next year, 1911, the district was enlarged by the County School Superintendent, E. V. White. A bond of thirty-five hundred dollars was voted and the tax increased twenty-five cents. A three-room, well equipped, brick building was then erected and was ready for use by September, 1912. The principal of the school was George H. Templin during 1915-1916, when music was first introduced into the school.

Blair.--In May, 1897, Blair district was organized as district thirty-two and was called "Center Point." The first location of the school was a mile southeast of its present site. The school was moved to its present location when the Santa Fe Railroad was built through Blair in 1909. In 1913, Blair was consolidated with Deerington, a school located about a mile and a half to the northeast. A new building was then erected on the Blair grounds. A bond of twenty-six hundred dollars was voted and the tax increased to twenty cents. It was then possible to build a four-room school building in the fall of that year. By 1917, the tax was increased to fifty cents and the school was eligible to receive State aid.
Elmdale.--Elmdale was organized in 1895. By 1899, some changes had been made in the size of the district. A portion of the territory was allotted to Hamby and Colony Hill. A small section of Calahan County was added to the Elmdale district for school purposes. No school building had been erected, however, at this time.

Cross Roads. The Cross Roads school was organized in 1904. It was called "Grant," in honor of a man who had shown great interest in the school. The surplus territory became part of Cross Roads when the Caps district became independent in 1904. The first building was a rough, one-room structure. A man named Craig was the first teacher. Some additional territory was gained in 1908, when Tye became independent and a change was made in the location of the school. This was a very simple task, as described by a farmer who remembered seeing the change himself. The building was pulled by horses and some of the patrons during one night to its new location. The next day the classes were resumed without missing any work in school.

The new site was at the intersection of two roads, the school took this obvious name which it has had ever since. About 1913, a better building was erected by contributions of the patrons. It had only one room and a porch. At this time, one acre of land was appropriated for the school grounds, but
more land was added later.

**Colony Hill.**—Colony Hill school stands on land which was donated in 1895, by W. M. Alsobrook and dedicated for religious and educational purposes. The deed was never recorded as it was taken back to Tennessee by a man named Sam Smith. Later, the land was purchased from Alsobrook by Elliott who again deeded it to the school. Funds for the new building were donated, and the work was done by: M. M. Clack, J. B. Clack, F. I. Murray, and Henry Reynolds. In 1900, through the interest of some citizens the building was partly improved and rebuilt; but it was still unsatisfactory in ventilation, lighting, and heating.

**New Hope.**—New Hope school, which is not in existence at the present, was organized in 1905. It was located on the county line between Taylor and Jones Counties. The school was built by labor and contributions of the patrons. The name was suggested by W. J. H. Ellis, a minister at that time. The records show that in 1910 there were four schools in what was then known as the Little Elm district. Little Elm (number one), Pleasant Hill (number two), New Hope (number three), and Pecan Grove (number four) were the four schools in this small territory.

In 1913, the Jones County land was withdrawn and New Hope consolidated with Pecan Grove. The two buildings were
moved a mile and a half west of the present location of the New Hope school. Prior to this time, each school had been having two or three months sessions, with twenty-five or thirty pupils in the care of one teacher. At this time, the terms were lengthened to six months, with two teachers employed for all grades.

**Tye.**--Tye is a little village nine miles west of Abilene on the Texas and Pacific Railroad. It began under the name of "Tebo," but the name of Tye was given it later in honor of John Tye, a popular minister of the district. The first school building was a one-room structure, built by donations of the patrons. The building was poorly equipped; improvements were made from time to time and paid for by interested patrons. The district became independent in 1908. The size was then decreased by allotting a portion to the Cross Roads school.

At this time, a four thousand dollar bond was voted and taxes were increased. A more modern, two-story, frame building was erected in this year, consisting of four large rooms and a well equipped auditorium. E. V. White was superintendent at that time. The district became eligible for State aid in 1916, when it increased its taxes to fifty cents and this aid has been received ever since.

**North Park.**--North Park school, district number thirty-nine, began in 1909. It is located just north of the city
limits of Abilene. The community has many beautiful live-oak trees and looks as if it might be a park. The school was named for this location. In 1910, the city limits were moved from the College Heights school in Abilene, five blocks north to Ambler Avenue; thus the territory of North Park school was decreased. The school boundary was moved to the edge of the Simmons College campus. When the limits of the city were moved to include the college, another block of land was taken from the North Park district, bringing it to Vogle Avenue, where it has remained ever since.

The patrons of North Park voted a ten thousand dollar bond and levied a tax of fifty cents, in 1909, for the purpose of erecting a good building. Only a limited amount of high school work was attempted because of the nearness of Simmons College; the college had an academy for these grades and was located only one block from the school. Abilene High School could also be reached by the high school children. After voting the fifty cent tax, the school did not receive aid from the State that year because of a shortage of funds. Due to this unfortunate situation, it was impossible to continue any high school work. After six months, the high school students were transferred to Abilene High School.

Lawn.--The town of Lawn was settled in 1910, when the Santa Fe Railroad was built through that section. The same
year the school district was organized by the Commissioner's Court. It was made up of territory taken from Oak Lawn, district number eighteen; Ovalo, district number nineteen; and Dewey, district number thirty-three. The first school was a very poorly equipped, one-room structure built by donations from the patrons of the community. The present building, a red brick structure with four good classrooms downstairs and a large auditorium upstairs, was built in 1912, after increasing taxes and voting a bond of six thousand dollars. Two small rooms were arranged for domestic science work. The grounds covered two acres north-west of the town. The tax was increased in 1915 to twenty-five cents, and a third teacher was added. In 1917, the tax was increased to fifty cents and the benefits of State aid have been received ever since.

Valley Creek.--The Valley Creek school district was organized in 1912, through the consolidation of three schools: Oakland, Coyote Number One, and Coyote Number Two. The same year a fifty cent tax was voted and State aid has been received ever since. In 1917, through the influence of such men as J. W. Foster, O. C. Parrish, J. B. Leslie, J. L. Holland, J. M. Hamilton, and others, a five thousand dollar bond was voted and a new building was erected. It was a modern, well equipped, four-room building which met the State
requirements.

**Rogers**--The records do not show much about the little school of Rogers. It is one of the smallest schools in the county today, with one teacher and a very small enrollment. It began at the consolidation of two schools called Catclaw and Jim Ned when these became overcrowded. It was named for a pioneer of that day, whose relatives still live in the community and take an interest in its affairs.
CHAPTER III
FROM 1918 TO THE PRESENT TIME

Introduction of public school music in Taylor County.--Prior to 1918, there is no record that any type of music was taught in any school in Taylor County. From this date, there began to be steady improvement and interest in the development of the music course of study. Music had only to be tried to show its value. Any teacher who attempted to include it as a study in those early days was convinced that this was a unit without which no curriculum would be complete. In Taylor County, music was first introduced in the elementary grades in the form of classroom singing. An example of this type of beginning is the Abilene public schools. According to the public school music supervisor for Abilene, Annie Bess Slaughter, music was first introduced in 1919. At that time, the teachers began to have singing periods occasionally in the classes.

General phases of public school music.--In looking over the various steps of the introduction of music into the public schools and the progress through twenty-five years, one thing which is most apparent is the many-sidedness of its development. The interest in music has shifted from the vocal altogether, to embrace a number of phases of music.
education. Two schools have done good band work, Abilene and Merkel. These are the only two towns over eight hundred in population. Abilene has taken a large step forward in the use of the orchestra. Almost all the smaller schools have added rhythm bands to the curriculum, as they did choral clubs for high school and for elementary grades. Some classes include theory and appreciation, and there are some tonette bands.

In the beginning, the chief aim of music was recreational; it was found that children needed a period in which to relax from the more taxing studies. Singing together was so pleasant that it made everyone feel happier and work together better. More and more it was seen that building a musical foundation would lead to more beauty of tone; and, therefore, a more satisfying experience. Here, as in the introduction of music into the curriculum, progress was hampered by lack of musical education of the teachers.

Interscholastic League contests.--The Interscholastic League in the county was another force which did much toward stimulating better work in music. This organization of the State offered musical contests of various kinds, toward which every school worked. Contests were held in Abilene for all schools in the county to participate in choral singing, rhythm band, band, and music memory. These were conducted every spring
until the war conditions prohibited in 1940.

For the choral contest, a list of required songs was learned by means of records. All the schools in the county, with the exception of only one or two, reported having entered these contests. The records now remain in the school libraries, although the contest has not been held for the past two years on account of transportation difficulties. For the music memory contest, records were available from the library of The University of Texas. These could be secured by mail, used for several weeks, and returned.

Value of the contests.—Since the contests have not been held, many of the small schools have ceased their efforts in choral music; none of the rural schools have bought records for the purpose of music memory since that time. This would indicate the worthwhile stimulation which these contests had; they offered an incentive to work toward which some might not have had otherwise.

Aim of the chapter.—It is the hope that in this chapter some of the aspects of public school music in Taylor County may be described which have not before been set down in written form. The available records of a large percentage of this information are few. Many of the facts have been gleaned from the memories of those who were present. For this reason, this chapter endeavors to trace the general trend
which public school music has taken, and to account for its evolution.

Abilene schools.—Abilene is a city of thirty thousand, at the present time, and employs a director of music education, a band director and assistant, a high school music teacher and assistant, and a music teacher in each of the eight ward schools and two junior high schools. The first three named reported on each department as to the development of music since its introduction.

Introduction of music education in Abilene.—According to Annie Bess Slaughter, Director of Music Education in the city of Abilene, the first music education was in the elementary grades. In 1919, each teacher began to devote a period to singing now and then at irregular intervals. There were four elementary schools at that time: College Heights, Central, Travis, and Lamar. No instrumental music of any kind was taught at that time.

The first plan to introduce music in the public schools came from the Coterie Club, a woman's musical organization. These women visited R. D. Green, the superintendent, and pressed the matter of beginning the teaching of music in the schools. The need for music in the curriculum and the great value which it had for the school children was pointed out. After visiting the board, the matter was decided upon and the
board then voted to employ a music supervisor in the summer of 1919.

The first music supervisor for the schools was Valerie Reeves, who held a Bachelor's Degree from the College of Industrial Arts at Denton, Texas, and is reported to have been a good musician. In the year 1919, a piano was placed in each ward school, and instruction was given to the teachers in methods of presenting public school music in an effective manner. Most of the teachers knew very little about music. The supervisor held weekly meetings and taught the use of the pitch pipe and the syllables. The songs to be used in the classrooms were also presented to the teachers.

The first class in high school music was instituted at this time. This class was composed of girls and most of the time was spent in singing; no appreciation was taught. Besides the supervising and teaching duties, Valerie Reeves was called upon to act as substitute teacher for all classes of the high school principal when he had to be absent.

"The Jollies of 1920" was the name given to the first public musical performance on record in Abilene. The old program notes which were found told that this impressive musical variety show was given by the senior class of Abilene High School. An orchestra appeared on the program known as Joe T. Ward's Orchestra. Some of the compositions were:
"Lonesome, That's All," sung by solo and chorus; "Rose of Washington Square"; "Whispering"; and a solo, "When My Baby Smiles at Me," sung by the high school principal, L. E. Dudley, who is now superintendent of the city schools.

"Swanee" was sung by Annie Bess Chambers, who is now Annie Bess Slaughter, Public School Music Supervisor in Abilene. This number had a piano accompaniment. An intermission feature was "Zeigfield Follies," a musical revue by Max Gorshuch, a popular local soprano soloist.

Until 1920, Central Ward school was a frame building located on the lot where the high school now stands. A smaller structure of one room stood beside it which was used for primary work. The high school at that time was the large brick building just south of the Central Ward school on the same block. The same building now houses Central school.

In 1920, the frame house which had been the ward school was torn down and the present modern, brick high school was erected. Central school then moved into the adjoining three-story, brick building which had been the old high school building.

At this time, three other large ward schools were built: College Heights, Travis, and Lamar, spaced equally distant to
divide the territories of the city. These four schools are today the largest elementary buildings in the city. With the building of the elementary schools, came the first supervisor, Valerie Reeves, and the introduction of music in the grades and in high school, as has been described.

The second supervisor of public school music for the city was Mary Jane Kelso who came in 1922 and remained two years. The good work started by Valerie Reeves was carried on in much the same way. Few changes were made as far as can be learned from the few records available for those years.

The next supervisor, Maude Wilson, served from 1924 to 1926. The next supervisor was Dorothy Porter who served only one year, during the term of 1926-1927.

In the fall of 1927, Annie Bess Chambers was elected. She was an Abilene girl who had just graduated from Simmons College. Annie Bess Chambers had studied some voice and piano, but had no special training in music teaching. However, with a deep conviction of the value of the work to be done, and by adding continually each summer to a musical education, she has forwarded her professional growth and has earned the Master's Degree in Music from Northwestern University in Chicago.

