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# Change and conservation: Portraits of two schools

Deviney, Collette W., Ed.D.

The University of North Carolina at Greensboro, 1988

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# CHANGE AND CONSERVATION: PORTRAITS OF TWO SCHOOLS

by

Collette W. Deviney

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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1988

Approved by

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# APPROVAL PAGE

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The purpose of this study was to examine change and conservation in two elementary schools--one in the 1950s and one in the 1980s. The research addressed the question: Was too much changed, too little conserved?

The study was based on a series of interviews with the principal, staff, students, and community of both schools. The interviews centered on eight broad-based questions which encompassed such areas as leadership role, curriculum design, philosophy, materials, facilities, staff, community, and perceptions of each subject regarding change and conservation.

The most significant factor in the selection of these two schools was the desire of the researcher to study two related schools which represented two eras in time. As the interviews were conducted and the portraits collected, issues regarding change and conservation began to emerge. Based on the study of the two individual schools, the researcher was able to determine twenty-eight significant changes. The educational philosophy remained somewhat the same however.

Findings from the study indicated some things that should have been conserved. Among them were: some religious freedoms; public speaking; less-rigid physical education classes; more freedom in administrative decision-making; emphasis on reading and selective television viewing; some basic memorization and repetition skills; fewer distractions and pull-out programs; respect for authority; and the small community school.

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# CHAPTER 1

# INTRODUCTION

## From Tradition to Excellence

The image of a one-room country school, heated by a pot-bellied stove, where one teacher taught many grades conjures up memories of the traditional era when students were "taught to the tune of a hickory stick." During the 1800s, texts such as Webster's Blue-Backed Speller and McGuffey's Reader instilled in American children the virtues of religion, hard work, honesty, thrift, and courage. Students sat in neatly-arranged rows of wooden desks and were often taught by the head teacher who was the principal.

The progressive education movement changed that image markedly, however, by reforming the total educational landscape. Expansion and reorganization of the curriculum at all levels were directed toward the development of the total child: physical, social, emotional, moral and intellectual. Furthermore, facilities, teacher-education, and administration were modified to facilitate these sweeping changes (Cremin, 1961).

Throughout history, educators have reflected on what and how children should be taught and yet each period of time has presented its own particular call for, and obstacles to, the achievements of excellence (Manning, 1963).

In the 1980s, still another reform movement has been underway in the nation's schools. Schools throughout North Carolina are adhering to this new call for excellence by way of a new "Basic Education Plan" for all, which incorporates a competency-based course of study (Basic Education Program, 1983). As a result, vast changes have occurred throughout the state in general, as well as in the elementary schools in Cleveland County. However, not all remnants of beliefs and practices of the past have completely disappeared. Many vital threads of the fifties' elementary schools are still interwoven throughout the educational tapestry of the eighties' elementary schools in Cleveland County.

## Purpose of the Study

The purpose of this study was to determine the degree of change and conservation regarding leadership role, curriculum design, philosophy, materials, facilities, staff, and community in two elementary schools representing two eras of time. One school was a small, rural community school that operated during the 1950s. The other was an elementary school serving the same population in the 1980s. This study addressed the question: Was too much changed, too little conserved?

The writer sought to examine the schools from the viewpoint of those who knew them best. Thus, the study was based on a series of interviews with the principal, staff, students, and community representing both schools. The interviews centered on eight broad-based questions which encompassed such areas as leadership, curriculum, materials, facilities, staff, community, and perceptions of each subject regarding change and conservation (the interview guide is located in the Appendix at the end of this study). This open-ended approach was used because the writer wanted to have themes and issues to emerge rather than to impose preconceived ideas.

The study was based on three primary assumptions:

--There have been significant changes in elementary schools during the past thirty years.

--Some things in elementary schools were worth conserving, whereas others needed changing.

--The greatest change has resulted from merging diverse cultures and backgrounds of the population (schools and community).

