A COMPARATIVE ANALYSIS OF THE
TWELVE-YEAR PLANS IN TEXAS PUBLIC SCHOOLS

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A COMPARATIVE ANALYSIS OF THE
TWELVE-YEAR PLANS IN TEXAS PUBLIC SCHOOLS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The object of this study is to present a brief, though detailed, account of the various methods used to install and to operate a twelve-year curriculum in the Texas Public Schools that have pioneered in this field. There are schools throughout Texas that contemplate changing their curriculum in the near future so as to extend the school life to twelve years instead of the traditional eleven grades. The Curriculum Division of the State Department of Education in a personal letter on July 8, 1940, listed one hundred thirty-five schools that now have, or plan to have, the twelve-year plan by September, 1940. The Education Department at Austin is receiving inquiries daily in regard to the twelve-year plan and has asked for any information about the plan in operation. A careful, detailed study of this subject is timely and has the opportunity of serving one of the needs of the Texas Public Schools.

On June 13, 1940, a personal letter of explanation, along with the questionnaire, was mailed to thirty-seven superintendents, and by July 3, twenty-six questionnaires and three letters had been returned. The writer considers this a very splendid response and is deeply grateful.
In view of the purpose of this study, only the opinions of those who have been instrumental in planning and operating a twelve-year school have been presented. This report is not advocating or denouncing the merit of the plan under observation. The opinion of the writer has in no way influenced the statements presented.

History of the Twelve-Year Plan

The national trend in public education is toward the twelve-grade plan. Of the forty-eight states, forty have state-wide adoption of the twelve-grade plan, while only one adheres exclusively to the eleven-grade system. The other seven are in transit from the eleven-grade to twelve-grade program.¹

Port Arthur pioneered in the organization of a public school system in Texas on the twelve-year plan. That school maintained this unique position for several years. The authorities felt that their position was a wise and safe one, when measured by the splendid results which were being obtained.

Goose Creek and Iraan, having ample financial support which made it unnecessary for them to fear the additional cost of operation which might be temporarily caused by changing from eleven grades to twelve grades of work, soon entered into the plan for a more extended school life for Texas children.

According to the superintendents' annual reports which came into the Division of Information and Statistics for 1937-38, there were thirteen districts which had operated on the twelve-year basis that year:

Port Arthur          El Paso
Goose Creek          Kermit
Iraan                Lefers
Mercedes             Rankin
Carthage             Stinnett
Jefferson            Montgomery
Saltillo

When the superintendents' reports for 1938-39 were received, the following additional schools reported the twelve-year plan in operation:

Amarillo          Sugarland
Borger            Crane
Austin            Fabens
Breckenridge      Kirbyville
Pampa             Ysleta

In addition to these there were a number of schools which reported 8-4 organizations and showed the first grade in two divisions. There were also a number of schools which indicated that their promotions had been made so as to go into the twelve-year plan during the 1939-40 school year.

A questionnaire dealing with the twelve-year plan was worked up in January, 1940, by members of the State Department of Education and mailed to the 170 cities and towns having a population of more than 5,000 according to the Federal Census of 1930, and to the superintendents of all other independent school districts having an enrollment of more than 600 white pupils. The compilations of this study show that there are
one hundred twenty-two schools which now use the plan or expect to do so soon.2

All available evidence shows that the movement is gaining ground rapidly. Some of the largest schools in the State are now seriously studying the plan, and have endorsed it.

Purpose of the Study

Perhaps there is no subject at this time which is arousing attention and interest among the schools of Texas comparable to that being aroused in regard to the change to the twelve-year plan of organization. One of the marked developments during the past two years has been the growth and interest in the twelve-year plan of organization for the public schools. This plan has been discussed widely throughout the state under the direction of the State Department of Education and was one of the chief topics for discussion at the School Administrators Conference held in Austin in January, 1939, and in July, 1940.

The following statement, taken from Bulletin 397 released by the State Department of Education September 1, 1939, carries the official sanction of the plan:

Beginning with the scholastic year 1939-40 and thereafter the public school program of Texas may cover twelve years of work. Local school authorities choosing to inaugurate a twelve-grade system, as many public school units in Texas have already done, shall make the elementary school to cover the first six years of work, divided into levels, the first level covering years one

2With Texas Public Schools, 1939-40, Vol. IV, no. 6, p. 2.
through three and the second level including years four, five, and six. The next six years should be divided into junior and senior high schools, each covering three years.

School systems which do not approve of a junior high school program may devote the first eight years to elementary school work, and the four advanced years to the regular senior high school work. Thus the following plans of organization are approved: 3-3-3-3; 6-6; 6-3-3; 8-4.

Various methods of installing the twelve-year program may be used quite satisfactorily. No work should, however, be added at the top, i.e., no subject should be above the present offerings in the regular senior high school. Each superintendent should choose the method he thinks most satisfactory in installing the twelve grades in his school system. School officials interested in changing their school systems from the eleven-grade system should study most carefully suggestions made in the "Instructional Program For the Twelve Years of Work" on Page 15, Bulletin 391, Courses of Study for Years One Through Three.

In the interest of accuracy and uniformity in statistical matters, all local school superintendents' reports should conform to the 6-3-3 or the 6-6 plan.

The State Department of Education approved the curriculum program for a twelve-year school.

The twelve-year program has been followed under different titles by larger school systems for a number of years. In some school systems one-half year is devoted to kindergarten and another half year to junior primary prior to the beginning of the regular first-grade work. In other systems, a year and a half is devoted to the first grade and a similar amount of time to the second grade with such designations as 1A, 1B, 1C; 2A, 2B, and 2C.

By arranging the courses of study on a twelve-year basis, committees have not intended to be in any sense arbitrary. They are simply recognizing the fact that in a majority of cases twelve years are necessary for completing the school program as outlined in the past and as contained in the present courses of study. By following the twelve-year plan as the regular program, school administrators will be able to avoid the necessity of "failing" a large number of their pupils. In order to make it possible for those students who are capable of completing the work outlined in eleven years to do so, an alternate

With Texas Public Schools, 1939-40, Vol. IV, no. 2, p. 3.
proposal is suggested for the junior and senior high school levels. By following this plan, the average or slow pupils will be able to finish on the regular schedule without the stigma of having "failed" in any subject during the year. 4

Thus the State Department of Education approves both the twelve-year and the eleven-grade systems, thereby recognizing the fact that although a twelve-grade system might be desirable, some localities are not ready to do away with the traditional eleven-grade organization.

Due to the fact that many of the public school systems have now in operation or have begun the installation of a twelve-year educational program, while many other public school systems in Texas are considering such an undertaking and desire definite information, and due to the further fact that there is little uniformity possible under these conditions, a careful, detailed study of this subject is timely and has an opportunity of serving the need of Texas Public Schools.

Sources of Data

Certain subjects of investigation are so new that few publications are available, and for information one must depend almost entirely upon current reviews and trends which are set forth by the recognized educators. This fact is especially true in the study of the adoption and installation

4 Texas State Department of Education, Course of Study for Years One Through Three, p. 15.
of the twelve-year plan in the public schools of Texas. As far as it can be determined, all available material on the twelve-year plan has been collected.

1. The Division of Information and Statistics of the State Department of Education have devoted three of its monthly bulletins to the presentation of information on this subject.

2. Since 1935, the Texas Outlook has published twelve articles on the plan, and nine of the articles have appeared within the last two years.

3. Various members of the personnel of the State Department of Education have recently collaborated on a questionnaire which was sent to some three hundred and thirty-eight schools in Texas. A report of the facts which were obtained is available to the public.

4. Many of the larger school systems have carried on an extensive research program in view of setting-up the twelve-year plan. These reports have been secured and studied carefully.