Annie Bess Chambers has been with the Abilene school
system continuously since 1927, and is responsible for the
greatest forward step which has been made in music education
of the city. Constant encouragement and inspiration has
led every music teacher working in the system to put forth
the best efforts possible toward the high standard set for
them. The supervisor has always been known affectionately
by all teachers as "Annie," though with the greatest respect
and love.

In 1926, Abilene acquired another musician who has been
equally important in the growth of the music of the schools,
and who is still with the system. That was Raymond Bynum,
band director for the schools. At that time, Bynum was
-teaching some classes other than music in high school. Out-
-side school hours Bynum endeavored to bring together a few
-instruments for a band. The first performance was for a foot-
-ball game at Simmons College. The band was composed of twelve
-players from high school and college. There were no uniforms.

Four years before this an attempt had been made to have
-an orchestra and band combined, but the effort had failed.
In the fall of 1927, Bynum decided to secure uniforms for
-the band. This was done at a cost of fifteen dollars for each
-student. The uniform consisted of a cape, trousers, and cap.
There were no girls in the organization. This improvement
-in the appearance of the band stimulated more interest and the
membership increased to twenty-five in that year. After that time, there was a gradual increase in the number of members and the efficiency of the band until 1937, when the membership reached one hundred ten.

The Abilene High School band has made an enviable record in all the contests entered. The following results show the accomplishments which have been made since the beginning of the band:

TABLE 1

THE PLACEMENT EACH YEAR IN EACH CONTEST ENTERED BY THE ABILENE HIGH SCHOOL BAND

<table>
<thead>
<tr>
<th>Year</th>
<th>Contest</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>State</td>
<td>2nd place</td>
</tr>
<tr>
<td>1929</td>
<td>State</td>
<td>2nd place</td>
</tr>
<tr>
<td>1930</td>
<td>State</td>
<td>1st place</td>
</tr>
<tr>
<td>1931</td>
<td>State</td>
<td>1st place</td>
</tr>
<tr>
<td>1932-1935</td>
<td>State</td>
<td>1st place</td>
</tr>
<tr>
<td>1934</td>
<td>Tri-State Enid, Okla.</td>
<td>1st place</td>
</tr>
<tr>
<td>1935</td>
<td>Tri-State</td>
<td>1st place</td>
</tr>
<tr>
<td>1939-1941</td>
<td>National</td>
<td>1st place</td>
</tr>
<tr>
<td>1940</td>
<td>West Texas Chamber of Commerce Wichita Falls, Texas</td>
<td>1st place</td>
</tr>
</tbody>
</table>

One phase in the development of interest and musicianship brought about by Lynum was in 1932, when band instruction was introduced in the elementary schools. The work was introduced
in Central and College Heights, two of the largest schools. The director went to each school twice each week and held instrumental classes for any children who could secure horns and woodwinds. Most of the pupils were beginners, but by great patience on the part of the director, many good players were developed.

Organization of the Abilene Honor Band brought about an additional incentive toward which the young players could work. This was composed of elementary school children taken from the best players in the elementary classes, who made good grades in school. Members were also required to practice a definite number of hours each week at home and to bring a note from their parents verifying the fact. These requirements helped to keep the quality of musicianship on a high standard.

Gradually instrumental classes were added in other schools after that year. At the present time, all elementary schools, with the exception of Locust, have bands which meet three times a week. Locust school is a small school located in a part of town where few children are able to buy instruments.

The instrumental department continued to enlarge until an assistant for Bynum was necessary. In the fall of 1939, an excellent band man by the name of Roy Olivedoti came to
take the work in the elementary schools. He aided greatly in building the department standards with the beginners' bands. After two years, this work was taken up by an equally good musician, Dale Schoonover, from Chicago. In 1940-1941, the Elementary Honor Band increased in membership to one hundred. Some very fine concerts were performed and many parades given that year.

In 1941, S. E. Smith, a Hardin-Simmons University graduate continued the excellent quality of work until he was called into government service in the fall of the next year.

In 1942, the band beginners had three different teachers during the year. All of these were fine musicians, however, and did good work with the children. S. E. Smith began the work in the fall, leaving during the first semester; and Boyd Robertson, another Hardin-Simmons University graduate, finished the semester. Betty McIntosh, also from Hardin-Simmons, finished the year's work.

Orchestra work has progressed more slowly, but no less surely, than the band. It was organized in 1926, in the high school with a very small group meeting outside school hours. The band was gradually increased in membership until the present time, when it is much larger and more efficient. At that time, there were very few public appearances, other
than on assembly programs and Parent-Teacher Association meetings. All instruments were bought by the pupils. There were no classes for strings outside of the high school group which met twice a week after school.

The third leader credited with the progress of music in the Abilene schools, along with Annie Bess Slaughter and Raymond Bynum, is Ouida Clemons who has been with the system since 1927. High school music began with one class and, at present, the work requires the entire time of the teacher. An assistant is also employed who teaches music part of the time.

It has been stated that the music supervisors from Valerie Reeves to Annie Bess Slaughter taught one class in music in high school. Prior to 1927, Texas Armes, a teacher of English, had taken some interest in having a girls' glee club which met outside school hours. This was not very well organized, however, and the meetings were rather irregular. Clarence Ford, another English and dramatics teacher, initiated a boys' glee club. This also met outside school hours.

In 1928, Ouida Clemons came from Roscoe, Texas, as teacher of English. Her college work had been done in McMurry College, Abilene, with a major in English. No work had been done in public school music. Ouida Clemons had never studied piano and had had very little training in voice; but,
like Annie Bess Slaughter, she had a desire to further her musical education and continued work in the summers. In 1942, Quida Clemons received the Degree of Master of Arts with a major in music education from North Texas State Teachers College. Her work in 1928 consisted entirely of teaching English; no music classes were scheduled until 1930. For three years, the work in music consisted of one glee club of girls which met after school twice a week. Her principal work included teaching five classes of English and one study hall period daily.

Clarence Ford continued his work with one boys' glee club after school until 1930. It had about thirty members.

In the year 1930, one class in music was scheduled in high school. Most of the time was spent in singing songs which were enjoyable to the students. In 1931, one period was scheduled during school for a boys' glee club and another for a girls' glee club. Great interest was expressed at once. Enjoyment of the courses was increased because of the separation of the girls and boys, and by allowing them to meet as classes rather than as additional work after school. This interest increased so much that the next year, 1932, two girls' classes were scheduled in addition to the one boys' class. At the same time Quida Clemons was still teaching English in the periods not used for music.
In 1932, a girls' quartet and a mixed chorus were organized. Both of these met after school three times a week; when working on special programs, the meetings were held every day.

In 1933, a general course in music appreciation and theory were added to the curriculum. The class met forty-five minutes daily, and one high school credit was allowed for the work. All subjects in the school were affiliated with the State Department of Education with the exception of music. No particular text was used in this course, but several books were used as references. The class was affiliated in 1934, and the text *Fundamentals of Musicianship*, by Smith and Krone, was chosen for the course. This same year the name of the subject was changed to "Elementary Theory" and made a whole year subject.

Ouida Clemons at this time directed four girls' glee clubs and one boys' in addition to the theory course. The girls' quartet and the mixed chorus met after school. The music teacher did not teach any English this year. The schedule groups meeting outside school hours remained unchanged.

In 1934, A Capella Chorus was first organized in the Abilene High School. This was composed of the best singers from all classes selected by try-outs and it became the 6.

representative group for the school. This chorus was given one period a day in the school schedule. This year, 1934, an assistant was required since the music department had increased in membership to more than two hundred students. The assistant music teacher taught two classes of music and the remaining time was spent teaching English.

The sextette and quartet were put in the ninth period and alternated meeting each day. In the theory class, as in all other classes of music, the text was Book V, Oxford Series, for the study of sight singing. The theory class had to study beginning harmony, history, and appreciation. The text for this was Hartshorn and Lovett, Fundamentals of Musicianship.

In 1935, all the groups entered the state contests in the Interscholastic League events. These groups included: girls' chorus, boys' chorus, mixed chorus, boy's and girl's solo, girls' sextette, boys' and girls' quartet, and girls' trio. In these contests, entrants competed against a standard rather than against other contestants, and honorable mention was given all who were placed in the highest standard of achievement. All the Abilene musical groups won first place, or highest recognition each year. The contests were held every year until 1940, at which time all Interscholastic League events were discontinued for the duration of the war.

*Ibid*
emergency.

In the Region II contest of the Interscholastic League, the singers won every year before they went to the state contest, which has been mentioned.

Another contest in which all the Abilene groups participated was that sponsored by the College of Industrial Arts, Denton, Texas. This contest was entered for three years, and the loving cup was won in 1938, the last year the contest was held.

Wylie.--By 1918, Wylie school had increased its taxes to fifty cents. It had a well equipped, two-story, frame building consisting of three class rooms, an auditorium, and several small rooms for cooking and sewing classes. In 1920, domestic science work was started and good equipment was added for this purpose. The same year agriculture work was begun for the boys. The enrollment of the school at this time was seventy-four. By 1930, a high school chorus for girls was organized. Music was taught in all the grades by each teacher. Teacher personnel changed so rapidly for the next ten years that no record is available for the dates of every development in music education. By 1940, a class in high school theory was placed in the curriculum and made an elective, and one high school credit was allowed.

Blair.--Blair school by this time had a new four-room
building, and the tax had been raised to fifty cents; in 1921, the tax was raised to one dollar, the maximum. The enrollment increased to ninety-nine pupils in 1922. During the Interscholastic League contests in 1932, the school entered the various musical events. Rhythm band and chorus from the grade school were entered that year. They won first place and several banners are on display in the school at the present time. A piano, a phonograph, and the records required for the music memory contest were bought. The group entered each year as long as the contests were held. At this time there were four teachers.

By 1935, farmers began to move out of the community to find work in the towns. Through employment of the tractor it had become possible for one farmer to develop as much land as formerly had required several men. The result was that the school enrollment greatly decreased. By 1940, only two teachers were needed for the forty pupils. The rhythm band, which had had good instruments, was discontinued. Most of the instruments have become scattered since that time.

Bradshaw.--Music in Bradshaw was introduced during the administration of George Templin, superintendent from 1915 to 1917. A piano was bought in 1921 and good playground equipment was installed. A lyceum course was also secured for the district. A bond of five thousand dollars was voted and the
taxes increased to one dollar. The enrollment was two hundred thirty-one. There were four teachers in the school.

Olive McKissick was the first music teacher for the intermediate grades, and was employed in 1930. She worked only one year, but accomplished much during that time in introducing a music program in the grades. Rhythm band was instituted and taught by the first grade teacher. Regular class periods for music were scheduled each day in every grade and the school assembly was often led group singing. The State adopted text for music, Our Music in Story and Song, was used. After that year, other teachers continued the same type of work.

In 1935, a glee club was begun in high school with twenty members. By this time, the school had increased in enrollment to two hundred and employed nine teachers. The district had become independent.

At the time of the "County Meet," as the Interscholastic League contests were colloquially called, records were bought for the required pieces for music memory. The Bradshaw chorus entered the contest each year. In 1940, the county contests were discontinued and interest in the musical organizations in the school began to wane. The choruses were not carried on after that year. This was partly due to the difficulty of securing music teachers. Teachers changed 8.

frequently and some were not as interested in music as others.

In 1940, a band was begun in Bradshaw High School which was successful until it was discontinued in 1942. The director traveled from Winters and met the band at night twice a week. Similar work was carried on in Winters in the high school, and the director brought players from that school at various times to help on different programs. The children received no credit in high school, and paid the salary of the director. The organization was encouraged and sponsored by the high school, but was not financially supported by it. The band often appeared on school programs, and one year it played at the Stamford rodeo. There were twenty members.

Buffalo Gap.--Buffalo Gap, by 1920, had moved the school into the original two-story building of the Presbyterian college which had closed in 1895. The tax was increased in 1922, to seventy-five cents. The school enrollment was one hundred twenty-five, and employed four teachers. General singing in the school was the first type of music, introduced in 1930. The school bought a piano which was used for accompaniments, but there were no text books. It was then realized that books would be necessary before much progress could be accomplished. In 1936, Our Music in Story and Song, the State adopted text, was secured and used for groups.

entering the county contests.

Rhythm band was begun in the same year for the purpose of competing in the county contests. The records for this were secured, which made a library of twenty records. Two phonographs were bought and the school became standardized in music. Folk dances were taught this year, and were used on programs in the school. Choruses were created by selecting the best singers from the school. No organized chorus existed until later. The first private music teacher, Volly Cross, came in 1932 and taught piano and violin lessons until 1941. Recitals were often given in which these pupils would appear.

In 1937, the first choral club was organized for the Buffalo Gap school children. In 1940, a quartet was selected from the fifth and seventh grades, using two-part harmony. This same year twenty copies of Books I, III, and V of the Music Hour Series were bought. In 1942, a group of the best singers was chosen from the sixth and seventh grades to produce a religious program called "Throw a Line." The program was in the form of a play and songs from the hymn book were used. The play was so successful that the Baptist Church requested the performance be repeated.