## Selection of Study Participants

Eleven present elementary schools in Cleveland County were considered for this study. From that number, the schools chosen were Moriah Elementary School--which operated in the 1950s, and Casar Elementary School--which serves the same population today. The selection of these two schools was not made at random; rather it was the result of three years of reading and observing, and of questioning subjects integral to the operation of the two schools. The most significant factor in the selection of these schools was the desire of the researcher to study specific aspects of change and conservation in two related schools which represented two eras in time. The subjects of the study were alike and diversified in a variety of ways:

--Both schools resulted from consolidation.

--Both schools were built in the same general geographical location--at the foot of the South Mountains in Cleveland County, North Carolina.

--One school operated from 1924-62; the other has operated from 1925 to the present.

--One school served students in grades 1-7; the other served grades K-6.

--One school served approximately 80 students; the other served approximately 400.

--One school employed two teachers who taught two grades each, and a principal-teacher who taught three grades; the other had fourteen classroom teachers who taught one grade each and one full-time principal.

--One school was caught up between the highly regimented world of traditional schooling and the progressive education movement; the other was a product of the eighties' excellence movement.

The selected sample was sufficient to represent the population. Both schools were similar in scope and nature. Both schools served approximately the same grade levels. Both schools were representative of other Cleveland County elementary schools during the respective time periods investigated. After one school closed in 1962, the other school assumed its students. The elements of diversity simply reflected different time frames. Therefore, in order for the selected samples to accommodate the variables involved, and yet be small enough to be manageable, the writer chose to limit the study to two specific periods of time--the 1950s and the 1980s.

## Methodology

Traditional research methods were not employed for this study because of the constraints they often present when dealing with quantification of perceptions. Since the portrayals of these two schools needed to be relatively unencumbered by "theoretical frames or rigid perspectives," the researcher chose to employ "portraiture," a research method advanced by Sara Lawrence Lightfoot. A Harvard professor, Lightfoot was the 1984 winner of the American Educational Research Association Award for The Good High School: Portraits of Character and Culture. This method of research enabled the researcher to recreate the form and color of each school by painting for the mind of the reader a word portrait (Lightfoot, 1983).

The research methodology used by the investigator is within the tradition of natural inquiry as opposed to experimental research. Natural inquiry researchers do not enter a setting without structure or substance. Rather, they develop an inquiry framework that guides their observations and questions. Once in the setting, the investigator attempts to draw with words "slice of life" episodes using the natural language of those being observed. It is for this reason that parts of this dissertation read like a novel for the investigator tries to breathe life into critical incidents of a setting's history.

The ethnographic and natural orientation of the research does not lead to definitive conclusions. It is the interest of the investigator to explore and discover, the result being that some parts of a portrait have rough edges and even missing parts. Unlike the experimental researcher, the natural inquiry scholar would rather have missing parts than to reduce the focus only to that which is controllable. Reductionism is the enemy of the qualitative researcher.

Realizing that "truth lies in the integration of various perspectives" (Lightfoot, 1983, pp. 13-14), the writer conducted extensive interviews with subjects directly involved in the operation of both schools.

The research interview is advantageous over the questionnaire as a natural inquiry tool in that the interview permits greater depth, permits probing in order to obtain more complete data, makes it possible to establish/maintain rapport with the respondent, and provides a means of checking and thus assuring effectiveness of communication between the interviewer and the respondent (Borg, 1963).

The semistructured interview (Isaac & Michael, 1981) centered on eight broad-based questions from which the interviewer branched off to explore in depth. Care was taken to recognize and probe significant points and to avoid biasing tendencies.

Two methods of recording--employed at different times during the interviewing process--included tape recording and "script taping" (Hunter, 1983, p. 43). Since simultaneous note-taking and interpretation can slow an interview unnecessarily or interfere with the selection, amount, and kind of information the writer records (Borg, 1963; Best, 1977), the script taping method was chosen.

Script taping is the process of capturing with pen and pad what happened during an interview/observed segment without weighing, judging, or analyzing the respondent's responses. This written data is later studied and analyzed (Hunter, 1983).