5. The publicity campaign necessary for informing the community in regard to school activities has influenced some systems to write a detailed report of the change from the eleven to the twelve-grade plan of organization. These reports contain valuable information as to the actual plan in operation.

6. The newspaper has helped to convey information in the
form of current procedures in local situations and in the
form of editorials.

7. A twelve-year school program is approved and provided
for in the curriculum program of the State Department of
Education, Course of Study for Years One Through Three and
Course of Study for Years Four Through Six.

8. There have been four educators' conferences held
during 1939-40, November, January, March, and July, which
were primarily arranged for discussion of the twelve-year plan.

9. Two theses have been written on the subject of the
twelve-year plan.

10. The questionnaire which was formulated by the author
and mailed to all the schools who have operated under the
twelve-year plan for one year has revealed some trends of
thought.

Plan for Presenting the Data

Chapter I presents a statement of the problem, purpose
of the study, the history of the setting, source of data,
and plan for presenting data. In order to understand the
need or value in such a study, a detailed description is
given to acquaint the reader with this timely subject. That
one must "keep abreast with the times" is probably as essen-
tial in education as in the affairs of the world. There
have been more changes in educational development in the last
twenty years than in any twenty years previously.
The reasons for the initiation of the plan are discussed in Chapter II. Here are given the individual needs of some of the local schools under observation, and the attempts made by the schools to meet these needs in spite of anticipated difficulties.

Chapters III and IV include a description of the survey made, the results found, and an analysis of the differences revealed.

The conclusion and recommendations follow in Chapter V. These statements are based wholly upon the facts secured during this investigation.
CHAPTER II

WHY AND HOW THE IDEA
OF A TWELVE-YEAR PLAN EVOLVED

Evidence of Need

In the effort to learn the details of how forty schools had converted their eleven-grade system into a twelve-year system, I found that some of the schools under observation had made an intensive, as well as extensive, study of their local needs before attempting the plan. In fact the results of the investigation in each school gave evidence of a dire need for a change in curriculum. The school executives have described their local problems, and in this study I find that the problems are similar in nature. The following paragraphs will be an attempt to review the opinions regarding a need for some form of improvement, or adjustment, in an unfavorable school situation.

It is evident that the demands made on our educational institutions have been greatly increased in recent years. Our school curriculum has been widely expanded in an effort to provide for the needs of a rapidly advancing civilization. Our problem has been rendered more acute by the fact that our entire public school population is one year younger than it was a decade ago. "A law was inaugurated for the first time in 1930 which allowed six-year-old children to enter the
public schools.¹ For several years the teachers of Texas have deplored the picture of our one-and-one-half million pre-mature pupils staggering under the weight of a burden gauged to the strength of an older child, and multiplied by the increasing demands of a more complex society. Beginners are being rushed into reading classes and other academic work before they are properly and adequately developed, physically, mentally, and socially. The junior high school, which was especially designed for the adolescent child, is being possessed by ten and eleven-year-old children who enter school at the age of five and six. It is a rather common opinion that our high school graduates are too immature to get maximum benefit from a regularly prescribed college course. Those who by "mere chance," "low bid," or "special pull" happen to secure a job without college training, automatically force a proportionate number of their seniors into premature retirement, less desirable positions, or unemployment and relief.

The Breckenridge Public Schools seem to have had the typical problem of retardation that became exceedingly apparent in many other schools about 1930. With the beginning of the admission of six-year-old pupils, primary teachers of this system began to report the difficulty these youngsters had in making adjustment to standards established by pupils of previous years. As these children were advanced along to

¹McCuan, Marvin, "Comparing Texas High Schools With Those of Other States," Texas Outlook, XXIII (September, 1939), 37.
higher levels of the elementary schools, complaints increased. Observations began to come in from parents relative to excessive school work, and there was an occasional request for demotion.

Near the close of the regular session of 1935-36, the administration of the Breckenridge Schools directed a special study of the apparent problem. In the first place, an investigation was made relative to the number of "failures" the school had recorded over the preceding six-year period. This study revealed that less than two-thirds of the pupils were getting through the elementary school without having their records marred with failure.

Table 1 attempts to show failure in the first seven grades for the six years, 1930-1936, in the Breckenridge Public Schools. These figures are confined to pupils who were in attendance at the close of the respective sessions on which a report is made. The figures in this table representing failures are extremely conservative.

TABLE 1

PROGRESS IN BRECKENRIDGE ELEMENTARY SCHOOLS
FOR A PERIOD OF SIX YEARS

1930-31

<table>
<thead>
<tr>
<th>Number Promoted From</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>Total</th>
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<td>289</td>
<td>237</td>
<td>244</td>
<td>217</td>
<td>204</td>
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<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Year</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
<td>6th</td>
<td>7th</td>
<td>Total</td>
</tr>
<tr>
<td>--------</td>
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<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
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<tr>
<td>1931-32</td>
<td>171</td>
<td>239</td>
<td>216</td>
<td>121</td>
<td>183</td>
<td>173</td>
<td>152</td>
<td>1355</td>
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<td>12</td>
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<td>1</td>
<td>3</td>
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<td>1932-33</td>
<td>151</td>
<td>191</td>
<td>226</td>
<td>218</td>
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<td>174</td>
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<td>1933-34</td>
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<td>10</td>
</tr>
<tr>
<td>1935-36</td>
<td>150</td>
<td>180</td>
<td>169</td>
<td>146</td>
<td>189</td>
<td>171</td>
<td>177</td>
<td>1180</td>
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<td></td>
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<td>13</td>
<td>17</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

*P.S. Holland, Data and Information in Justification of New Policy in Elementary Grades, pp. 2-3.
Data tabulated to the right of brackets in heavy lines represent pupils who entered school prior to the lowering of the minimum scholastic age from seven years to six.

It will be noticed that slightly less than two per cent of the 1566 pupils in attendance at the close of the 1930-31 session were required to repeat the following year. Twelve of these thirty pupils were in the first grade (first crop of six-year-olds), nine in the other elementary grades, and nine in the junior high school. Less than three per cent on roll at the close of the 1931-32 session were marked failures. Twenty-one were in the first grade (second crop of six-year-olds), four in the second grade (first crop of six-year-olds), three in other elementary grades and eleven in junior high school.

Casual observation of this table or even a careful inspection of the total number, or per cent, of failures for any single year does not reveal the seriousness of the condition. It is not so much a matter of how many fail in a certain grade, but rather how many fail in a given class during its entire school career. It may be noticed that ten per cent of the pupils in the first seven grades failed during the session of 1934-35. This situation might be taken less seriously if there were any assurance that the remaining ninety per cent would go through school without failing. A more careful inspection of the table reveals that each subsequent year continues to exact about the same heavy toll of approximately ten per cent.
In a description of the twelve-grade plan in Amarillo, it has been pointed out that all series of textbooks for the elementary school published by the big publishing companies are published for twelve grades. It is difficult to adjust these materials to an eleven-grade plan. The usual result is a crowding of work in the seventh grade. Furthermore, it is very difficult to get textbooks to fit a junior high school program in an eleven-grade organization, since these books are worked out in a series of three for three years of work in a junior high school, and since they are based on the assumption that children have had six years already in the elementary school.\(^2\)

However, it must be admitted that the intensity of the inadequacy of meeting these problems has been somewhat relieved by the concurrent development of other educational agencies outside of the school and by the improvement of methods of instruction and material facilities within. The annual session of many schools has been lengthened. Summer schools and post-graduate courses have been introduced. Schools have been consolidated into larger educational centers. Such agencies as motion pictures and radios have been installed. The school curriculum has been allied with many community programs, such as scouting and club work of various kinds. Efforts have been made to condense the immediate

school program by correlating subject matter and building around certain core areas and child interests in the form of projects and units. The public schools have done a creditable job in their efforts to meet the increasing demands of a dynamic and aggressive citizenry. Apparently, school people have practically exhausted their resources, and the time has arrived when the public schools must call for an extension of time.