Butman.--Butman school, after having a portion of its territory allotted to Prairie View, district number thirty-

McConathy, Miessner, Birge, Bray, Music Hour Series, New York, Silver Burdett and Co., 1927-31
four, had the land returned when Prairie View was attached to Nolan County in 1921. In 1918, a modern, well equipped building was erected. The building was constructed of stone and a stone storm cellar was built adjoining the school. This was made possible by a bond indebtedness of $1,250.00, and an increased tax of fifty cents. The school was then eligible for State aid, which it has received ever since. The enrollment increased by 1922, to sixty-six pupils, who were taught by two teachers. Butman only had the first seven grades, the high school students were sent to Merkel.

In 1934, the music work was introduced by the wife of a farmer, Clark Perkins, who taught music in the intermediate grades. Music in the primary grades was taught by the primary teacher. The rhythm band and a chorus were organized for the county contests.

This year, 1934, Madge Stamford, Rural School Supervisor, instigated a campaign to influence the schools to make greater effort in the teaching of music. An institute was conducted for all music teachers in the county and meetings were held every night for one week before the opening of the schools in the fall. The purpose was to instruct the teachers how to teach music. Many of them did not know anything about music, but most of them were interested in learning enough to carry it on in their schools. An outline of the subject matter was
given. The immediate goal was to have songs learned in each school in the county so that the children might come together in the spring for a massed chorus. These choruses were held every year for four years, and much interest was stimulated in the field of music endeavor.

Another factor which created interest in music in the community was the singing schools which met every summer for many years. A teacher would come through the country, conduct the school for about a week, and conclude with an all-day singing at the church. Certificates were given those who completed the course. The fifth Sunday in the month has been the day for a community singing ever since, at which time all the people gather at the church, take their dinners, and stay all day to sing.

In 1934, a phonograph was bought for the Butman school along with a good supply of records. Rhythm band instruments were also secured. The rhythm band originated with about thirty pupils from the first five grades. Much interest in music education was indicated in the school for two years, during which standardization in music was reached. At this time, a teacher was employed who did not have the required qualifications specified by the State, and the school lost affiliation.

In 1940, a new teacher came, J. Lee Coughman, who was
a good singer and was very interested in music. An attempt was made to reorganize the rhythm band and the choruses, but the effort was not successful. Once a week all the grades came together and sang. The enrollment by this time was decreasing and this resulted in a diminishing interest in all activities because of such a small attendance.

_Butterfield._—Butterfield school is a combination of three schools: Caps, View, and Butterfield. Caps history goes back as far as 1891, when John Milligan organized district twelve and gave it the name "Border's Chapel." It was named for the man who deeded the property for school and church purposes. When it was discovered that there was another post office in Texas by the same name, it is said that Milligien pulled off his cap and said, "Call it Caps." The school contained three rooms formed by pulling curtains together for partitions. It also had a platform built in the center of the long side of the building and many programs were performed from this stage.

_View._—View school, district fifty-two, had increased in population so much that by 1917, the patrons sent a petition to the Legislature and secured twelve hundred acres of land from the Caps independent district. Additional bonds were then voted and a fifty cent tax levied. Another room and a hall were added to the school building that year. Three
teachers were employed, and tenth grade work was offered. During the two years following, the enrollment decreased until two teachers were sufficient. The tax rate then was increased to the limit, one dollar.

In 1929, Butterfield and Caps schools were consolidated, and some years later View was added. In 1929, Tom McGehee introduced the first type of music in the district by directing "sing-songs" for the general community. A school piano was used and the meetings were held in the school or the church.

There were three or four private piano teachers at different times who came from Abilene and attempted to organize piano classes. These efforts were soon given up for lack of interest among the pupils.

Before 1935, music was taught somewhat irregularly in each classroom by the teacher of each grade. The first music teacher for these elementary grades was Oliver Duck. During the year, a chorus was organized with a membership of about twenty. Rhythm band was introduced in the first grade in 1939, by the primary teacher, Juanita Petrie. The band had only fifteen members and very limited equipment. Two phonographs and records were bought in 1939, for use for the county contest songs. Music classes in each grade met twice
a week for thirty minute periods. No appreciation was taught.

In 1940, a radio was bought by the school for general use. One hundred song books were bought for the use of the school in 1941, and another radio was secured. That year, Inez Mohertz, a new teacher of music, came. Quartets were organized and used on different programs at school. There was a large gymnasium in the school which could be converted into an auditorium by placing chairs on the floor. A platform was built in one end for a stage. The enrollment of the school increased from one hundred twenty in 1930 to one hundred seventy-five in 1941.

Colony Hill.--Colony Hill school, in the spring of 1920, voted a fifty cent tax and a seven thousand dollar bond for a new building. The following January the building was completely destroyed by fire. The teachers then opened the school across the road in the church, with the Elmdale district furnishing the desks and blackboards. In the summer of 1921, a three-room, brick structure was erected upon the old grounds. This time it was enlarged and modernized. The name Colony Hill was chosen because of a German colony which had settled around the school. The enrollment in 1922 was sixty-nine.

When the present teacher of the one-room school came to Colony Hill, she believed that all children should learn some
music. Although the schedule was crowded, time was found for group singing and work in beginning theory. The teacher for eight years before had used group singing as a means of relaxation and enjoyment. A record-player, records, and piano were bought during the past ten years. In 1940, a large number of the records were stolen, and there are only fifteen in the record library at the present time. The radio has been used for music training for several years; the children enjoyed such programs as the "Texas School of the Air" on Friday afternoons. The first, second, and third grades sang together in one music class, and the other grades had one music class together each week for thirty minutes at least.

Cross Roads.--Cross Roads school, in 1918, was rapidly increasing in enrollment and the country around it was becoming densely populated. The need was then felt for a larger and better school building. A neat, modern, three-room bungalow was erected after a two thousand dollar bond was voted and a fifty cent tax was levied. The grounds were extended to three acres; the original site had contained only one acre.

Additional needed equipment was added and State aid received. The enrollment in 1922 was sixty-six, and three teachers were employed. After that year, the enrollment began to diminish. For various reasons, people moved out of
the community. By 1935, there were only thirty pupils enrolled and only two teachers were needed. Seven grades were taught in the school. By 1941, there were only eighteen pupils. The school was taught by a couple by the name of R. J. Smith. Smith, a good singer, occasionally let the children sing, though there was no equipment such as a piano or song books.

Elmdale.--In 1919, the Elmdale school district was decreased in area to add to the North Park territory. The first school building at Elmdale was very simple in structure, and poorly equipped. Its one room was used for all community meetings, including some singing conventions and singing schools. In 1919, seven thousand dollars worth of bonds were sold and the tax was increased to fifty cents. A modern, two-room, well equipped, brick building was erected about a half mile north of the old site. The enrollment in 1922, was fifty-eight.

Hamby.--Hamby school erected a four room, modern, well equipped building by 1918, after voting a bond of seventy-five hundred dollars. In 1920, a fourth teacher was added, and the tax increased to seventy-five cents. This year the enrollment was one hundred sixty-eight and the tenth grade was added. The enrollment continued to increase and by 1930 six teachers were employed. All high school work was included.
in the curriculum. The district was made independent at that time. Home economics and manual training were taught in the high school until 1933.

The first record of any music having been taught in Hamby was in 1933. This was introduced by Madge Stamford, who was the rural school supervisor. Music classes were organized in each grade and taught by the grade teacher. The immediate purpose of these classes was to prepare for the county meet contest. A chorus was organized in the high school and another in the grades. The school purchased a piano, phonograph, and records for the county meet choral and music memory contests.

The first teachers of music in the grade classes were W. D. Lowrie and wife, and Ovid Wells and wife. The eight grades were divided into two music classes. The first three grades met together for music one hour three days a week. Rhythm band was organized in 1934 by Gladys Duckworth, the music teacher at that time. The first rhythm band had twenty-five members; it won the county meet contest the first two years, and second place the following year. Effie Mae Stamps came as music teacher in 1937 and taught other subjects in addition to music. Three periods a week were devoted to each of the two music classes in the grades and glee club in high school.
There have never been any private teachers in the community, but several of the pupils have gone to Abilene for instruction in different instruments. The band school at Hardin-Simmons University every summer has attracted those who wished instruction in band instruments.

The enrollment of Hamby school diminished from one hundred fifteen in 1930, to sixty-six in 1940. The school employs only two teachers at the present time.

Lawn.--Lawn school, district fifty-four, in 1917, had voted a tax of fifty cents and had begun to receive State aid. In 1921, a one dollar tax was voted. The faculty was increased to four teachers, and the enrollment at that time was one hundred forty-five pupils. The following year, a fifth teacher was added.

The year 1921 was the first year a good music department was introduced into the Lawn school. The music in the elementary grades was taught by the home room teacher. When the Interscholastic League contests were held, choral clubs in grade school and high school were organized, and rhythm band in primary grades was introduced. A phonograph was bought at that time and records were purchased for the required songs for the choruses and music memory contests. Good choruses represented the school each year. Two pianos were bought at this time; one was put in the gymnasium and one in the
auditorium. Rhythm band instruments were also secured.

Lawn school had an enrollment in 1941 of three hundred; forty children were enrolled in the primary grades. Eight teachers were employed for grade school and high school. A private piano teacher resided in Lawn for many years.

Merkel.--Merkel school originated as a girls' college. Dotie Garoot founded this school, which struggled along at the same time as the Presbyterian college at Buffalo Gap. Very little information is available concerning the school, but about 1900 it, too, was closed. The building, which was north of the town, then became Merkel High School. In 1920, a new and larger building was erected for the high school and the old college building was used for the grammar school.

Public school music was introduced in the grade school at Merkel in 1920. Each room had singing, led by the teacher. A few years after this a good chorus in the high school was organized, and has been doing good work ever since. The chorus met outside school hours and no credit was allowed for high school work. Many good programs have been performed in the school by the choruses during the past fifteen years.

Every year at commencement an operetta is given by the seventh grade graduates. The children are costumed for negro minstrels, or many other types of musical shows, then quickly change to graduation robes to proceed with the graduation
ceremony. Choruses for the show are furnished by the glee club.

In 1938, a band was organized in the high school with ninety instruments. Each year it has entered the Region II, Class A band contest and in 1939 it won second place and in 1940, first place. The director was Richard Young, a Hardin-Simmons University graduate, who had had experience playing in the Cowboy Band in college, and was an outstanding performer on the trumpet.

New Hope.--A new building at New Hope school was erected in 1920 at a cost of thirty-four hundred dollars. It was well equipped and had two large class rooms, one small room, and two hallways. In 1921, the fifty cent tax was increased to seventy-five cents. High school work has never been done in the school as the children were transferred to the Abilene High School. The enrollment in 1921 was ninety-one. At this time, the enrollment began to decrease. People were moving from the farms of the community into Abilene or other larger places to seek more lucrative work. By 1940, there were only twenty pupils in the school. There has been very little music work in the school at any time. The first rhythm band was organized in 1939. The children played rhythm band numbers on all programs of the Parent-Teacher Association, which met once a month. Some singing was used on these
programs also, with all the children in the school participating. Occasionally school singing was conducted; the classes were combined by drawing a curtain which separated the rooms. This assembly has been held once a week every year since 1939. The State adopted text for music, Our Music in Story and Song, was used.

A record-player and some records were bought for the training of the rhythm band for the county contests.

North Park.—In 1916, North Park was the first rural school in the county to have a nine months term of school. The school received a small addition in territory from the Elmdale district in 1919. That year the high school pupils were transferred to the Abilene High School. No music was attempted in the school until about 1922. That year a phonograph was bought and used for folk dances on the playground. The Music and Expression Club was organized that year with twenty-four children of various ages taking part.

The enrollment of North Park in 1922 was two hundred seven. The wooden building was used until 1939. By that time it was beginning to show age and the size was becoming inadequate for the enrollment of the school. It was torn down and the present modern, brick structure was erected, with a good gymnasium and auditorium. Until this time, the only music which the school had was assembly singing once a week.

and the music club which was begun ten years earlier. Very little formal music training was given in the club, however, as it was organized principally for recreation.

The girls' choral club was first organized in 1941 and was composed of the best singers from the sixth, seventh, and eighth grades. The State text for music was used for the material. Rhythm band was begun in this year also. A piano had been bought some years before this. A set of music books called One Hundred and One Best Songs was purchased for use in the music groups. The first music teacher for the grades came during 1940, and conducted music classes in the sixth, seventh, and eighth grades, each. The primary teachers have always taught music in each grade.

Ovalo.--During the period of the World War I, Ovalo school decreased in enrollment until only nine grades could be taught, after having added tenth grade work in 1912. Three teachers took care of the work, which had previously required four. The enrollment by 1922 had diminished to one hundred forty-four.

In 1935, music was introduced in the Ovalo school in the first six grades. The teacher for each room employed singing for recreation and enjoyment of the pupils. A phonograph was bought at that time for use in preparation for
the county contests. A good choral club was chosen from the
grades to represent the school each year during the Inter-
scholastic League contests. A fairly complete record
library was acquired during these years, which is used at
the present time by each teacher for recreational listening.