Many important aspects of human behavior cannot be profitably observed under the contrived conditions of the laboratory. The portraiture seeks to describe behavior under less rigid controls--under more naturally occurring conditions. This does not suggest that social observation is unplanned or haphazard. On the contrary, social observation as a research technique must be "directed by a specific purpose, systematic, carefully focused, and thoroughly recorded. Like other research procedures, it must be subject to the usual checks for accuracy, validity, and reliability" (Best, 1977, p. 178).

This data gathering process allowed for discussions of experiences which had a profound effect on change and conservation during the two eras studied. The philosophical and psychological backgrounds of the people from both eras became more apparent as the interview process evolved. It was on these very foundations that the culture of each school emerged.

By using this natural inquiry method, the researcher sought to "capture the essence, rather than the visible symbols" of each school's culture: leadership styles, curriculum design, and other significant features which lent themselves to change and conservation. In addition, an attempt was made to trace the influences on/between the people and the institutions--how the administration, staff, students, and community created the school's culture and how they were affected by it. In an attempt to remain objective, the writer allowed subjects to "reveal their many dimensions and strengths," but also "attempted to pierce through the smooth and correct veneers" of each school's apparent facade (Lightfoot, 1983, pp. 13-14).

By employing this method, the researcher was able to enter into a relationship with each of the subjects involved in the operation of the two schools. The relationship between the researcher and the subjects may have been enhanced by the fact that the researcher had been closely associated with elementary school culture during both the fifties and eighties. However, as a former student and teacher in the respective schools, the researcher sought to maintain awareness of unbiased commitment to "holistic, complex, contextual descriptions of reality." In doing so, the writer attempted to report findings from the "outsider's more distant perspective" rather than the "insider's immediate, subjective view" (Lightfoot, 1983, pp. 13-14).

The interview guide questions/inquiries included:

I. Based on the five roles principals have played in American history, which leadership role did/does the principal assume?

   1. Principal Teacher: Routinely engages in classroom teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

   2. General Manager: Is the official liaison between the school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

3. Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing and evaluating instruction; is accustomed to the bureaucratic command-compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

4. Administrator and Instructional Leader: Recognizes that his/her role encompasses both governance functions and instructional leadership functions; handles governance functions through the bureaucratic organizational structure; handles instructional leadership functions through a collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals, giving them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, etc.

5. Curriculum Leader: Views the curriculum in very broad terms (more than a course of study) to mean: what each person experiences in cooperatively creating learning settings; believes that the role of the principal is too complex to reduce to simple technical procedures; does not attempt to dichotomize administrative and instructional functions, realizing that all tasks impact on what is learned; believes that the learning of adult educators is as important as the learning of children and youth. (Brubaker and Simon, 1983, pp. 4-5)

II. Describe the curriculum design for the school during this era.

Areas: Language Arts
Mathematics
Social Studies
Science
Health and Safety
Physical Education
Cultural Arts

III. What is/was the philosophy of the school?

Goals?
Purposes?
Commitments?
Mission?

IV. Describe the Learning Media (Materials and Services) available in the school.

V. Describe the school plant facilities of the school.

VI. Describe the school staff and administrator.

Number male/female?
Age bracket?
Years of experience?
Academic preparation?

VII. Describe the school community.

Occupational status of adults?
Educational status?
Population stability?

VIII. In your perception, what was changed? Conserved?

## Limitations

As with all research efforts, certain limitations are unique to this study:

1. The study is limited to only two elementary schools in North Carolina. The general application of the conclusions of the study is limited by the fact that the two schools are neither representative of all schools in North Carolina nor in the United States.

2. The administrator and the faculty of only two elementary schools are used for this study. Again, the general application of the conclusions is limited; however, the need for specific studies exists, since each school has its own environment.

3. The measurement of perception is a difficult task, and this is also recognized as a limitation of the study.

## Organization of Remainder of Study

The remainder of the study is divided into four chapters: Chapter 2 presents a historical perspective regarding traditional schooling, the progressive education movement, and the present excellence movement.

Chapters 3 and 4 contain the literary portraits of the two schools selected for the study.

Chapter 5 is a summary of the findings, conclusions, and recommendations for additional studies.

A selected bibliography and the appendix follow thereafter.