Meeting the Need

The facts which indicate the present trend in Texas toward a twelve-year organization of schools is an index to the amount of thinking and planning which is being carried on at this time. The fact that fifty-one school systems have reported that they have operated since September, 1939, on the twelve-year plan, and one hundred thirty-five schools will be operating under this plan by September, 1940, shows that at least a portion of these thinkers have definitely begun to make the change. To date there is no indication that any of those that have taken action regret their boldness. On the contrary, many superintendents, teachers, school board members, pupils, and citizens express a growing satisfaction with the twelve-year plan.

We feel that with this plan we can much better adapt the entire school program to the needs and interests of the pupils and can give them a much richer and more worthwhile school experience.\(^3\)

\(^3\)Ibid., p. 3.
During our three years of experience with the new plan, very few expressions of dissatisfaction have ever reached the schools. . . . The teachers of the local elementary schools are convinced that the addition of the extra year and the manner in which it is being used are thoroughly justifiable.  

All in all, graduates of the twelve-year system have more experiences, and are a little older, and for that reason seem able to get established quicker than the rest.  

The schools under observation have agreed upon the need for longer time for instruction, but they have found little agreement in how it should be utilized. A discussion of proposed plans will follow later in this study.

Problems Encountered

The schools that have shouldered their own responsibility and have experimented with the installation of this plan have encountered various problems. Here are some of the more common ones:

1. What is needed in textbooks?
2. Will one year longer in school environment make up for the difference in the ability of a six and seven-year-old child?
3. What are our objectives and standards of measure for pupil progress?
4. Does the twelve-year plan create a problem in building facilities?

5G.M. Sims, General Information Descriptive of Port Arthur's Experience, p. 5.
5. What adjustment is necessary for teacher placement?
6. Will it cost more? Is it worthy of this additional cost?
7. How does classification of migratory children affect the plan?
8. Is uniformity of instructional material and method to be desired?
9. To what extent is additional teacher training necessary in order to make change?
10. Where and to what extent will the curriculum need to be changed?
CHAPTER III

A SURVEY OF TWENTY-SIX TEXAS SCHOOLS
THAT HAD INSTALLED OR WERE GRADUALLY INSTALLING
THE TWELVE-YEAR PLAN BY SEPTEMBER 1, 1939

The purpose of this chapter is to present data gathered
by means of a questionnaire. The questionnaire on the twelve-
year plan was sent to forty schools in Texas that had reported
to the State Department of Education by June 1, that the
twelve-year plan had been in operation there since September 1,
1939. This study is limited to this particular group of
schools in order to present not only the orientation proc-
esses but also the working order and actual experiences of
those who because of their relative position should be able
to give direct information. The thirty-six-item question-
aire attempts to determine what actions were taken on the
following eleven points:

1. Location of schools operating under twelve-year plan
since September, 1939.

2. Names of schools that plan to go on the twelve-year
plan soon.

3. Accepted plan of organization.

4. Orientation of the plan.

5. Curriculum changes.
6. Approximate age for graduation, under eleven-grade system and under twelve-year system.

7. Additional cost of the plan.

8. Advantages and disadvantages.

9. Most satisfactory plan of organization.

10. Adjustment in textbooks.

11. Classification of transferred pupils.

Location of Schools Operating on Twelve-Year Plan

The following schools reported that they have operated under the twelve-year plan previous to or since September 1, 1939:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Date of Entrance</th>
</tr>
</thead>
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<td>Abilene</td>
<td>1938</td>
</tr>
<tr>
<td>Amarillo</td>
<td>1937</td>
</tr>
<tr>
<td>Austin</td>
<td>1939</td>
</tr>
<tr>
<td>Breckenridge</td>
<td>1936</td>
</tr>
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<td>1935</td>
</tr>
<tr>
<td>Kirbyville</td>
<td>1938</td>
</tr>
<tr>
<td>Marshall</td>
<td>1938</td>
</tr>
<tr>
<td>Mercedes</td>
<td>1937</td>
</tr>
<tr>
<td>Mexia</td>
<td>1938</td>
</tr>
<tr>
<td>Montgomery</td>
<td>1939</td>
</tr>
<tr>
<td>Mt. Pleasant</td>
<td>1936</td>
</tr>
<tr>
<td>Muleshoe</td>
<td>1939</td>
</tr>
<tr>
<td>New Braunfels</td>
<td>1939</td>
</tr>
<tr>
<td>Pampa</td>
<td>1937</td>
</tr>
<tr>
<td>Port Arthur</td>
<td>1926</td>
</tr>
<tr>
<td>Saltillo</td>
<td>1929</td>
</tr>
<tr>
<td>Santa Anna</td>
<td>1938</td>
</tr>
<tr>
<td>Los Angeles Heights, San Antonio</td>
<td>1935</td>
</tr>
<tr>
<td>San Diego</td>
<td>1939</td>
</tr>
<tr>
<td>Sugarland</td>
<td>1937</td>
</tr>
<tr>
<td>Texarkana</td>
<td>1937</td>
</tr>
<tr>
<td>Throckmorton</td>
<td>1937</td>
</tr>
</tbody>
</table>
These schools will go on the twelve-year plan soon:\(^1\)

<table>
<thead>
<tr>
<th>Alvin</th>
<th>Highland Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angleton</td>
<td>Houston</td>
</tr>
<tr>
<td>Baird</td>
<td>Lawn</td>
</tr>
<tr>
<td>Balmerheca</td>
<td>Loving</td>
</tr>
<tr>
<td>Barstow</td>
<td>McCamey</td>
</tr>
<tr>
<td>Brazoria</td>
<td>Merkel</td>
</tr>
<tr>
<td>Buena Vista</td>
<td>Monahans</td>
</tr>
<tr>
<td>Clint</td>
<td>Montgomery</td>
</tr>
<tr>
<td>Clyde</td>
<td>Ozona</td>
</tr>
<tr>
<td>Conroe</td>
<td>Pecos</td>
</tr>
<tr>
<td>Cross Plains</td>
<td>Putnam</td>
</tr>
<tr>
<td>Damon</td>
<td>Pyote</td>
</tr>
<tr>
<td>Danbury</td>
<td>Rankin</td>
</tr>
<tr>
<td>Dobbin</td>
<td>Reagan Co. Indep.</td>
</tr>
<tr>
<td>Dunn</td>
<td>San Elizario</td>
</tr>
<tr>
<td>Falfurrias</td>
<td>Snyder</td>
</tr>
<tr>
<td>Fluvanna</td>
<td>Sweeney</td>
</tr>
<tr>
<td>Fostoria</td>
<td>Toyah</td>
</tr>
<tr>
<td>Freeport</td>
<td>Trent</td>
</tr>
<tr>
<td>Friona</td>
<td>Tuscola</td>
</tr>
<tr>
<td>Glasscock</td>
<td>Velasco</td>
</tr>
<tr>
<td>Hawley</td>
<td>West Columbia</td>
</tr>
<tr>
<td>Hermleigh</td>
<td>Willis</td>
</tr>
</tbody>
</table>

In addition to these schools, every school in the counties of McLennan and Harris will transfer in 1940 to the twelve-year plan, making thirty-five additional schools.