Pleasant Hill.---The Pleasant Hill school building was
originally built shortly after 1900, and had only one room.
In 1919, a twenty-five hundred dollar bond was voted for
the purpose of securing a new building. The next year
another thousand dollar bond was added and a fifty cent
tax was voted. The new building was erected in the summer of
1920. It had three rooms, one of which was a library which
had been built with the intention of using it later for
domestic science. The building had a good stage, with a
roller curtain and acetylene lights. The tax in 1922 was
seventy-five cents. Two teachers were employed and the en-
rollment was eighty-five.

No regular instruction in music was begun until 1930, when
music was introduced in each grade, following the State course
of study. Kat Causseaux, County Rural Supervisor, was the
first to introduce the subject to the curriculum.

One teacher taught music in the fifth, sixth, and seventh
grades, with twenty-five minutes per day for each class. Some
theory was introduced, but most of the time was spent in
singing. There is no record of any choral clubs at this time. The primary teacher taught music and rhythm band in those grades. A phonograph was bought at this time along with records for use in the county meet contests for rhythm band and music memory. A piano was secured, also, and was used in the classes.

The State classroom register shows that the wife of a farmer, Burl King, conducted the music class in the fifth, sixth, and seventh grades in 1937-1938. Twenty-five minutes per day were spent in each class for music. In 1938-1939 the same type work was done by (Mrs.) J. B. Lanham. Fifteen minutes of the first period in the morning each day were spent in singing.

Potosi.--Potosi independent school district built a brick, six room building in 1920, one-half mile south of the town. The equipment was good, and home economics was taught in the high school. The enrollment at that time was two hundred forty-nine. Public school music has been taught to some extent since that time by the teacher of each grade. Rhythm band has also been taught in the primary grades, with the first four grades combined. The scholastics began to decrease in number in this time and two teachers were sufficient to carry on the teaching. A phonograph and the required records
were bought for use in music memory contests for the county meet. Thirty minutes were allowed each day for art and music which were alternated. The State requirements for music have been followed for standardization.

Rogers.--Rogers school is a consolidation of the Catoclaw and Jim Ned schools. Music was not employed in the school until the coming of the present teacher, Lucy Patterson, in 1930. Prior to that time, community groups met often to sing, and the church was the place for "singing" almost every Sunday. Homecomings every year were occasions for singing groups also. In 1930, the school bought a phonograph and a piano, which was not in good condition. The records were bought for use in teaching the songs used at the county meet. Until 1935, the intermediate teacher accompanied the children when they sang in school assemblies. Thirty minutes were allotted each morning for school singing. There were forty-five pupils enrolled at that time. During the county contests, the best singers were selected for a chorus to represent the school. The chorus was also used on all school programs.

Since 1935, the phonograph has been used for teaching songs. The teacher did not sing well enough to teach the songs without an accompanist. Seventy-five to one hundred records, some of which belonged to the teacher, have been
placed in the school library. No appreciation has been taught; the records were used for recreational listening.

Shep.--Shep school, one of the largest districts in the county, is located in the southwestern section on the Nolan County line. In 1916, new improvements began to be added. A well was drilled on the grounds and a library with maps and charts was added. By 1919, a phonograph and fifty good records were bought. In 1920, the tax was increased to seventy-five cents; and the next year it was raised to the limit of one dollar. The enrollment by this time was one hundred twenty-eight.

Interest began to develop in music and a rhythm band was organized in the first grade. In 1930, the grade school chorus was organized. A regular period each day was allowed for group singing, and the best singers from all the grades were selected to represent the school at the county meet. In 1938, the school was affiliated with the State Department of Education and has met the requirements ever since.

The school had four teachers until 1935, when the population decreased so much that two teachers could take care of the number of children enrolled. High school work has never been done at Shep; the higher grades have always been sent to Wingate.

Trent.--Trent school was destroyed by fire in 1916, and
rebuilt and improved in 1917. A curriculum was developed which included high school work. In 1920, domestic science was introduced, with Ruth Holly as first teacher. The school enrolled at this time two hundred thirty-one. Music was first taught a few years after this when Christine Collins, a private piano and voice teacher, came from Merkel and was interested in encouraging the talented pupils of Trent. Choruses were organized and plays produced by this outside teacher. The first grade teacher taught the rhythm band. The fifth, sixth, and seventh grades were combined for one music class. A record-player was bought along with records which were required for music memory, rhythm band, and for the choral songs.

Christine Collins also organized a quartet in the high school to enter the music contest of the county. The musical groups have added much to the programs of the school assemblies which met once a week for one hour. The Parent-Teacher Association programs also have used the groups several times. Gladys Musick, a teacher in the school, has also been interested in the music of the school and helped by playing accompaniments for the groups and for assembly singing. Christine Collins often presented piano and voice pupils on the programs given at the school.

Tuscola.—In Tuscola, the first graduating class in 1917
consisted of seven girls. At that time, Tuscola was maintaining two schools, Tuscola and Mountain View. The latter was built in 1918, at a cost of two thousand dollars. In 1925, the two were consolidated. Two hundred pupils were enrolled, fifty-six of whom were in high school. A one dollar tax was voted.

Since this time, music has been taught by rote and drill in all the grades by each teacher. The children were allowed to sing once during the day, in each grade; 1931 was the first year that any organization was introduced. The first group was a high school choral club, directed by Sybil McIver, a grade teacher. There was no chorus in the grades until the following year. In 1931, there was a piano, but no phonograph or books with which to work. The seventh grade girls entered the county meet choral contest in 1931 and won; the contest was not offered for elementary choruses that year. These girls sang one religious song in the contest and one selected from a published list. Their selection was "Sweet and Low," taken from The Golden Book of Favorite Songs.

The next year, 1932, music was taught in all grades through the sixth by the music teacher, Sybil McIver. Each grade bought a set of books; the Music Education Series,\textsuperscript{12} published by Ginn Company was used. Each child bought his own book. Singing of different parts was stressed, yet a considerable amount of work was done in theory. The fifth

\textsuperscript{12} T. P. Giddings, Music Education Series, New York, Ginn and Co., 1926
and sixth grades started three-part singing about the middle of the year. Sight-singing was also taught, using syllables and numbers. Some creative music was taught by adding a second or third part to a tune placed on the board. The songs arranged by the class were then sung for the county meet numbers.

In 1932, the rhythm band was begun in Tuscola. Each child bought his own instrument; there were approximately twenty-six members. The rhythm band did not go to the county contest that year. This was an exceptionally good rhythm band, but it was discontinued after one year on account of lack of a room in which to meet.

In 1933, a record-player was secured and some records. The Parent-Teacher Association bought the records and the superintendent, Connor Robinson, gave the phonograph to the school. The superintendent was very musical and was interested in the music education in the schools. The records included those to be used in the music memory contest for the county meet, and for the chorus from the grades. The grade school chorus only entered the contest this one year, however, because the pupils did not enjoy the songs. The children considered them too simple.

That year a good operetta was given in the school using all the children in the grades from the third through the seventh. The name of the play was "Palace of Carelessness,"
and a ten dollar royalty was paid for its use. The choral club this year included almost all the children in the third, fourth, and fifth grades. The chorus appeared at churches and on all school programs of the year.

The music memory contest was entered every year and won each time by the Tuscola pupils. The songs were learned from the records borrowed from the state circulating library of The University of Texas. However, some of the records used were owned by the school.

Another musical play which had much success about this time was one written by two teachers, Sybil Moliver Powell and Sybil Williams. This was a Texas play written to carry out the theme of Texas which was being stressed in all schools in the state at that time, in celebration of the Texas Centennial. This play used all the children in school and was very successful. It was taken to Abilene where it was performed in the Fair Park Auditorium.

The rhythm band was discontinued after 1935, because the music room was used by the vocational agriculture class.

The high school girls’ chorus was directed during the term 1934-1935, by Katrina Moore. The chorus appeared between acts of plays at the school, on Parent-Teacher Association programs, and at commencement. After that, it was discontinued, as was the rhythm band, because of having no music room in which to meet. The girls’ choral club was an activity out-
side of school hours, and no credit was allowed. It was re-organized in 1941 and an Easter contata was given. The chorus was directed by Genabeth Bigham, grade school music teacher.

_Tye._—In 1916, Tye school increased its taxes to fifty cents and became eligible for State aid. The enrollment in 1922 was one hundred twenty-six. No organized music education has ever been carried on in Tye. Singing had been conducted in each class by the teacher since 1920, but no music teacher has ever been employed.

_Valley Creek._— Valley Creek is a consolidation of three schools: Oakland, Coyote Number One, and Coyote Number Two. The consolidation took place in 1912. By 1921, one dollar tax was voted by the patrons in order to receive the advantages of State aid. At this time, one period every day was allowed for music in each grade. No high school work has ever been done in Valley Creek. These grades were sent to Wingate.

A record-player was bought in 1923, along with records for use in preparing for the county contests. Rhythm band was first organized about 1930 and was entered in the contest each year. A piano was bought at that time, but both piano and phonograph have been removed since then. The chorus and rhythm band performed for many programs in the school.

There have been two private piano teachers in Valley
Creek for the past twenty years. Several of the girls played well enough to act as accompanist.

The Valley Creek grade school chorus went to Abilene and sang over the radio in 1939 and the two years following. In 1940, the school was affiliated with the State Department of Education and has maintained affiliation ever since. The school decreased in enrollment and in 1938 became a two-teacher school. The State course of study for music has been followed, and good work has been done.
CHAPTER IV

THE WORK OF PUBLIC SCHOOL MUSIC AT THE PRESENT TIME

Introduction.--During the past two years, war has brought drastic influences upon the education of the nation. Teachers have shifted about, moving into the defense industries and have been summoned into the armed forces, as have workers in all other professions. Many school children have had to change schools a number of times due to the fact that their parents were either in the army or in defense work. This condition is far from ideal from the standpoint of the education of children. Another factor which has affected efficiency in schools is that of the difficulty of buying materials needed to carry on the work. Construction of new buildings is out of the question for the duration of the present emergency. Paper and other common materials for the use of teachers and pupils are of poor quality or off the market.

Causes for decrease in enrollments.--For these reasons and many others, many small schools have decreased in enrollment in the past two years. Many of the smaller schools report no music taught during the past year because of inability to secure a music teacher. This condition is due primarily to two factors: (1) Teachers who know enough about
music to teach a music class are more or less few in normal times, because of the special training which it requires, as well as special talent. (2) Living conditions at this time are more costly than ever before; therefore, teachers who are specially trained in any field are tempted to take positions in larger schools which pay more, to fill places left vacant by teachers who have gone out of the profession.

Influence of war on music.--The history of public school music in Taylor County has been the story of the rise of a new field of education which took place between two wars. By organized teaching of music is meant that type of teaching which takes more definite form than the original group or community singing. In Taylor County, this was introduced during the first World War. The war had a strong influence on its progress at that time in the same way in which war is affecting the teaching of music in the schools today.

Generally speaking, there are two effects which war has on the music of a nation. One is advantageous and one detrimental, as has been mentioned earlier. The first World War stimulated community singing, as it never had been appreciated by the public before that time. Community singing was recognized as a vital means of stirring patriotism, of encouraging cooperation in a common cause, and of bringing about a feeling of unity which is so necessary for a nation during an emergency. The leaders of the towns, business men and
women, and government officials were in earnest about promoting the singing of favorite songs. Stirring war songs, great hymns, and brilliant marches were sung together, led by trained or untrained singers. The general public derived great benefit in that time of distress. This type of singing was unlike the community singing which had been held at all day Sunday meetings at the churches, because it was for a different, more grim purpose.

The Abilene schools today.—In the fall of 1942, several weeks after school started, two new junior high schools were completed and ready for work in Abilene. The seventh grade from each elementary school and the ninth grade from high school were transferred to the new schools, located on the north and south sides of town. This, of course, necessitated some shifting about in the music program of every school, as it did in every other department. In high school, one glee club was taken out of the school, which left the music assistant in choral work only one class of music to teach. Before this, the assistant had directed two glee club classes.

The music work in the choral department of the Abilene High School now consists of: one theory class, three girls' glee clubs, one boys' glee club, A Capella Chorus, sextette, and quartet which alternate during the ninth period of the day. The theory class is a general course for beginners including elementary harmony, history, and appreciation. The
text used is Book V of the Oxford Series, which is used for drill in sight singing. This book is also used in all glee club classes for the same drills. Next year, the plan is to add another year of theory, making it a course in advanced appreciation. A second year theory class has not been possible prior to this time because of lack of space. One additional room is now available since one glee club has been transferred to junior high school. One unit of high school credit will be given for each course.

For the past four years, the Messiah has been performed by the combined glee clubs of the high school at Christmas. This year the oratorio was not presented because of other programs that were being prepared. At least six choruses of the oratorio were given each time, with the soprano solos done by nine girls. Bass and tenor soloists from outside the school were usually used for those solos. This year, 1942, the A Capella Chorus combined with the Hardin-Simmons University Chorus in Mendelssohn's Elijah, given in May at the Hardin-Simmons auditorium. This work took the place of the work usually done for the contests which were not held in the state this spring.