# CHAPTER 2

# REVIEW OF LITERATURE

## Introduction

This chapter will include a brief review of historical developments and related literature of educational history. A complete historical analysis of the history of education is impossible and unnecessary in this dissertation due to the length of such an undertaking. Therefore, the writer has chosen to focus on historical aspects of public school education in North Carolina.

By 1900, three distinct periods of educational development in the United States had evolved. The first, which lasted from 1607 until the mid eighteenth century, consisted of the "transplanting of European institutions, traditions, and customs to American soil." The second period, characterized by modification efforts "to meet the demands of a new and radically different environment," extended from 1750 to 1840. The third period, from the late 1830s to the 1900s, included growth and development of a new "distinctively American system of education" (Knight, 1916, p. 138). The writer will attempt to trace the significant historical aspects of North Carolina educational history through these periods up to the present.

## 1607-1750

The first North Carolina settlers migrated from Virginia from 1650 to 1675 (Knight, 1916). The first permanent settlements were made by

Englishmen who settled along the shores of the Albemarle Sound around 1663 (Noble, 1930). Educational development was slow during this initial colonial period for various reasons. The need for education was not perceived by the leaders of the sparsely populated colony.

Dangerous coasts and harbors retarded commercial growth so agricultural pursuits provided a way of life for the scattered inhabitants. Religious dissension, unsatisfactory government, conflicts among inhabitants, and scarcity of teachers also provided conditions unfavorable for educational growth (Knight, 1916).

During this early period, missionaries made repeated requests for schoolmasters to be sent over to establish schools (Noble, 1930). The first teachers who came to the colony were lay readers appointed by the churches (Knight, 1916). One of these was Charles Griffin, an Episcopal teacher and lay reader found in the Pasquotank Precinct in 1709 (Noble, 1930). Though it provided the first teachers (missionaries, ministers, lay readers), the English Church did not always provide impetus for educational development in North Carolina. Since North Carolina was under the ecclesiastical control of the English Church, no schoolmaster was permitted "to keep school without the license of the Lord Bishop of London" (Knight, 1916, pp. 4-5).

Despite the shortage of teachers and ecclesiastical evils, educational growth of the colony was assisted by the Society for the Propagation of the Gospel in Foreign Parts. Formerly established in London by royal charter (1701), the charitable, religious agency aided educational growth and development in most of the English Colonies (Knight, 1916).

During the colonial period, effectiveness of teachers was determined by three correlates: 1) capacity to govern a school, 2) moral character, and 3) academic attainments. Effectiveness was commonly assessed in this order of importance. A teacher's capacity to govern a school was the primary concern in most localities. References and letters regarding appearance, age, and size of a teacher applicant were used to determine this capacity. Moral character was determined by an interview with the local minister, and the teacher sometimes signed a religious or political oath (Knight, 1951). An interview also provided a means for determining academic qualifications--usually considered the least important requirement (Kinney, 1964).

In his book, A History of the Problems in Education (1947), Brubacher stated:

> Thus, even in colonial times it was customary for the public authority, usually the school committee, to examine candidates for public employment as teachers. Probably the chief anxiety of the examiners regarded the candidate's religious orthodoxy, for in those days this was of paramount importance where the pliant minds of the young men were concerned. In addition, inquiry was also directed at what the candidate knew about the subject he was to teach and especially how well he could "govern" a school. (p. 520)

The first libraries were established during the colonial period. Most of these were limited collections of religious books furnished by missionaries of the Society. The most complete colonial library in North Carolina was the collection of Samuel Johnston (1733-1816) which included more than five hundred volumes (Knight, 1916).

Tutorial instruction was provided for the well-to-do, but schooling for the less fortunate was practically nonexistent during this era. Despite these conditions which retarded public education for all, local efforts in the form of the poor law and the apprenticeship system were implemented (Knight, 1916).

The first type of education for the masses was compulsory education for destitute orphans. The law of the province provided that destitute orphans would be assigned to masters or guardians who would agree to teach them a trade. In addition, they would be taught to read and write. There was economic reasoning behind this law. By providing them with a trade, orphans would become useful, self-supporting citizens of the society (Noble, 1930). This legislation was adapted from poor-relief and apprenticeship statutes which developed in England during the second half of the sixteenth century. Although the practice was extensive in the colony at an early date, legislation was not enacted until 1715. Later in 1755, a law was enacted to regulate the estate of orphans and their guardians. A final law in 1762 provided available educational facilities for this dependent class (Knight, 1916).