The following schools were not included in the study because they had not reported to the State Department of Education by June 13 the fact that they operated on the twelve-year plan last year:\(^2\)

<table>
<thead>
<tr>
<th>Anson</th>
<th>Lefers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoca</td>
<td>Lohn</td>
</tr>
<tr>
<td>Caldwell</td>
<td>London</td>
</tr>
<tr>
<td>Carrollton</td>
<td>Los Angeles Heights</td>
</tr>
<tr>
<td>Childress</td>
<td>Lueders</td>
</tr>
</tbody>
</table>

\(^1\)According to a report received from the State Department of Education on July 18, 1940.

\(^2\)Ibid.
Goahoma               Midland
Cushing               Palacios
Dalhart               Plainview
Fort Stockton         Port Lavaca
Hamlin               Roscoe
Harrold               San Marcos
Hearne               Stamford
Iraan               Vickery
Jefferson                Wellington
Kermit               Wink

The following counties report the adoption of the
twelve-year plan, most of them putting the extra work on
the primary level and enriching the curriculum through the
first eight years:

Potter                Jeff Davis
Jones                Upton
Taylor               Glasscock*
Scurry              Terrell*
Callahan             Crockett*
El Paso               Reagan*
Ward                Reeves
Winkler              McLennan
Loving*              Brazoria
Crane*               Harris
Pecos                Montgomery

*These counties contain only one school.

Reasons for the Change

Question 8 asked: "What factors prompted you to change
to twelve-year system?"

Four schools, Crane, Mexia, New Braunfels, and Pampa,
changed because of public opinion, and indicated this by
checking item one.

Five schools, including Amarillo, El Paso, Goose Creek,
Mexia, and Muleshoe, indicated a change as a result of accepting so many pupils transferring from twelve-year schools.

Other reasons for the change were listed:

1. The feeling that eight years are needed before one is admitted to the high school—Abilene, Muleshoe, and New Braunfels.

2. More time is needed to master the fundamentals and to keep children in school longer—Austin and Marshall.

3. Pupils of six years are too young for formal first grade work—Carthage, Breckenridge, El Paso, Mt. Pleasant, and Saltillo.

4. The avoidance, in a measure, of the retardation of pupils—Breckenridge, Santa Anna, Fabens, and Montgomery.

5. The need for better and longer high school training—Kirbyville and Sugarland.

6. More time is needed in order to enrich the curriculum—Port Arthur, Mercedes, and Breckenridge.

7. The apparent values of the plan seem logical—Mexia and Texarkana.

It will be noted that there are nine reasons given for the change in twenty-three schools. Los Angeles Heights, San Diego, and Throckmorton did not respond to question 8. Several schools indicated more than one reason for their change.
The plans of organization in the twenty-six schools under observation are as follows:

8-4  Saltillo, San Antonio, Abilene, El Paso, Fabens, Mexia.

6-3-3  Mt. Pleasant, New Braunfels, Pampa, Amarillo, Marshall, Breckenridge.

6-6  Sugarland, Throckmorton, Crane, Mercedes, Montgomery.

Primer, 7-4  Muleshoe, Santa Anna, San Diego.

5-3-4  Goose Creek, Kirbyville.

3-3-3-3  Austin.

7-2-3  Carthage.

Kindergarten, 6-3-3  Port Arthur.

Primer, 5-3-3  Texarkana.

These schools indicated that a change is contemplated:

El Paso is changing to 6-3-3.
Mexia is changing to 5-3-3.
Texarkana is changing to 6-3-3.

In answer to the question "Which pattern do you think would be most satisfactory for Texas Schools?" the following opinions were voiced:

The 6-6 plan was indicated to be the best by Austin, Mercedes, Sugarland and Throckmorton.

It seems that a majority of superintendents believe in the value of the 6-3-3 plan, including Abilene, Amarillo, Austin, Breckenridge, Carthage, Crane, El Paso, Goose Creek, Kirbyville, Marshall, Mt. Pleasant, Muleshoe, New Braunfels,
Pampa, Port Arthur, Los Angeles Heights, Sugarland, and Texarkana.

The 3-3-3-3 plan was recognized by Mexia and Montgomery. The 8-4 plan was preferred by Muleshoe, New Braunfels, Saltillo, Santa Anna, and San Diego.

New Braunfels and Muleshoe believe in the use of the 8-4 plan if there is no junior high school and the 6-3-3 if a junior high school is advisable.

Austin suggests the 6-6 plan for small schools and the 6-3-3 plan for large schools.

Orientation of the Plan

These agencies were used to sell the public on the idea:

<table>
<thead>
<tr>
<th>Agency Used</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>School faculty</td>
<td>18</td>
</tr>
<tr>
<td>School board</td>
<td>14</td>
</tr>
<tr>
<td>P.T.A.</td>
<td>14</td>
</tr>
<tr>
<td>Newspapers</td>
<td>11</td>
</tr>
<tr>
<td>Pupil activity</td>
<td>6</td>
</tr>
<tr>
<td>Service clubs</td>
<td>4</td>
</tr>
<tr>
<td>Interviews by superintendent</td>
<td>3</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>2</td>
</tr>
<tr>
<td>Bulletins</td>
<td>1</td>
</tr>
<tr>
<td>Primary teachers</td>
<td>1</td>
</tr>
</tbody>
</table>

Time necessary for preparation:

<table>
<thead>
<tr>
<th>Time Necessary</th>
<th>Frequency of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>No special preparation</td>
<td>12</td>
</tr>
<tr>
<td>More than one year</td>
<td>6</td>
</tr>
<tr>
<td>One semester</td>
<td>2</td>
</tr>
<tr>
<td>One year</td>
<td>1</td>
</tr>
</tbody>
</table>

The question regarding the time needed in making adjustment after the introduction of the twelve-year plan received
a variety of answers. The range in time was one to twelve years.

5 schools needed 1 year.
2 schools needed 3 years.
3 schools needed 4 years.
1 school needed 5 years.
1 school needed 6 years.
1 school needed 7 years.
1 school needed 8 years.
2 schools needed 11 years.
1 school needed 12 years.
3 schools did not know how long was needed.

Curriculum Changes

The questionnaire used in this study requested an answer to the following points of interest regarding curriculum changes: how the change was made, how the curriculum of each grade was affected, and what new courses were added, if any. Here are given the reports of the following schools on this important item of curriculum changes:

Abilene:
The work formerly outlined for first grade was decreased somewhat and the second year pupils began where they left off.
The work formerly done in seven years will be extended over eight years.
This school does not offer new courses.

Amarillo:
The extra year was divided between grades one and six. There were some changes in the curriculum for grades seven and eight.
Some new courses were added and others were left out.

Austin:
The junior-primary was continued and was assigned to be 1A; 1A became 1B; 1B became 2A; and so forth. Then,
at the end of the former 5B another half year was added and it became 6B.

Breckenridge:
The extra year is in the lower grades, mostly in first two grades which have now been made into three grades.
The curriculum of the upper grades was affected.
No new courses were added, but more time was given for additional reading.

Carthage:
There has been a half year of work placed in the first grade. When the first group to enter in the new plan gets to the sixth grade, the administration will add a half-year there. They will then operate on the 6-3-3 plan.

Most of the work in the first three grades is in the form of activities. Subject matter and textbooks are shifted upward one-half grade.

More music is given.

Crane:
There was a division of the seventh grade. An extra year was placed between elementary and secondary levels.
A new curriculum was developed for the new grade.
These following courses were added: vocational and educational guidance, new English, and junior business training.

El Paso:
The un-numbered year preceding the first grade was numbered first, and the others stepped up.
A gradual modification is going on all the time.
New courses are added.

Fabens:
The first four grades under the twelve-year plan cover the material which was formerly given in three grades.
More time is given to do work formerly required.
No new courses were added.
Goose Creek:
The seventh grade was divided into two grades.
No new courses were added.