Two programs, one at Christmas time and the other in the spring, were taken to Camp Berkeley by the A Capella Chorus. The first one was a religious program, and the spring rendition was mostly popular in nature. Many programs have been
given over the radio this year, and a number have been presented at the United Service Organization on Sunday afternoons.

The superintendent is very much interested in music, and takes pride in each of the organizations which worthily represents the school. Every year one hundred dollars is set aside for the choral department of the high school. Eight new books on music history have been added to the department. A record library has been started with twenty new symphonies and suites. A new radio-phonograph combination machine was bought for the department in 1941-1942. This year a thirty-one dollar mirror was installed in the music room for use in the voice work.

The opening of the junior high schools caused some changes in the band work in Abilene. The Abilene High School Eagle Band has been reduced in membership to sixty from a membership of eighty or ninety before this year. The high school girls' band enrolled thirty this year. Another reason for the decrease in the membership of the bands in 1942 was the raise in the standards of musicianship which was made by R. T. Bynum, band director. Before students were allowed to join the high school band they were required to pass a test on scale playing and sight reading. The South Junior High School band enrolled fifty this year and the North Junior High, forty-five. Each of the elementary schools, with the
exception of one school, had a good band class. These bands met during school hours, directed by the band assistant who went to each school three times a week for forty minute classes. Band enrollment in the elementary classes in 1942-1943, were:

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<tr>
<th>School</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Central</td>
<td>15</td>
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<tr>
<td>College Heights</td>
<td>13</td>
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<td>Lamar</td>
<td>8</td>
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<td>Valley View</td>
<td>8</td>
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<td>Alta Vista</td>
<td>16</td>
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<td>Travis</td>
<td>10</td>
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<td>Fair Park</td>
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The schools have had one handicap this year in that the band assistant has changed three times during the year. This condition caused some pupils to lose interest and drop out. For this reason, the enrollment was somewhat smaller than it was the year before. Good work was done, however, in each of the schools. All of the band directors have been fine musicians, and have given the beginning children good instruction in the fundamentals of playing their instruments. The best players from these classes were combined to form the Abilene Honor Band. The band was entirely made up of elementary children who had good grades in their school work. At the end of school, a formal concert was given by the Honor Band with a hundred instruments. The uniforms were
black and white, and were owned by the school, as were the uniforms for all the bands. The children paid four dollars rental a year. Band rehearsals were held twice each week after school in the high school auditorium.

The High School Eagle Band, and the girls' band met during the school day in high school. These have given many performances this year at ball games and various public places. Besides these appearances each band has given two formal concerts. Each junior high school band has also given two concerts during the year. The uniforms for these bands cost the school forty dollars each and were rented by the children. The school also owns several instruments for band. Some of them are: xylophone, glockenspiel, chimes, and bass horns.

Orchestra, under the direction of Raymond Bynum, is the latest addition to the music in the Abilene schools. It was begun in 1928, and the interest and membership have gradually increased each year. In the beginning, it was a high school organization, meeting after school hours. Now it has been organized in every school, with the exception of one ward school. In the orchestra department, the interest and membership have decreased this year, as in the bands, because of changes in teachers. The high school orchestra this year had thirty-five pieces, a fewer number than it has had in the past several years. It has appeared on school assembly programs, Parent-Teacher Association programs, at luncheon clubs, and
many other public meetings, besides giving one formal concert.

The junior high school orchestras and elementary violin classes have been similar to the bands in training. They met twice each week for a class of forty minutes, with the same director as for band. Once a week the elementary children met at the high school for a combined orchestra from the grades. They have given at least one evenings' concert this year. The North Junior High Orchestra has done more playing in public this year than the South Junior High; but they plan is to have equally good orchestres next year in both schools.

Five hundred dollars is the amount allowed by the school board for the instrumental department of the schools. This is used for repairs, upkeep, new music, stands, and other supplies. The school owns some instruments such as: three bass violins, three cellos, and two violas.

Besides the difficulty of keeping directors, another cause for the enrollment decrease in the instrumental department this year, as suggested by the band director, is the scarcity of private string teachers. Several years ago there were six or eight teachers in Abilene who taught violin lessons. The past two years, for various reasons, these have moved away or discontinued teaching, and at the present time there are only two. The director considers this the greatest
need for the building of a good orchestra in the schools. This condition is caused by the present emergency; when world conditions return to normal, these problems will be improved.

The elementary choral department of the Abilene system has been affected less noticeably by the present conditions than the instrumental, although handicapped in some ways in carrying on the usual high standard of work. The supervisor, Annie Bess Slaughter, did all that could be done to keep the work in all the schools operating with efficiency in spite of the frequent changing of teachers and checking in and out of the children.

There are no sixth grades in the schools this year as the school system is in the process of adopting the twelve year plan of grading. The eighth grades were transferred to junior high schools.

There are eight elementary schools in Abilene besides one negro and one Americanization school, and two junior high schools. These schools have somewhat different work in music, although all follow the same general plan for the course of study. Central, College Heights, Travis, and Lamar are the largest and oldest ward schools; Locust, Alta Vista, and Valley View are newer buildings, though much smaller; and Fair Park was built within the last ten years. The junior high schools have been built only one term.
The schools, spaced equally distant from each other, cover various types of communities in the city. Alta Vista and Fair Park are in the sections where the most wealth is found, and the pupils come from the newer and more privileged homes. The other schools take care of the more middle class people, in average circumstances. Locust school serves the children in the slums who have fewer advantages.

Locust school this year had to discontinue the glee club work which has for many years been outstanding. This was necessary because of the changing about of the children. The present music teacher has been in the school three years and has produced glee clubs which were almost on the level in efficiency and good performance with the schools of greater financial advantages. The primary teachers have always taught music in two grades and the music teacher has taught music in the third, fourth, and fifth grades. There were two third grades in 1942-1943. The music classes met four days each week in each grade, for twenty minute periods. The Foresman Series books were used as texts and the State text, Our Music in Story and Song was used for sight reading work. One day a week was devoted to appreciation. The musical equipment of the school includes a good record-player, and record library, similar to those in each of the other schools.

Once each week the third, fourth, and fifth grades at

Robert Foresman, Foresman Series, New York, American
Book Co., 1926

14. Foresman, Our Music in Story and Song
Locust came together to sing. The school had no auditorium so these grades met in a classroom and a club was formed for student participation. Different types of programs were given, but the activity which the children enjoyed most was the singing, accompanied by the music teacher at the piano. Some children played the guitar well, and were allowed to appear on the club programs.

The Parent-Teacher Association met once a month and musical numbers were given by one grade at each of these meetings.

At Christmas and Easter, special programs were given by the music department to which the parents were invited. These were given in the afternoon in the classroom.

Next year, 1943-1944, the teacher plans to try an experiment in the teaching of class piano. A class will be conducted after school, training the most talented children. Tests will be given to find the most promising pupils and from four to eight children allowed in one class. None of the children in the school have ever been financially able to study piano, and the teacher believes that good results could be accomplished by making possible this advantage.

Valley View school has had two changes in teacher personnel in 1942-1943, necessitating some shifting of subjects. The music in the primary grades has always been taught by the teachers of these grades. Shortly after the first semester,
the second and third grade teachers left to go into defense work and the new third grade teacher was not able to do the music work. The third grade was then transferred to the music teacher for this class. Music was also taught in the fourth, fifth, and seventh grades by the music teacher.

In Valley View, the third and fourth grades met every day for forty minutes. The fifth and seventh grade music classes met three days a week for forty minutes, alternating with spelling the other two days. Appreciation was taught on Friday in each class, and on the other days a general course of study for the Abilene schools was followed. Theory, sight reading, singing, and recreation in the form of rhythm drills, games, and folk dances were included. This well balanced outline was constructed by the music supervisor and was followed in all the schools.

The glee club in Valley View took the name of "Chapel Choir," and had forty-five members. The singers were chosen from the fifth and seventh grades. The choir made many various public appearances, most of which were in churches on Sunday nights. One program was given at Hardin-Simmons University chapel, one at the field hospital at Camp Berkeley on Sunday afternoon, and two for Parent-Teacher Association programs. A girls' double sextette composed of twelve from the two grades, made more appearances than the choir. This group sang in churches, over the radio, and at
other public meetings.

Programs were presented in each grade at Christmas and Easter. The performances were held in the music room by each music class, and the patrons were invited. These programs combined appropriate music with the action of the stories and choral reading of the scriptures. The two pageants were presented in the third, fourth, fifth, and seventh music classes.

In Fair Park school, the music work was organized similarly to Valley View, the schools had approximately the same enrollment. The music teacher taught the music classes of the third, fourth, fifth, and two seventh grades. The glee club had forty-five to fifty members from the fifth and seventh grades. School programs were given during the year and used all the children from every grade. Operettas were given at Christmas, Easter, and in the spring. Each of these was an evening performance in the school auditorium. A boys' glee club and double sextette were organized in 1941. A demonstration was given for the Abilene music teachers by the Fair Park music teacher, Ona Webb, on rhythm drills and games, using children chosen from each grade. The accompanist for the glee club was one of the seventh grade girls.

College Heights and Travis schools are also similar in enrollment. In both of these schools, the music teacher taught music in the two fifth grades and two seventh grades.
The music work in the other grades was conducted by the teachers of the grades. Music classes met three times a week for forty-five minutes, alternating with spelling the other two days. In the lower grades, music classes met every day for forty-five minute periods. The same course of study was followed in all the grades. Glee clubs were chosen from the fifth and seventh grades, meeting before school twice a week from eight to eight thirty. Public appearances were made in churches, Parent-Teacher Association meetings, and clubs. There is no auditorium in either school, so the Christmas and Easter programs were given in each room. Special programs were also presented in the rooms during Music Week, the first week in May.

Central school had a greater number of glee club organizations than any other school that year. A boys' glee club, a girls' glee club, a boys' double sextette, and a girls' double sextette were representative groups. The two double sextettes were combined to form a mixed chorus for many public appearances. These groups sang over the radio, at the army camp, on school assembly programs, and in the churches. In addition to these appearances, special programs were presented at Christmas time, during the Easter season, and during National Music Week. The school had a large study hall where school assemblies were held, and many special programs were given there.
Lamar school was unfortunate during 1942-1943 because it had several changes in teachers. Due to this fact, no glee club work was attempted. The music teachers conducted the classes in the fifth and seventh grades, but the course of study was below the standard set by the supervisor.

Alta Vista school also experienced a change in music teachers after the middle of the year. The music teacher taught music in the fourth and fifth grades; there was no seventh grade in the school. The glee club met outside school hours, and appearances were made several times in churches on Sunday nights.

The Americanization school is the school for the Mexican children and music is used as an effective means of teaching English words. There were no music classes in the grades as in other schools, but the children greatly enjoyed singing together. Once a week the fourth and fifth grades met in a classroom for a club in which they participated in music; much of the time was spent in singing. In the primary grades, the teachers attempted to follow the Abilene outline for music. No appreciation work was attempted, but a record-player and a few records are owned by the school. These are used for the enjoyment of listening. The seventh grade children in this district go to Lamar school.

In the two junior high schools, the choirs were scheduled during the activity periods and met three times a week, alter-
nating with other elective clubs. These periods were twenty-five minutes in length.

The choir was made up of the best singers selected from the four music classes. Two music classes met each day; one eighth grade and one ninth grade class, alternating with physical education. These classes were elective. In the eighth grade, the text was the Foresman Series, Book V, and the ninth grade used Foresman Series, Book VI. Both classes used sets of Choral Hour and Songs We Sing. The State text, Our Music in Story and Song, was also used by all classes.

There were two classes in the eighth and ninth grades.

In South Junior High, the choir was called the "Sing For Fun Club," and in North Junior High it was called the "Girls' Choir." A girls' sextette was chosen from the choir in North Junior High and was used for twenty different public appearances.

The elementary schools of Abilene have always had a music memory contest in every grade, directed by the supervisor, Annie Bess Slaughter. Ten records are studied in each music class as part of the appreciation lessons. At the end of the year, the contest is held in each classroom. A very high percentage is usually reached in the results of these tests. Many schools report one hundred per cent made in all classes. This year, the average was below that attained in most previous years on account of so many pupils coming into

16. Foresman, Our Music in Story and Song
the schools who were unable to learn the pieces in time for the contest.

Another culmination of the year's work was the glee club festival, which has been held in the spring for the past two years. This was not done this year, 1942-1943, however, on account of the absence of the supervisor.

**Blair**.--Blair is a two-teacher school. The music teacher in 1942-1943 was the principal. The school enrolled forty-two pupils and taught seven grades. The upper grades were combined together in one music class, and the lower grades met every day. The teacher was not very musical, but was able to sing well enough to carry the tune when necessary. The teacher held a Bachelor of Arts Degree and received the State schedule salary of $117.50 per month. The teacher felt that music was worthwhile for every child.

There was no rhythm band in the school in 1942-1943, although there had been one for several years before. The teacher used the mimeograph to make copies of songs. *Music Hour Series*, Books I and II were used, also *Our Music in Story and Song*. Thirty minutes every day were spent in music class. Theory and appreciation were not stressed to any extent. The children listened to the "Texas School of the Air" radio program on music every Friday afternoon.

Several programs were given for the school during the year at Blair school. Christmas and Easter programs were

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presented at night for the patrons. A patriotic program was performed in February, although patriotic numbers were included in all the other programs. A Mother's Day program was performed for the mothers; and at the close of school, a musical play was given on the evening of May twentieth for all the patrons. The teachers wrote most of this play and used all the children in school for the choruses.

Butman.--Butman school, in 1937, employed a teacher who was unqualified and lost the affiliation with the State Department of Education that year. Following that time, the enrollment continued to decrease each year until 1942, when there were only eight pupils in the district. After a few weeks attempt, the school was forced to discontinue and the pupils were sent to Blair and Merkel.

Buffalo Gap.--Buffalo Gap school, in 1942-1943, enrolled one hundred ten pupils. Music was taught in the fifth, sixth, and seventh grades by the music teacher, and in the lower grades music was taught by the grade teachers. Each class met three times a week. Records were used for the singing of patriotic songs and for dancing during recess and on rainy days as very little appreciation was taught. Staff notebooks were used for the work in theory. The lines and spaces, the keys, and some rhythm drills were included in the classes. Syllables were not used and no creative work was done. There has been no rhythm band in the first grade for
several years.

This year, 1942-1943, the only choral groups have been composed of the best singers selected from the classes for appearances on programs at the school and churches.

The teacher has been with the school for thirteen years, and plays the piano for church services occasionally or sings in the church choir.

Butterfield.--Butterfield school had an enrollment in 1942-1943 of one hundred sixty-five, a decrease of ten below the number enrolled in 1941. Music was taught by Inez Rohhertz in the fifth through the eighth grades. She holds a Bachelor of Arts Degree, and teaches music part-time. Each class met three times a week, alternating with art and writing. Appreciation was taught one day a week, but only a small number of records were owned by the school. Some theory was taught, some sight singing by syllables, and history of music was brought into the course of study. The only set of books which the school owned was the State text, Our Music in Story and Song. Several other books were used for copying songs, such as: Music Hour, Book II; Foresman Series, Books II and III; and Progressive. A copy of the Steck Work Book was also in the library for reference.

The glee club was composed of singers from the fifth through the eighth grades who met after school hours. The club was not financed by the school, but money was earned by

20. Mc
the children for necessary expenses.

This year sixty-four dollars were spent for music in the school. The money was spent for the following:

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<th>Item</th>
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<tr>
<td>Books</td>
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</tr>
<tr>
<td>Records</td>
<td>14.00</td>
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**Butterfield.**—At Christmas, an operetta was rendered by the Butterfield grade school children called "Toyland," in which seventy-five pupils appeared. Later in the year, a patriotic operetta was presented using fifty children. The glee club also performed special numbers on the program. Various one-act plays were produced in the school during the year for which the glee club was used in special numbers. Appearances were also made at the church.

Some aims which the music teacher had for the classes were: (1) To stress music theory in order that the pupils might sight read well enough to enjoy the reading of music in later life. (2) To develop in the pupils a deep and sincere appreciation for better music. (3) To help them enjoy the great composers, and symphony orchestras rather than so much of the less desirable music which they hear.

The importance of the symphony orchestra was stressed in the classes, and the children became acquainted with its characteristics. The "Texas School of the Air" radio program
was used for studying the instruments of the orchestra.

Bradshaw.--Bradshaw school had an enrollment in 1942 of two hundred and employed eight teachers. Twelve grades were taught in the school and music was taught in each of the primary grades. A good rhythm band was directed, although there were few instruments. The first grade teacher experimented with using a high school girl to teach music and the results were gratifying. The girl was a good pianist and wished to study to become a public school music teacher later. This work offered her valuable experience in teaching and good results were accomplished in the class. Thirty minutes each day were devoted to the music period. Besides the songs taught, drills and various games were enjoyed by the pupils. The lessons were outlined and supervised by the first grade teacher, who had had some instruction in public school music, but who was not greatly talented.

In the intermediate grades, no music was taught during the past year, 1942-1943, on account of the difficulty in securing a music teacher. It became impossible to find a teacher who could teach music, although there had always been a regular music teacher for the eight grades. Prior to 1942, twenty minutes had been spent in music classes in each grade by the music teacher. Sight-singing and ear-training had been taught and the phonograph was used for some appreciation. Choruses were selected by choosing the best singers from each
class, but there was no regular glee club in the school. There were about twenty records in the school.

The only piano in the school was in the gymnasium where all programs and assemblies were held. The first and second grades often went into the gymnasium in order to sing with the piano. Occasionally the third and fourth grades came in to sing together. This was the only type of music done in the school this year. This unfortunate condition is unavoidable, however. At the earliest time possible, the superintendent, who is very much interested in having a good music program in the school, plans to employ a teacher who can carry on the work as it has always been.

Colony Hill.--Colony Hill is the most modern one-teacher school in the county as to the equipment and work in all subjects. Workbooks were used in every subject except arithmetic this year. There was neither first nor sixth grades taught this year. One class of music was held each week for the primary grades combined, and one class for the intermediate grades; the periods were thirty minutes in length. The State music text, Our Music in Story and Song and Steck Music Workbooks were used in each class.

Many various musical programs have been given during the year, including two patriotic programs given at the opening of the school and at commencement. All eighteen children in school were used in the choruses of patriotic numbers. At

Christmas time, a pageant was given using carols sung by a chorus. These songs were sung a capella because no accompanist was available.

Another program given during the year was a minstrel show, in which all the children in school participated. Negro songs were used as choruses.

The school owns a good phonograph and piano. There are only about fifteen records in the library at the present time. The radio was used each Friday during the year for the "Texas School of the Air" program on music for studying orchestras and instruments.

The teacher at Colony Hill is not musically talented and has had no training in music, but music is considered very important in the school curriculum. Often much time is spent outside school hours to rehearse special numbers. A number of programs were given each year to create as many opportunities as possible for the patrons to meet and observe the school work. The school is standardized and continues to hold this affiliation with the State Department of Education by following the State recommendations for the course of study in music as in all other subjects.

Cross Roads.---Cross Roads school, Route one, Tye, Texas, did not have any music in the school in 1942-1943. It is a two-teacher school, and was taught this year by R. J. Smith and wife. There are only eighteen pupils in the school. An
attempt was made to have some singing in the early part of the year. Smith later discontinued this effort since he was not very musical. At one time, sixty pupils were enrolled and three teachers were employed. At that time, one teacher held group singing each week in a school assembly. Since the number of pupils has decreased, the interest in music is not so great this year.

Elmdale.--Elmdale school had ten grades with an enrollment in 1942-1943 of two hundred. Music was taught in all grades. It was optional with high school students. There was a grade school chorus. A tonette band has been in existence for two years; this was made up of pupils in the fourth, fifth, sixth, and seventh grades. One period each day was spent in the music class in each grade. In high school, the class was held three times a week. The Music Hour books were used for all the classes.

Hemby.--Hemby, Route one, Abilene, Texas, is an elementary school with an enrollment of fifty pupils, a decrease of sixteen from the year 1941. Two teachers were employed and two music classes were held. The class of music in the first three grades combined met three days each week for one hour and fifteen minutes, with twenty-seven in the class. Rhythm band and other rhythm drills were taught. The text, Our Music in Story and Song, was used. The intermediate grades assembled every morning for a short singing

24. Foresman, Our Music in Story and Song
period in which many patriotic songs were included. Appreciation was taught as well as sight singing, creative music, and various rhythm drills. Twenty-three were enrolled in the class.

The glee club, which met twice each week outside school hours, had twenty-five enrolled this year. The chorus was used often on programs at the school, for Parent-Teacher Association meetings, and at the one church in the community. The rhythm band was also used on the programs during the year. At a Hallowe'en program, the rhythm band played and all the children in school were used in choruses. A Christmas program was given at the school on which the choral club appeared. The school English club for the fourth through the eighth grades had many meetings during the year and used both the rhythm band and the chorus.

The two teachers held Bachelor of Art Degrees. The principal taught music in the first three grades and received the State schedule salary of $110.10 a month for nine months. (Mrs.) W. D. Lowrie, the principal's wife, taught one music class in the combined intermediate grades and received $107.50 per month for nine months.

**Lawn**—The Lawn school had an enrollment of three hundred for 1942-1943, forty of whom were in the primary grades. There were eight teachers in the grades and high school. No music was taught in the school this year because it was
impossible to secure a teacher for it.

The school had good equipment, including two pianos, one in the gymnasium-auditorium and one in the classroom; a phonograph; many records; and good rhythm band instruments. The school term of 1942-1943 was the first year in the history of the school that no music was taught. In the past years, there had been good elementary and high school choruses and rhythm bands. There was one private piano teacher in Lawn who had been there many years. It is hoped that next year conditions will be improved and a music teacher can be secured for the school.

Merkel.--Merkel, second largest town in the county, has always offered excellent public school music instruction. Public school music has been taught in the elementary grades for fifteen or twenty years. The primary teacher have always taught the music in these grades, and music in the intermediate grades was taught by the music teacher. Every year an operetta has been given by the seventh grade at graduation. Negro minstrels and various types of programs have been given; this year, 1942-1943, the operetta was called "Music in the Allied Nations." Virginia Thompson, a Hardin-Simmons University graduate, was the music teacher and directed the operetta. The high school chorus was directed by the high school speech teacher. The chorus was used on many programs, the most important of which was the high school commencement. The glee
club performed several excellent numbers.

Merkel has a ninety piece band, which was directed this year by George Gates, a Hardin-Simmons University graduate. In the past, the band has won many honors in the contests held by the State Interscholastic League, but these contests were not held this year, 1942-1943.

New Hope.--New Hope school is not in existence at the present time. The first semester of school work in 1942 was conducted; but since the enrollment had decreased to eighteen pupils, it was decided to send the school into Abilene rather than continue with only one teacher. This was done in January, 1943, and the children were transported every day by the New Hope bus. Before this, school assembly was held once each week by combining the rooms to make an auditorium. The children sang together and used the State text, Our Music in Story and Song.

The school owned a good record-player, about a dozen records, a piano, and rhythm band instruments. For special programs for the Parent-Teacher Association meetings, all the children in school were used for a chorus. The rhythm band was also presented on these programs.

North Park.--North Park is a large elementary school located one block from the city limits of Abilene and the campus of Hardin-Simmons University. It has a new brick building, three years old, built when the old frame building...
was torn down. The school has a large auditorium, gymnasium, and lunch room. The first eight grades are taught in the school; the high school students are transferred to the Abilene High School.

Leveda Raynes, a McMurry College graduate, was the music teacher for 1942-1943, and taught music in the sixth, seventh, and eighth grades. The classes met three times a week for forty-five minutes. The primary grades were taught by each teacher. There was no choral club or rhythm band this year for the first time. A girls' double sextette was organized and used for various school programs. This group appeared three times on assembly programs and at commencement. The school had a few singing assemblies during the year for the entire school.

In the classes, the text used was *Our Music in Story and Song*. This book was also used by the double sextette. Music books for reference or to copy were brought to the school by the teacher. The phonograph was used for listening lessons often, although few records were owned by the school. Some the ones used were owned by the teacher. The primary grades had listening lessons once each week.

Some theory was taught in each class in the upper grades. Definitions, building scales, the key circle, the triads, drills in sight singing, and tone drills were included in the work. This year was the first time the classes have included any
theory work. Each week the life of one composer was studied and several operas were also studied during the year. The operas studied were: **Ride of the Valkyries**, **Sigfried**, **Aida**, **Carmen**, **Tannhauser**, **Lohengrin**, and **Rigoletto**.

The superintendent, W. P. Palm, is very interested in having good music instruction in the school and plans to spend more money next year to secure better equipment. Several books have been added to the library this year: **The Victor Book of the Symphony**, **Victor Book of the Opera**, **Ellison Book of Musical Knowledge** (two copies), and the **Metropolitan Opera Guide**. The plan is to secure a new piano next year; the only one owned by the school is in the gymnasium, which is not a convenient place in which classes can meet. Some sets of books for the classes are also needed for next year.

**Ovalo.**—Ovalo is another school which did not have any music taught during the year in the elementary grades because of the difficulty of securing music teachers. Ovalo has always had a fairly good music department in the school, for the past six years a teacher has been employed for the music in the fourth through the sixth grades. The primary teachers taught the music in the first three grades in 1942-1943. The school owned a good phonograph and had a fairly complete library of records. Until this year a choral club was composed of the best singers from the fifth and sixth grades.
Potosi.--Potosi is an elementary school which teaches through the eighth grade. There are two teachers and the eight grades are divided into two classes for music. The music class in the intermediate grades met three times each week for thirty minutes; the State text for music, Our Listening Story and Song, was used. Not much appreciation was taught; the record library contains about twelve records.