Kirbyville:
One year was added at the end of the regular eleven grades.
The new courses added were chemistry, shorthand, and economics.

Marshall:
The first three years' work was spread into four years work. Approximately one-third of time was given to the first grade.
A small amount of supplementary material was added. However, the objective is for the child to get a more thorough foundation.
No new courses were added.

Mercedes:
The new program began in the first year and the time is being distributed throughout the grades.
The entire new program is on the twelve-year basis.
No new courses, but new fields of learning were added to the high school curriculum.

Montgomery:
An extra year was devoted to first and second grades of the old plan. We already had two first grade teachers and the twelve-year plan was worked in gradually.
Work is still being done on the curriculum.
No new courses were added.

Mt. Pleasant:
A group of late entrants in the first grade some four years ago (due to oil activity in county) failed to complete first grade requirements of old 7-year course. These were promoted to second under the new, or 8-year course.
More time is spent covering what used to be called the first three grades. More time will be used on the elementary grade. About six years will be given to covering old five year course.
Muleshoe:

One year was devoted to the primer, therefore, stepping up all grades through the seventh.

A slightly advanced course of study through seventh grade was formed.

Additional materials in field of science, health, music, etc., were added.

New Braunfels:

One-half year was designated as pre-primer. One-half year between old seventh and eighth grades was also added.

This school followed the State Courses of Study that suggested twelve grades, and also the information in the Texas Curriculum Bulletins.

These courses were added in junior high: exploratory, junior business, and safety education.

Pampa:

A new grade was started between the old seventh and eighth grades and classes above were remumbered.

High school curriculum was not changed. Work planned for first seven grades was divided into eight years and each year enriched.

More time was spent on reading.

Port Arthur:

The extra time was placed between the sixth and seventh grades. "If it were to do over, I would insist upon a general enrichment of all programs," said G. M. Sims. The important thing to study is pupil's needs.

An effort has been made to enrich all old courses.

Saltillo:

The work was really added at the beginning—about one semester added in beginning and the other half year comes at first of seventh year. The work covered in seven years under the eleven-grade system was now extended to eight years.

An added amount of material was introduced into the course of study of each grade. The teacher makes a course of study which covers work of the year based on what the class coming to her room can do. It was found that these students were far ahead of those of the eleven-grade system.
Santa Anna:
The change was made at the beginning of school life.

The beginners merely do pre-first grade work and are promoted to first grade at end of first year. A few pupils made both the pre-first and the first grade their first year.

No new courses were added.

Los Angeles Heights:
The change was made in the elementary school.

No new courses were added.

San Diego:
The change was made in the elementary school (primer group.)

Sugarland:
The May, 1937, fifth grade was divided, and one section will graduate as the last eleventh grade and the other will graduate as the first twelfth. The new subject material comes mostly in the eighth or last year of elementary school.

The program was shifted so as to cover the former seven grades in eight years, with some new material added.

The purpose was to strengthen pupils by giving them the time to mature. As it was, they were entering high school with only a smattering knowledge of the fundamentals. General mathematics, general English, junior business training, and vocational guidance were added.

Texarkana:
The first year or primer became the first grade; the second year became the second grade; and the third year became the third grade; etc.

The delay in turning out graduates helped unemployment somewhat.

Throckmorton:
The curriculum was made more comprehensive.

Manual arts, journalism, music, band, and typing II were the new courses added.
Graduation Age Under Eleven-Grade
And Twelve-Year Plans

Twenty-three schools reported on the questions regarding
the approximate age for high school graduation. The approxi-
mate high school graduation age under the eleven grade plan
was reported as ranging from 15.5 to 17 years. The approxi-
mate high school graduation age under the twelve-year plan
was reported as ranging from 16.5 to 18.8 years. Thus this
study indicates that children are kept in school longer under
this new plan. If they stay in school a year or more longer
and instruction continues in a suitable environment, there
may be a decided advantage to the pupil.

Additional Cost of Operation

Twenty-three schools reported on the questions pertain-
ing to cost, questions 21-26. Eighteen of these reported
that there would be no additional cost, but five of these
schools indicated that there would be an additional expense.
This additional expense ranged from a slight increase to as
much as six per cent. Carthage, New Braunfels, and Saltillo
reported an instructional increase of six, three, and six per
cent respectively. Muleshoe and Saltillo reported an increase
in maintenance of two and six per cent respectively. Sugarland
reported that there was probably a slight increase in cost.

Advantages and Disadvantages of the Plan

The seventeen schools that responded to the questions 27
and 28 have expressed the following advantages of the twelve-year plan:

1. It gives opportunity for over-age pupils to emphasize needed drill in the fundamentals.
2. It gives opportunity for more pupil guidance.
3. It postpones high school work until pupils are more mature because their range of experience has been broader.
4. Vocational training may be more extensive.
5. More mature persons may return to live in the community.
6. The delay in entering business life may react favorably on unemployment.
7. More time is given for drill and for preparation of more advanced work.
8. It provides opportunity for enrichment and exploratory courses.
9. It provides more time for physical, mental, and moral development.
10. It provides more school time for offering opportunity courses and appreciation courses in the school program.
11. It keeps students of the same age together longer.
12. It has a tendency to decrease unemployment because it keeps pupils in school longer.
13. It makes more satisfactory adjustment of pupils from other twelve-year schools.

The seventeen schools that responded to the questions
27 and 28 have expressed the following disadvantages of the twelve-year plan:

1. Greater expense is incurred.
2. Textbooks do not fit well into twelve-year plan.
3. Attendance in junior and senior high schools is lowered, thus preventing proper balance of teacher-pupil load.
4. Classification of pupils coming from eleven-grade schools will be more difficult.
5. There is a tendency to an over-crowded condition after a period of time.
6. The question is raised of the eligibility of athletes for Interscholastic League participation.
7. Some mothers may be hard to convince that their children need more time in which to grow before being taught to read.

Relationship to Textbooks
The following statements were made regarding the adoption of textbooks for the twelve-year systems:

1. The books used in an eleven-grade school may be used also in a twelve-year system.
2. As adoptions expire, the books should be adopted on twelve-year plan.
3. New books can be bought and paid for out of the library fund.
4. The textbooks do not meet the needs of the schools.
5. There should be a wider selection of adoptions.
6. Much good can be gained by utilizing old as well as new books.
7. Requisitions of needed material can be made to the State Department of Education.
8. Materials used should meet the needs of the pupil.
9. There is a need for new science books.
10. Practical material may be used as a source of instructional material.
11. State Board should furnish new text books for junior high grades.
12. All available materials, such as supplementary readers and out-of-adoptions readers, should be made use of.
13. The same books may be used in more than one grade.
14. Supplementary material is furnished by students and faculty.

Under the twelve-year plan it is possible for one to finish in less than 12 years. Of course the person must prove his ability.

Classification in Case of Transferred Pupils

The classification of migratory children, those who are constantly transferring from one school to another, was a cause for worry long before there was a twelve-year organization. Always it has been necessary to make some form of adjustment in getting the pupil to his respective place. If
he brings along credentials, they are usually of such a nature that actually little help is gained.

Children who come from a twelve-year system have been classified in the following ways:

1. Put them back a year on lower grade.
2. Retard them in grade if they are above the fourth.
3. Evaluate the work they have done.
4. Keep in the grade they are assigned to in home school. Try them out.
5. Place according to curricular experiences.
6. Leave the decision to the individual.
7. Use standardized tests.

Classification of high school children who come from a twelve-year system was made by:

1. Place by credits.
2. Leave it to the individual.
3. Base on pupil's ability.

Classification of elementary school children who come from an eleven-year system was made by:

1. Try them out.
2. Place them in same grade.
3. Advance them one number.
4. Give standardized tests.

More than half of the schools that reported on this questionnaire seem to favor the method of "Trying them out."