The teacher used a copy of the Music Hour for reference and for copying songs.

The music class for the primary grades had twenty-five members. Art and music were alternated each day for thirty minute periods. Rhythm band met twice each week, and one day was used for singing. The pupils also learned the lines and spaces as well as some rote songs and rhythm drills. The radio was used for the "Texas School of the Air" program on Friday afternoons, and the phonograph was often used for quiet listening periods. On Friday afternoons, the children participated in a club in which special musical numbers were often used.

Pleasant Hill.--Pleasant Hill school also had no music taught in the school in 1942-1943 on account of lack of a teacher. As far back as the records of the school are available, they show that in 1937, music was taught in all grades through the seventh. One teacher taught music in the first four grades, and the other taught the music in the upper grades.

Ibid
26.

Ibid
26.

combined. The school has no phonograph and the piano was so out of tune that it could not be used. There were two teachers in the school in 1942-1943 and sixty pupils.

Rogers.--Rogers is a one-teacher school, taught by Lucy Mae Patterson, with twenty-one enrolled in 1942-1943. The school owns a piano, but the teacher did not play and the instrument was in very bad repair. All the children sang together each morning for thirty minutes at the first period. No theory work was attempted because the teacher was not trained for it.

When a chorus was needed for special programs at the school, all the children were used. There was a good phonograph in the school and a library of seventy-five to a hundred records, some of which belonged to the teacher. These were used for listening, at irregular times, while the children were working on art. Some of the records were used for teaching rote songs. Ten year ago there were forty-five pupils and two teachers in the school. For several years the intermediate teacher played accompaniments for the songs, and for the choruses on special programs. Most of the singing during 1942-1943 was unaccompanied.

At graduation each year, special numbers were given by the entire school in a chorus. An evening performance was also given at Christmas when the chorus was used.

Most of the children had developed an unpleasant tone
quality because of the type of singing done by the community at the singing meetings at the church. The teacher has tried to correct this defect, but has found it a handicap in setting up new habits by tone drills in school. The "Singing Society" of the community still meets each Sunday night at the church. Traveling musicians come often to give programs at the church, bringing such instruments as the guitar, banjo, piano, and violin or bass violin.

The school board allowed some money each year for records and sheet music as needed for special programs. Lucy Patterson held a Bachelor of Arts Degree and received the State schedule salary. The school was not affiliated with the State Department of Education. The teacher was very much interested in having good music work in the school, although she was not musically trained. She felt that it was very worthwhile for all children to have some knowledge of music and to be able to sing with a pleasing quality. Since it was difficult for the teacher to sing well enough to help the children, it was necessary to depend a great deal on records for teaching songs.

Sher.---Sher is a two-teacher school in the southwest part of the county, with about eighty pupils enrolled. It is affiliated with the State Department of Education and follows the State course of study. Not much has been done in music education during 1942-1943. The school has decreased
in enrollment in the past four years from a four-teacher school to a two-teacher school. The school is divided into two classes for music. The primary grades have rhythm band drills and the band is used on many special programs during the year. At the close of the school year, a program has always been given using all the children in school in songs and plays. The intermediate grades met in a music class ever day for about twenty minutes. The time was spent mostly in singing their favorite songs; no attempt was made to teach any theory and very little appreciation was taught. The school taught eight grades and the high school students were sent to Wingate by bus.

**Tuscola.**--Tuscola is a school which has always had a good music department in the grades. A good foundation was introduced in theory, appreciation, and harmony in all the grades by Sybil Powell in 1931. The high school also had a good chorus of girls for several years which was discontinued in 1935, because of lack of a room in which to meet. The chorus has not been so efficient since it was reorganized during 1940. This year, 1942, a trio was also organized which had much success and was used on more programs than the chorus.

Genabeth Higham has been the music teacher for all the grades since 1937. The first three grades were combined in one class of forty each day for thirty minutes. The fourth
and fifth grades met together every day for forty minutes, and the sixth and seventh were in one class with fifty-five enrolled. Some theory and appreciation were taught in each class; the children learned to sight read, recognize various instruments, and write simple tunes.

An Easter cantata was given in the spring of 1943 by the high school chorus. The chorus was also used between acts of plays during the year, and the girls' trio appeared often.

Trent.--In Trent school, the largest class in music in 1942-1943, was the combined fifth, sixth, and seventh grades with sixty-five pupils. This was taught by Gledys Musick. In each of the primary grades, music was taught by the room teacher. In high school, the chorus met outside school hours and was directed by a teacher who was not in the school system, Christine Collins. A quartet was also organized by this outside teacher who came from Merkel every day and taught private lessons in voice and piano. For many years in the past when there was no music teacher in the school, Christine Collins directed all the musical organizations and planned the programs.

At the close of the school year, the music class performed a program of "Songs of Twenty Nations." Some of the songs were presented in the native languages, such as Spanish and Hawaiian. The chorus also appeared many times in assembly for
special numbers for the school. Assemblies were held each week for one hour. The Parent-Teacher Association met several times at night during the year and the chorus sang on these programs each time.

The school owns a good piano, a phonograph, and a few records. Very little appreciation has been taught in the music classes.

Valley Creek.--Valley Creek school has decreased in enrollment from a four-teacher school four years ago, until at the present time only two teachers are employed. The high school children are sent to Wingate for high school work.

This year, 1942-1943, the music work in the school has not been so good as it had been for many years before. The school purchased a good record-player in 1923, but it has been taken away; the piano has also been removed. Good choruses and rhythm bands represented the school during the county contests, but there were none in 1942-1943. For the past three years, the school chorus sang over the radio station in Abilene. There was a regular music period each day when the children sang together; no theory work was done.

Several pupils had special talent, and two of the boys went into Abilene twice each week for violin lessons. Three or four girls played the piano and studied with two teachers in the community. The school has been affiliated with the
State Department of Education for the past two years.

Wylie.-- Wylie school had an enrollment in 1942-1943 of three hundred eighty-five and employed sixteen teachers. The music work was fairly good; music was offered in every grade and one elective class in high school. The first two grades met together for a music period three times each week for thirty minutes. Good rhythm band work was done and one day each week was spent in music appreciation. The third and fourth grades were combined for music classes and met twice each week. From this class, a tonette band was organized. Syllables were taught in the third and fourth grades, and some two-part songs were learned. Each of the other grades met three times each week for thirty minutes, with one day for music appreciation. Folk dances were taught, and operas were studied as well as form of songs.

The high school theory class was elective and covered a general field of musical knowledge. It was offered to sophomores and grades higher. The first half of the year various principles of theory were taught, such as the major and minor scales, triads, and melodies. The second semester of the year, history and appreciation were taught. In this class, two days a week were spent in singing and three days were used for theory. There was no text for the course, but several reference books were available to the students, such as: Fundamentals of Musicianship by Gherkens; Appreciation

of Music, a history and study of composition; and An Encyclopedia of Music, and History of Music, by Presser. The students were required to study these books, take notes in class, and keep a notebook.

There was a glee club for high school boys and girls with thirteen members, most of whom were girls. This club met twice each week for forty-five minutes. Our Music in Story and Song, a set of We Sing, and various pieces of sheet music were used. The glee club performed at church and for Parent-Teacher Association meetings at various times during the year. At the end of the year, the high school chorus gave a program which included a number of musical selections such as: "Beautiful Dreamer," "Villa," "The Bells of Saint Mary's," and some solos and duets. The grade school children also gave a musical program at the close of school which was called "Tomboy Jo."

The music teacher in Wylie school had two principal aims for public school music: first, to teach appreciation of good music, and raise the level of taste; and, second, to teach sight reading of music. The teacher was a good singer and had studied at the Cincinnati Conservatory.

29. M. T. Armitage, We Sing, C. C. Birchard and Co. Boston, 1940
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Introduction.--In studying the conditions as they exist at the present time in the music education of Taylor County, it is apparent that some general observations can be made. These observations have to do with work which, in most cases, is very gratifying in result, and other situations which are not as they should be. The aim of this chapter is: first, to summarize the good and the poor work; and, second, to suggest some specific measures which might lead to greater progress in the future.

Decrease in number of music classes.--There are six schools in the county which had no music taught in the school during 1942-1943. The reason given by every school was that it was impossible to get a teacher who could teach music. These schools have always had music taught in every grade, a grade school chorus, and a rhythm band until the 1942-1943 session. These schools are: Lawn, Ovalo, Pleasant Hill, New Hope, Butman, and Bradshaw.

Many other schools reported that very little music was taught. World war conditions make it difficult to secure teachers since so many are leaving the profession. The fact that no other subjects are being eliminated from the curricu-
lum would indicate that teachers of music and all arts are fewer than those of other subjects.

**Causes for the decrease in number of music classes.**—One reason the small schools find difficulty in keeping instructors in this field is that they do not offer enough salary. School boards do not realize that art subjects require specialization in the training which teachers receive, and that this requires great expense. A teacher trained to teach music must have specialization which is in addition to and more costly than that required for the other subjects. For illustration, the music teacher in a small school might be compared with the vocational teacher in the amount of salary received. It has been recognized by the State Department of Education and the United States government that teachers of vocational subjects require a special type of training which is unlike that of teachers of other subjects. Provision, therefore, is made by the government and the State schedule salary system so that the basic pay for the teachers of vocational subjects is much higher than that of any other subjects. It has been the observation of the writer that the teachers of music in these grades have had much more specialized training than the vocational teachers; yet the music teachers are expected to receive a remuneration on the basis of the same general education as teachers of the other subjects. It should be stated, however, that while this has been true in
the past, many schools during recent years have endeavored to base all salaries according to the amount of experience and training of each teacher. Most schools have adopted the State salary schedule for the minimum amount paid in the schools which receive aid from the State.

**Difficulties in salary adjustment.**--Independent schools, in adopting this schedule, are having difficulty in adjusting salaries fairly since some teachers have been receiving much more than the minimum. Approximately ten years will have to pass before the teachers receiving the minimum will have enough experience to receive an equal amount. Many years are necessary for fulfillment of the adoption of a salary basis which is equal and fair for all. It is the opinion of this writer that, in the meantime, teachers who have talent and special skill should receive more remuneration for their services than they are receiving. This will be necessary if the schools are to continue to reap the benefits of the field of music education.

**Decrease in general enrollments.**--Another observation, which may be significant in the planning of a more efficient program in the future, is the fact that so many of the small schools in the county have decreased markedly in general enrollment during the past ten to twenty years. This decrease occurred during the period of normal economic life in the nation; therefore, this condition appears to have some cause
other than the temporary war situation. Ten schools show a sharp decrease in scholastic enrollment, which brings the percentage to little less than half the total number of schools in the county.

New Hope, in 1922, had ninety-one pupils, and in 1942, began the year with twenty-five. The school was closed after the first semester and the children were brought into Abilene by bus. Another school which closed during 1942-1943 is Butman; in 1922, its enrollment was sixty-six. Potosi showed two hundred forty-nine in enrollment in 1922, and employed five teachers. In 1942, it was a two-teacher school. Hamby decreased from one hundred sixty-eight in 1920, to one hundred fifteen in 1930. In 1942, fifty pupils were enrolled and two teachers were employed. Pleasant Hill, in 1920, enrolled eighty-five pupils, and in 1942, had sixty. Blair enrolled in 1920, ninety-nine, and in 1942-1943 had forty-two pupils and employed two teachers. Rogers has diminished fifty per cent in twenty years, from forty pupils and two teachers, to a one-teacher school with twenty pupils in 1942-1943. Both Valley Creek and Shep have made a decrease of fifty per cent in four years, from four teachers to two in 1942-1943. Cross Roads, in 1920, had thirty pupils and employed three teachers; in 1942-1943, there were eighteen pupils taught by two teachers.

Caused for decrease in general enrollments.--The chief
reason for this situation as expressed by the farmers, teachers, and administrators concerned and who have been present during these years, is the fact that the employment of tractors has put men out of work. One man is able to cultivate five hundred acres of land by this means; whereas, before the machinery became modernized the work required three times that number. Consequently, people have moved from the farming communities in large numbers to the cities for work. Many people were not able to find employment there, and the result was that the government relief agencies were the only means of earning an existence which some of these people could secure.

**Poor care of equipment.**—A third condition which is evident to the observer is the fact that in many schools good musical equipment has not been properly cared for. All the schools had a good piano, record-player, and a set of at least twelve records purchased to meet the requirement for the Interscholastic League contests held every year until 1940. The instruments have been taken away from many of the buildings or have been allowed to fall into such bad repair that they are useless. Valley Creek and Shep are examples of this condition. During the time when music was taught, each of these schools had a good piano, record-player, and record library. All of these have since been taken from the school at various times. Rogers has a phonograph and records, but
the piano is so out of order that it cannot be played. Butman at one time had this equipment; but by the time the school was discontinued in the fall of 1942, there had not been any instruments for the teaching of music for more than a year previously. Pleasant Hill has a record-player and record library, but the piano is so out of repair that it is useless.