Classification of high school children who come from an
eleven-year system was made on the basis of credits. There was unanimous agreement among the superintendents on this method of classification.
CHAPTER IV

ANALYSIS OF THE TWELVE-YEAR PLANS IN OPERATION

The purpose of this chapter is to analyze the information which was presented in Chapter III. This study is based on a total of twenty-six schools in Texas that had the twelve-year plan installed on September 1, 1939. A total of eighty-one additional schools have informed the State Department of Education that they intend to begin the plan in September, 1940.

The 8-4 and 6-3-3 plans seem to be favored in the same degree by the schools under survey, but the 6-6 plan was also in evidence. Some nine different plans now exist in this particular group of schools. These schools favor the adoption of the 6-3-3 plan for Texas as a whole.

There was agreement in the opinion that the public must be informed about any school activity of importance. The school faculty has been, as perhaps it should be, most instrumental in selling the idea to the public, but other organizations play a significant role.

In keeping with the underlying philosophy that the setup should be based on individual needs, the curriculum changes are as varied as are individuals. There is a tendency toward placing the extra year at the beginning, especially giving more time to completion of the first four grades.
There are facts to prove that the approximate graduation age for high school pupils under the eleven-grade plan is too young, and hence there has been much comment about it. However, according to schools that have operated under the twelve-year plan for a number of years, there is a definite increase in graduation age of pupils. There is an increase of more than two years in some schools, and this is one advantage of the operation of the twelve-year plan.

The differences in opinions as to the increase in cost of operation under the new plan is interesting. Eighteen of the twenty-three schools who reported no additional cost gave evidence that this item should not cause great concern from those who contemplate accepting the plan.

The advantages listed by the superintendents outweigh the disadvantages which were listed in that they are more significant. Especially are they more significant in the light of child needs and child development.

Every school has one or more reasons for adopting the twelve-year plan. The reasons listed in Chapter III may be summarized to mean one thing; that is, "meeting child needs."

There is room for some adjustment in the adoption of textbooks. A reorganization of the uses of the textbooks and an understanding of them on the part of those who adopt or select our books would readily solve this problem. The superintendents reporting indicate a knowledge of progressive uses of the textbook.
The general opinion among superintendents is that classification of pupils from an eleven-grade to a twelve-year school or from a twelve-year to an eleven-grade is being adequately taken care of.

The following plans received from Breckenridge, Austin, Jones County, and Taylor County show how these schools are taking care of their local situations. It will be noted that there are some differences in these plans. The last plan included here is one suggested by the State Department of Education for consideration by those schools that are thinking of adopting the twelve-year plan in the future.

Table 2 represents an attempt to show the transition from the old program to the revised one. No particular change in course of study is necessary except that a more comprehensive and enriched program will be made possible in all grades of the elementary school.

The only change in connection with the fourth and fifth grade divisions is that pupils in these grades will have had one year more in school than has been the case formerly.

Pupils entering school in the first grade for the first time will be required to cover only the first three quarters of the regular first grade course of study--more extensive work being done in every department. These same pupils will devote the first twelve weeks of the following session to the final quarter of the first grade program, and the remaining twenty-four weeks of the session will be given to the first
half of the second grade course of study. The latter half
of the second grade course will be done during the first
twenty-four weeks of this group's third year in school, one-
fourth of the third grade program being given to the last
twelve weeks of the session. These pupils will devote their
entire fourth year in school to the remaining three quarters
of the third grade course of study, at the close of which
session their schedule will be evened up again for the re-
mainder of their school career. In other words, pupils will
advance only three-fourths as fast during the first four
years in school as they have in the past. They will spend
four years doing the course of study that has been required
in three.

TABLE 2

PROPOSED CHANGE FROM A THREE
TO A FOUR YEAR PRIMARY PROGRAM

<table>
<thead>
<tr>
<th>(Traditional Course of Study)</th>
<th>1st Grade Material</th>
<th>2nd Grade Material</th>
<th>3rd Grade Material</th>
<th>4th Grade Material</th>
<th>5th Grade Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4</td>
<td>1/4</td>
<td>1/2</td>
<td>1/2</td>
<td>3/4</td>
<td>All</td>
</tr>
<tr>
<td>36 Wks.</td>
<td>12W</td>
<td>24W</td>
<td>24W</td>
<td>36W</td>
<td>36 Weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36 Weeks</td>
<td>36 Weeks</td>
</tr>
</tbody>
</table>

(Revised Time Schedule)

<table>
<thead>
<tr>
<th>Junior</th>
<th>1st Gr.</th>
<th>2nd Gr.</th>
<th>3rd Gr.</th>
<th>4th Gr.</th>
<th>5th Gr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>36 Wks.</td>
<td>36 Wks.</td>
<td>36 Wks.</td>
<td>36 Wks.</td>
<td>36 Wks.</td>
</tr>
<tr>
<td>36 Wks.</td>
<td>2nd yr.</td>
<td>3rd yr.</td>
<td>4th yr.</td>
<td>5th yr.</td>
<td>6th yr.</td>
</tr>
<tr>
<td>1st yr.</td>
<td>in</td>
<td>in</td>
<td>in</td>
<td>in</td>
<td>in</td>
</tr>
<tr>
<td>in school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
<td>school</td>
</tr>
</tbody>
</table>
Austin Public Schools have divided the added year by giving one-half of it to work preceding first grade and the other one-half year to work between former fifth and sixth grades. This has, of course, involved reassigning subject material to the new divisions.

**TABLE 3**

**AUSTIN'S TRANSITIONAL PROGRAM**

<table>
<thead>
<tr>
<th>Eleven-year basis</th>
<th>Senior Level</th>
<th>Twelve-year basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 B</td>
<td>will become</td>
<td>12 B</td>
</tr>
<tr>
<td>11 A</td>
<td>will become</td>
<td>12 A</td>
</tr>
<tr>
<td>10 B</td>
<td>will become</td>
<td>11 B</td>
</tr>
<tr>
<td>10 A</td>
<td>will become</td>
<td>11 A</td>
</tr>
<tr>
<td>9 B</td>
<td>will become</td>
<td>10 B</td>
</tr>
<tr>
<td>9 A</td>
<td>will become</td>
<td>10 A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Level</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 B</td>
<td>will become</td>
<td>9 B</td>
</tr>
<tr>
<td>8 A</td>
<td>will become</td>
<td>9 A</td>
</tr>
<tr>
<td>7 B</td>
<td>will become</td>
<td>8 B</td>
</tr>
<tr>
<td>7 A</td>
<td>will become</td>
<td>8 A</td>
</tr>
<tr>
<td>6 B</td>
<td>will become</td>
<td>7 B</td>
</tr>
<tr>
<td>6 A</td>
<td>will become</td>
<td>7 A</td>
</tr>
</tbody>
</table>

**Intermediate or Elementary Level**

<table>
<thead>
<tr>
<th>New half year</th>
<th>will become</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 B</td>
<td>will become</td>
<td>6 B</td>
</tr>
<tr>
<td>5 A</td>
<td>will become</td>
<td>6 A</td>
</tr>
<tr>
<td>4 B</td>
<td>will become</td>
<td>5 B</td>
</tr>
<tr>
<td>4 A</td>
<td>will become</td>
<td>5 A</td>
</tr>
<tr>
<td>3 B</td>
<td>will become</td>
<td>4 B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 A</td>
</tr>
</tbody>
</table>

**Primary Level**

<table>
<thead>
<tr>
<th>Jr. Primary</th>
<th>will become</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 A</td>
<td>will become</td>
<td>3 B</td>
</tr>
<tr>
<td>2 B</td>
<td>will become</td>
<td>3 A</td>
</tr>
<tr>
<td>2 A</td>
<td>will become</td>
<td>2 B</td>
</tr>
<tr>
<td>1 B</td>
<td>will become</td>
<td>2 A</td>
</tr>
<tr>
<td>1 A</td>
<td>will become</td>
<td>1 B</td>
</tr>
<tr>
<td></td>
<td>will become</td>
<td>1 A</td>
</tr>
</tbody>
</table>
The Jones County Public Schools have proposed a plan very much like the one used by Breckenridge, but it is shown in a different manner from that which explained the Breckenridge plan. Here too, we find that four years are devoted to what was formerly called the first three grades. The 8-4 plan of organization is used in this county.