Need for money for equipment.—The State at one time allowed a definite amount of money to be used each year for the purchase of equipment for the State supported schools, and for the repair and upkeep of the materials. For several years, a portion of the money which had been used for this has been allotted for visual education, and music education has received only a small per cent of the amount once allowed. At the present time, there are no set amounts allotted by the State for this purpose.

General conclusions.—As mentioned in the observation of the conditions in the schools of the county, the moving out of the farmers from the rural communities has brought about a great difficulty in maintaining the small schools. This situation is not a temporary one and cannot be expected to improve in the future years; therefore, it should be faced by the schools with this in mind. It is generally believed by educators that if small schools consolidate, much more efficiency can be expected than from a school which is
laboring under the handicaps brought about by limited numbers and equipment. Consolidation requires farsightedness, however, and many schools are not able to accomplish this forward step because of prejudices. Butman is a school which has decreased in enrollment until by the fall of 1942, there were only eight pupils and the school was forced to discontinue. The children then had no alternative but to go into Merkel by bus. This change made the Merkel schools overcrowded and transferred the children far out of their community. Blair school is much closer to their homes, and is also struggling for its existence because of a small enrollment. It is this writer's opinion that if these schools could have united, both would, without doubt, have profited. This was the opinion of many of the patrons questioned. The chief reason given for not consolidating was that the schools could not agree on the location for the school, neither wishing to relinquish its original building and grounds.

Valley Creek and Shep are within walking distance and each has only enough pupils for two teachers. Each school dropped fifty per cent in membership in four years. If these were merged, the result would unquestionably be good.

Pleasant Hill, a two-teacher school, is located not more than two miles from the Butterfield school, to the west. The work has been very difficult during the 1942-1943 session, due to the frequent changing of teachers. High school students
from the Pleasant Hill district have always gone to Abilene High School by bus. The other grades could be transferred in a similar way.

Cross Roads, with only two teachers and eighteen pupils enrolled, has decreased from thirty pupils in ten years. This school was once a part of Tye school and is located only a few miles south of Tye.

Rogers is a one-teacher school and has decreased in enrollment from a two-teacher school in the last few years. The equipment is poor and the building in bad repair. Lawn is within driving distance; the twenty children could be transferred without great expense.

Need for text book series.--Another need which the schools have is for a music text book series. The text is *Our Music in Story and Song*, which was adopted for a reader and not for the purpose of music study. The State requires music be taught in the elementary schools before State affiliation can be reached, and yet no text book has been allowed for this purpose. The text has served fairly well, but a graded music course needs a graded series of books. Legislation would be required to bring about this adoption.

Advantage of the Interscholastic League.--One of the greatest stimuli to musical effort in the small schools in the past was the musical events in the Interscholastic League. When these contests were carried on every year, schools
strove to have good choruses, rhythm bands, and music memory groups. When the contests were discontinued, in many instances the interest in these accomplishments diminished at once. The reason for the discontinuing of the State Interscholastic League contests was the war time situation which made these events impossible. It is hoped that this fine experience can be resumed as soon as possible.

Recommendations.--The first addition which the schools of the county need to make for future progress is to have a county public school music supervisor. The only way to insure teacher interest and a more efficient course of study is to have a supervisor to instruct the teachers. Only then will there be unity of subject matter and an enriched curriculum.

Another great aid to better music in Taylor County would be to have a general band director for all the elementary bands. Classes could be held in each school to teach the band instruments. The director could travel to each school and later combine the classes to make one massed band. This could be done when world conditions return to normal. It would be impossible, at the present time, to carry out this plan on account of transportation difficulties.

A similar plan might be arranged for choral work. Choruses could be trained in each school, with the music supervisor as general advisor. The songs could be taught by the music
teachers, and the choruses brought together for a massed group under the direction of the supervisor or one of the teachers. This plan would doubtless be helpful in stimulating interest in working toward better music in the schools, as well as by exchange of ideas of different groups. Greater unity of county wide interest in music education would also be brought about.

In 1934, an effort was made to stimulate interest in rhythm band work. This was in the form of a contest between all rhythm bands in the county. The contest was directed by Madge Stamford, Rural School Supervisor at the time. Banners were awarded the winners and much enthusiasm was shown among the groups.

It is suggested that this event be conducted in the future in the form of a festival rather than a contest. The groups might participate in the program for the purpose of enjoying the work of all the schools, rather than for competition.

A similar festival might be of interest for harmonica bands and tonette bands. During the war period, the value of the use of these instruments has been realized more than ever before.

Another organization begun by Madge Stamford was a Taylor County teacher's quartet. This was continued for several years and much interest was shown by the teachers.
Singers were selected by try-outs and rehearsals were held regularly on Saturdays. This group was used for many public performances in the county.

One need which is outstanding for many of the small schools is the repair of the musical equipment. Mention has been made of the fact that three years ago the State allowed money for this repair. At that time radios and phonographs were purchased by every school. Records were bought by the schools at the time of the Interscholastic League contests, and each school also owned a piano. Since that time, many of these instruments have become out of repair and in many instances no money has been spent for their care. It is the earnest opinion of the writer that if the State would allow a certain amount of money to be allotted for the purpose of the upkeep of the musical equipment, this deplorable condition could be avoided in the future.

Summary of the aims of the study.--These suggestions for the improvement of music education of the county have been made, not with the intention of being critical of the shortcomings of the work, but rather with a sincere desire for anticipation of improvement in this field of educational endeavor. To set down the chief factors which indicate good or poor work is the aim of this study. In this way only can educators and administrators plan the most effective music program for the greatest possible results in the future.
This anticipation expresses the aim of this study.

The progress made by the teaching of music in the public schools of Taylor County in the twenty years of its existence is, on the whole, to be commended. Table 1 in the Appendix shows with what meager facilities it was introduced. In 1930, most of the schools were pioneering in this field. Very little organized music teaching was done at that time, and equipment was being purchased for the first time. Table 2 endeavors to show the efficiency with which music was taught in 1940 to 1942. By the year 1942, in almost all of the schools, musical groups had been organized such as: choruses, rhythm bands, bands, and orchestras. These were used on programs in the schools and communities and thereby contributed a cultural influence to the public performances.

The results of the teaching of music in the public schools cannot be measured in tangible units. This table can only show the accomplishments displayed in one phase of its appearance, namely, the number and kind of musical groups in the schools and the number and type of music classes conducted in the curriculum.

The greatest accomplishment of music teaching can be shown only in future years in the form of sturdy character and a desire for the good, which will be found in the hearts of the generation growing up.
APPENDIX
### TABLE 3--Continued

<table>
<thead>
<tr>
<th>1930-1940</th>
<th>1940-1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1918-1920</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Merkel</td>
<td>New high school built in 1920. Music introduced into the grades.</td>
</tr>
<tr>
<td>New Hope</td>
<td>Building built in 1920 at cost of $3,400. Tax was 75¢. Enrollment 91. Three teachers.</td>
</tr>
<tr>
<td>Ovalo</td>
<td>10th grade discontinued during the war. 144 enrolled. Only 3 teachers employed.</td>
</tr>
<tr>
<td>Pleasant Hill</td>
<td>In 1919, a bond of $2,500 was voted, and a 3 room house built. In 1920, a $1,000 additional bond voted and tax of 75¢. Three teachers.</td>
</tr>
<tr>
<td>Potosi</td>
<td>In 1920, a 6 room, brick building was built. Enrollment was 249.</td>
</tr>
<tr>
<td>Rogers</td>
<td>Community singing at the church. Phonograph and piano bought. One hundred records bought.</td>
</tr>
<tr>
<td>Shep</td>
<td>In 1919, a phonograph and 50 records were bought. In 1920, a tax of 75¢ was voted. In 1921, a $1 tax was voted.</td>
</tr>
<tr>
<td>Trent</td>
<td>Enrollment in 1920 was 231. Christine Collins, a Merkel teacher, came to the school for private piano pupils.</td>
</tr>
<tr>
<td>Tuscola</td>
<td>Consolidated with Mountain View. Tax of $1. voted. Enrollment was 200. Singing periods in grade classes.</td>
</tr>
<tr>
<td>Tye</td>
<td>Enrollment was 126. No music taught.</td>
</tr>
<tr>
<td>Valley Creek</td>
<td>In 1921, tax of $1. was voted. Phonograph and records were bought.</td>
</tr>
<tr>
<td>Wylie</td>
<td>Enrollment in 1922 was 76. Domestic science taught. No music at this time.</td>
</tr>
</tbody>
</table>
### TABLE 3—Continued

<table>
<thead>
<tr>
<th>1930-1940</th>
<th>1940-1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school choral club organized. (Mrs.) Comer Haynes director.</td>
<td>90-place band. Richard Young director.</td>
</tr>
<tr>
<td>In 1939, rhythm band was begun. Used for special numbers on school programs. No music in classes.</td>
<td>Enrollment 18. School was discontinued in 1942.</td>
</tr>
<tr>
<td>In 1939, a brick building was built with a good gymnasium and auditorium. Music taught in each grade.</td>
<td>A girls choral club, with 41 enrolled and rhythm band were organized. Lavada Raines music teacher.</td>
</tr>
<tr>
<td>In 1939, music was introduced into the first six grades. A good grade school chorus was entered in the county contest. Phonograph bought.</td>
<td>No music taught because of lack of a music teacher.</td>
</tr>
<tr>
<td>In 1930, music was first introduced in the grades by Kate Causseaux. 40 pupils enrolled. A phonograph and 12 records were secured. Rhythm band was organized. Grade school chorus entered in the county contest. In 1930, the rhythm band and grade school chorus were entered in the county contest.</td>
<td>Enrollment 60. Rhythm band taught.</td>
</tr>
<tr>
<td>In 1930, a high school quartet was trained for the county contest. A grade school chorus and rhythm band were organized.</td>
<td>State requirements for music were met. Two teachers employed.</td>
</tr>
<tr>
<td>In 1931, the high school chorus was entered in the county contest and won first place. Grade school chorus and rhythm band began in 1932.</td>
<td>Assembly singing every morning. Records used to teach songs. Two teachers employed in the school.</td>
</tr>
<tr>
<td>No music taught. Rhythm band and chorus were entered in the county contest.</td>
<td>Groups were used for musical numbers on Parent-Teachers Association programs, and for assembly once a week.</td>
</tr>
<tr>
<td>Chorus organized in high school. Music taught in all the grades.</td>
<td>High school choral club presented an Easter cantata in 1940.</td>
</tr>
<tr>
<td></td>
<td>No music taught. Chorus sang over radio in Abilene for 3 years. Affiliated in 1939.</td>
</tr>
<tr>
<td></td>
<td>Theory course in high school.</td>
</tr>
</tbody>
</table>
## Table 4

The Non-Required and Required Music Programs in Each of the Schools

<table>
<thead>
<tr>
<th>Choral</th>
<th>Non-Required</th>
<th>Instrumental</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>No. of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>choruses</td>
</tr>
<tr>
<td>Abilene</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Blair</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Butman</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Buffalo</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Butterfield</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Bradshaw</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Colony</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Hill</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Cross</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Hensby</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Law</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Merkel</td>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>New Hope</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>North</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Park</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Potosi</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Pleasant</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Hill</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Rogers</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Ship</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Tuscola</td>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>Trent</td>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>Valley</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Creek</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Wylie</td>
<td>none</td>
<td>1</td>
</tr>
<tr>
<td>Elmedale</td>
<td>1</td>
<td>none</td>
</tr>
<tr>
<td>Tye</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Administrative</td>
<td>REQUIRED</td>
<td>Remarks</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Music in Length of periods</td>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>1-7</td>
<td>30 to 40 min.</td>
<td>Foresman, Our Music*</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-8</td>
<td>30 min.</td>
<td>Our Music reference</td>
</tr>
<tr>
<td>1-3</td>
<td>30 min.</td>
<td>None</td>
</tr>
<tr>
<td>2-3-4-5-7</td>
<td>30 min</td>
<td>Our Music</td>
</tr>
<tr>
<td>None</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>1-8</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-8</td>
<td>45 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-8</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>1-8</td>
<td>50 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-8</td>
<td>20 min.</td>
<td>none</td>
</tr>
<tr>
<td>1-7</td>
<td>40 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One period each day for singing.</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>Our Music</td>
</tr>
<tr>
<td>h.s.</td>
<td></td>
<td>Elective class in high school. Good theory work.</td>
</tr>
<tr>
<td>1-7</td>
<td>30 min.</td>
<td>Music Hour</td>
</tr>
<tr>
<td>h.s.</td>
<td></td>
<td>High school elective theory.</td>
</tr>
<tr>
<td>1-8</td>
<td>20-30 min.</td>
<td>101 Song Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entire school used for choruses.</td>
</tr>
</tbody>
</table>

*The abbreviation, Our Music, is used in place of the full name of the State text, Our Music in Story and Song.*
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