**TABLE 4**

**TWELVE-YEAR PLAN IN JONES COUNTY 1939-40**

<table>
<thead>
<tr>
<th>General Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1gr.</td>
</tr>
<tr>
<td>1yr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gradual Introduction Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939-40</td>
</tr>
<tr>
<td>1940-41</td>
</tr>
<tr>
<td>1941-42</td>
</tr>
<tr>
<td>1942-43</td>
</tr>
<tr>
<td>1943-44</td>
</tr>
<tr>
<td>1944-45</td>
</tr>
<tr>
<td>1945-46</td>
</tr>
<tr>
<td>1946-47</td>
</tr>
</tbody>
</table>

Taylor County has adopted a plan which differs in a few details from the others mentioned. The idea of distributing the year over the entire seven grades seems to be favored. The 8-4 plan is followed in this county.
The increased interest among school people and the laymen of this State and the many calls asking for information received by the State Department of Education influenced members of this department to make a study of the twelve-year plan. After a rather careful survey of the methods that have been used, the following plan is suggested for those who wish to make the change and who are seeking the suggestions of the State Department of Education.
TABLE 6

TWELVE-YEAR PLAN PROPOSED
BY STATE DEPARTMENT OF EDUCATION

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>5</td>
<td>6</td>
<td></td>
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<tr>
<td>6</td>
<td>7</td>
<td></td>
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<tr>
<td>7</td>
<td>8</td>
<td></td>
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<td>8</td>
<td>9</td>
<td></td>
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<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

--- All students entering school for the first time.

--- Students retained in the first grade and others who show by test their ability to do the work.

--- Those promoted to the second grade.

--- Those promoted to the third grade.

--- Those promoted to the fourth grade.

--- Those promoted to the fifth grade.

--- Those promoted to the sixth grade.

--- Those promoted to the seventh grade.

--- Those promoted to the eighth grade.

--- Those promoted to the ninth grade.

--- Those promoted to the tenth grade.

--- Those promoted to the eleventh grade.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The author has made the following conclusions:

1. The reorganization and extension of the school program in Texas has been gradual. It has been slowly designed to meet definite needs which have come to light as a result of careful study by professional organizations, by the State Department of Education, and by Texas educators.

2. The reorganization and extension of the school program is taking place at the primary, intermediate, junior high, and senior high school levels.

3. The admission of six-year-old children in public schools, the youth problem, the new curriculum, and the extended program sponsored by the State Department of Education have each added impetus to the twelve-year movement.

4. The transition will be complete in Texas within the next four years if the present rate of adoption continues, there being one hundred twenty-two schools operating under the twelve-year plan on May 1, 1940.

5. There is definite need for informing the public regarding the status of the transition in order that the administrative problems involved in the reorganization may
be more rapidly accomplished. Every available means of educating the public to an appreciation of school activities should be utilized.

6. The new curriculum is applicable to a twelve-year plan of organization.

7. The curriculum for the twelve-year organization is characterized by enrichment through the addition of new material, and by the reallocation of subject matter in the light of individual needs.

8. Little or no cost is incurred by installing the new curriculum and the extended school program.

9. The administrative problems involved, in the main, are problems of organization and curriculum revision. Minor difficulties arise in the administration of public school finance, the public relations program, and extra-curricular activities.

Recommendations

This study has shown that only a small minority of schools have had the twelve-year plan installed for one year. The definite trend toward acceptance and adoption of the plan together with the many questions relating to the details of installation, influence the author in submitting the following recommendations. The author would suggest that one have clearly in mind the purpose and nature of this study before making an evaluation of it.
1. In the light of this study it seems that the grades should be renumbered immediately; for example, a student who is in the eleventh grade should be immediately in the twelfth, with, of course, no change in subject material. The student who is this year in the seventh grade would automatically be in the eighth. The additional year should be added at the beginning of the present program. The child is a growing individual who successively passes through many different levels of development, and it is important that tasks and demands be graded to his general developmental level. A task that is very difficult for a six-year-old may be easy for a ten-year-old. An attempt to force a child to learn before he is ready to do so is undesirable.

2. This survey shows that the additional work should be placed primarily in the first three grades, with a general extension upward of materials, which would allow for additional time on the junior high school level. The curriculum for the first three grades will be most affected and will probably need to be revised. The curriculum will show practically no difference in factual learning, but there will be a general enrichment, due to more opportunity for more pupil guidance and more time for physical, mental, and moral development.

3. A majority of the school systems under observation propose that the first grade in the twelve-year plan include work below the present first grade; that is, pre-primer, and
a portion of the present first grade. The second grade will include the remainder of the first grade with some work which has been given in the second grade. The third grade will be the old second grade with only a slight amount of the third grade work. The fourth grade will be the third grade under the former organization. The fifth grade will be the fourth, etc., throughout the program of study. It is assumed that additional material in physical education, fine arts, and safety will be added to the elementary grades, thereby enriching the program.

4. There should be no allowance made for extra time on the junior high school level. The previous changes on the elementary level will result in a stronger pupil, one capable of meeting the requirements of each succeeding level. When the child has had six years of instruction rather than five, and when he is a year older, he will be better prepared and therefore better able to do work at whatever level he happens to be placed.

5. No change is recommended for the high school except that the grades be renumbered.

6. It has been indicated that there is a need for more supplementary material on the primary level without grade designation.
QUESTIONNAIRE ON TWELVE-YEAR PLAN

1. Name of school ________________________________

2. Is your school system operated on the Twelve-Year Plan?
   Yes ______________________ No ______________________

3. If so, when did the plan go into operation in your school district?
   Approximate Date ________________________________

4. If not in use now, do you contemplate putting the plan into effect soon?
   Yes ______________________ No ______________________

5. Give, if you can, the proposed date for the beginning of the plan.
   Date ________________________________

6. Name of school superintendent at time of installation of twelve grade system. ________________________________

7. Name of person or persons in your school who are largely responsible for Twelve-Year Plan being started in your school.
   ________________________________

8. What factors prompted you to change to Twelve-Year System?
   1. Public opinion, ________________________________
   2. Number of pupils coming to you from Twelve-Year Schools, ________________________________
   3. ________________________________

9. Check the plan of organization now in use in your district.
   6-6 __________________ Primero, 6-5 __________________
   6-3-3 __________________ Primer, 7-4 __________________
   3-3-3-3 __________________ Kindergarten, 7-4 __________________
   7-4 __________________ Kindergarten, 6-5 __________________
   8-4 __________________ 5-3-4 __________________
   5-3-3 __________________

10. If none of the above plans is in use in your district, please describe the plan you use.
    ________________________________

11. If you now have what you call a primer class and the usual eleven grades, is there any objection to speaking of your plan as a Twelve-Year Plan?
    Yes ______________________ No ______________________
12. What agencies served to sell the public on the Twelve-Year System?

1. School faculty
2. School board
3. Chamber of Commerce
4. Service clubs
5. P.T.A.
6. Newspapers
7. Radio
8. Exhibits and demonstrations
9. Pupil activity

10. _______________________

13. How much time was spent in preparing your pupils for the change to the Twelve-Year Plan?

1. No special preparation
2. One semester
3. One year
4. More than one year

14. If you are operating now as a Twelve-Year School, please explain briefly how the change was made. (Where did you put the extra year?)

_________________________________________

_________________________________________

15. How much time was necessary in making adjustments after the Twelve-Year Plan was introduced until it was completely established?

1. One year
2. Two years
3. __________ years

16. Explain briefly how the curriculum of each grade was affected.

_________________________________________

_________________________________________

17. Does the Twelve-Year Plan permit the offering of new courses?
   Yes ________ No ________
18. If so, what new courses were added?
   1. 
   2. 
   3. 

19. Approximate high school graduation age under eleven year plan?
   1. Fifteen years
   2. Fifteen and one-half years
   3. Sixteen years
   4. Sixteen and one-half years
   5. Seventeen years
   6. ______ years

20. Approximate high school graduation age under Twelve-Year Plan?
   1. Fifteen years
   2. Fifteen and one-half years
   3. Sixteen years
   4. Sixteen and one-half years
   5. Seventeen years
   6. ______ years

21. Did you add new teachers due to change?
    Yes ______________ No ____________________

22. If so, how many?
    1. One
    2. Two
    3. 

23. Where were new teachers placed?
    1. Primary grades
    2. Intermediate grades
    3. Junior high school
    4. Senior high school

24. Was the teaching load of old staff changed noticeably?
    Yes ______________ No ____________________

25. How did the change affect instructional cost?
    1. Not changed _______________________
    2. Percent of increase ________________
    3. Percent of decrease ________________

26. How did the change affect maintenance cost?
    1. Not changed _______________________
    2. Percent of increase ________________
    3. Percent of decrease ________________

27. List, in order of importance, the advantages which have become
apparent to you after experience with the Twelve-Year Plan.

28. List in order of importance, the disadvantages which have become apparent to you after experience with the Twelve-Year Plan.

29. Which pattern do you think would be most satisfactory for Texas Schools?
Check one. 6-6; 6-3-3; 3-3-3-3; 8-4;

30. Is it possible for a child to graduate in less than or in more than twelve years in your system?
Yes ________________ No ________________

31. What adjustments did you make in supplying your pupils with textbooks as a result of the transition from an eleven grade to a twelve year organization?

32. Do the books now being supplied by the State Board of Education adequately meet the needs of the schools on the Twelve-Year Plan?
Yes ________________ No ________________

33. If not, what are your suggestions with regard to the adoption of books for the Twelve-Year Plan?
34. Classification of elementary school children who come from an Eleven-Year System.
   1. Try them out
   2. Place them in the same grade
   3. Advance them one number

35. Classification of high school children who come from an Eleven-Year System.
   1. On credits
   2. 

36. What plan for classification do you suggest to Eleven-Grade Schools who receive pupils from your Twelve-Year School?
   1. Elementary pupils
   2. Junior high school pupils
   3. Senior high school pupils

SCHOOL ____________________________

SIGNED __________________________

POSITION _________________________
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Books


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Irvin, Roy O., *Twelve-Year Plan in Scurry County Public Schools*, 1940-41, Snyder, 1940.

Lewis, Russell, *Transition in Schools Organized on 6-6, or 6-3-3, or 5-3-3 Plans*, Austin, 1940.


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*With Texas Public Schools, 1939-1940, Vol. 4, No. 4 (December, 1939), Austin, State Department of Education.*

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**Articles**


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Markely, J.R.E., "Twelve-Grade Program in Rural Schools," *Texas Outlook*, XXI (June, 1937), 36.

Martin, Quintin, "The Carthage Twelve-Year Plan," *Texas Outlook*, XXII (June, 1938), 11-12.

McCuan, Marvin, "Comparing Texas High Schools With Those of Other States," *Texas Outlook*, XXIII (September, 1939), 37-38.


"Twelve-Year Program Committee," *Texas Outlook*, XXII (May, 1938), 36.


Unpublished Material


Manuel, Hershel T., "The Guidance of Youth, Coordination in Education," University Station, Austin, 1940.


Newspapers

Dallas Morning News, March 22, March 25, 1940.

Fort Worth Star-Telegram, March 26, 1940.

Odessa Record, August, 1939.

Western Enterprise, March 22, 1940.

Miscellaneous

Correspondence

Thirty-seven questionnaires, each accompanied by a letter, were mailed on June 17, 1940.

Twenty-three cards asking for immediate return of the questionnaire were mailed on June 27, 1940.

Three questionnaires were mailed on July 3, 1940.

Letters Received

Mr. Roy H. Rowland
Principal of East Ward
Breckenridge, Texas

Myrtle L. Tanner, Director
Division of Information & Statistics
Austin, Texas

July 27, 1939
September 26, 1939
June 12, 1940
Stella Mae Floyd
State Department of Education
Austin, Texas

January 16, 1940
June 10, 1940

Extension Loan Library
Austin, Texas

February 3, 1940

E.H. Hereford, Director
Curriculum Division
Austin, Texas

April 30, 1940

R.N. Cluck
Superintendent of Schools
Cisco, Texas

May 26, 1940

T.H. Shelby, Dean
Division of Extension
University of Texas
Austin, Texas

June 10, 1940

Tom McGehee, County Superintendent
Taylor County
Abilene, Texas

June 12, 1940

R.N. Sandlin
Deputy State Superintendent
Abilene, Texas

June 10, 1940

B.T. Beaver, County Superintendent
Jones County
Anson, Texas

June 10, 1940

Roy O. Irvin, County Superintendent
Scurry County
Snyder, Texas

June 14, 1940

Anne M. Hershey, Secretary
State Department of Education
Curriculum Division
Austin, Texas

July 8, 1940

J.G. Umstattd, Professor
Secondary Education
University of Texas
Austin, Texas

July 9, 1940

G.O. Clough, Director
Extension Division
Dallas College of S.M.U.
Dallas, Texas

July 10, 1940
Fred C. Ayer
University of Texas
Austin, Texas

July 12, 1940

Conferences

CONFERENCE ON SECONDARY EDUCATION
AND THE TWELVE-YEAR PLAN

University High School Auditorium
July 1-2, 1940

July 2, 2-4 P.M.

The Conversion of an Eleven-Year System to the
Twelve-Year Plan

Presiding: J.O. Marberry
Professor of Educational Administration
Director, Extension Teaching Bureau
The University of Texas

General Problems and Possibilities
F.C. Ayer, Professor of Educational Administration, The
University of Texas.

Specific Problems to Be Overcome
B.C. Shulkey, Assistant Superintendent, Public Schools,
Port Worth.

The Plan Used by Austin and the Difficulties Encountered
Russell Lewis, Coordinator of Secondary Education and
Director of Curriculum, Austin.

Experiences in Changing to the Twelve-Year Plan at Schulenburg
Steve DeBord, Superintendent, Public Schools, Schulenburg.

Results of State-Wide Survey
E.H. Hereford, College Examiner, State Department of
Education

July 2, 8-10 P.M.

Panel: Problems Related to the Twelve-Year Program

F.C. Ayer, Chairman

G.M. Sims, Superintendent, Port Arthur Public Schools.
E.C. Deering, Superintendent, Harlingen Public Schools.
F.L. Williams, Superintendent, Mexia Public Schools.
J.T.H. Bickley, Superintendent, Iraan Public Schools.
Fred R. Thompson, Superintendent, Eagle Pass Public Schools.

Summary by Dean B.F. Pittenger