Nearly twenty-five years after the transfer of the colony to royal control (1729), educational developments remained practically the same. Only occasional attempts were made to educate the masses until 1745, when an act was passed to build a schoolhouse in Edenton. There is no evidence that the house was ever built. Similar bills were introduced again in 1749 and 1752. These too failed.

Though few efforts were made during the colonial period to promote education for the masses, Thomas Tomlinson opened a private school in 1764 in Newbern. The school served about thirty pupils. In 1766, another school for poor children in Newbern was incorporated. This was the first significant advancement for the education of the masses in North Carolina (Knight, 1916).

Notable advancement of private incorporated academies began near the close of the colonial period. One significant factor contributing to this growth was the influx of Scotch and Scotch-Irish immigrants. According to Knight (1916), "In every community where they came a schoolhouse and church sprang up simultaneously with the settlement" (p. 37).

### 1750-1840

The second period in the development of education in North Carolina was characterized by the academic movement. This new school was the forerunner of modern public high schools. The Latin Grammar School had also operated during colonial days. An English institution, the school had never been well suited to American needs. A demand arose for a more practical institution as a democratic consciousness evolved (Cubberley, 1920). The Latin Grammar School curriculum was narrow in scope and its primary purpose was to prepare students for college. After the revolution, the "tendency toward religious diversity and gradual growth of the democratic spirit" necessitated an institution that would provide for the majority who did not attend college. Thus, the academy movement flourished until around 1850 when it began to decline (Knight, 1916).

Academy curricula included a wide range of subjects. Most school buildings were made from wood, and the physical equipment was "far from modern and adequate." Teachers were generally well-equipped but few had been trained professionally to teach. Advanced methods were not employed in these institutions which were supported by tuition (Knight, 1916).

Development of public education in North Carolina was slow but it progressed consistently. The first significant benchmark in growth was the adoption of a "constitutional provision for legislative establishment of schools and for a university" in 1776. The second milestone occurred in 1825 when a law was enacted to create a school endowment fund called the "Literary Fund" (Knight, 1916, pp. 88-89).

### 1830s-1900s

The third period of educational development in North Carolina was characterized by "gradual separation of public education from ecclesiastical control...gradual development of the ideal of local control...and gradual growth toward the ideal of democracy" (Knight, 1916, pp. 138-139). During this time public high schools began replacing academies, state universities were established, and colleges became largely nonsectarian (Knight, 1916).

In reference to this period, Edgar Knight (1916) stated:

> It was during this period that we find the establishment of the first normal school, the creation of the first state board of education, and the office of the first superintendent of public instruction, the maintenance of the first teachers' institutes,

> and the establishment of the first school libraries. Everywhere there was a new impetus to educational thought and practice. (p. 139)

In 1837, the General Assembly requested the president and directors of the Literary Fund to submit a plan for a system of common schools in North Carolina. The primary difficulty in establishing a system of public schools was the sparseness of population. A proposal for the first normal school in which to train teachers for the common schools was also made at that time (Noble, 1930).

The first common school law was enacted in 1838-39. The legislative act which created the Literary Fund in 1825-26 mandated that proceeds of the Fund "be divided among the counties in proportion to the free white population in each." The first school law, however, directed that the proceeds be divided in proportion to the size of the county (Noble, 1930, pp. 67-68).

The main purpose of the common schools was "to teach a child to read the printed page so that he might inform himself about public affairs and the duties of citizenship, and be able to attend to his own business affairs, and, above all, be able to read for himself the word of God in his own home..." (Noble, 1930, p. 202).

Educators for these traditional schools were essentially school keepers. Their duties were to assign lessons, to hear recitations, and to keep order. The primary method of study, memorization, appealed to low level cognitive learning. Students studied as they were able, but supervision of each individual's study (individualization) was not one of the educator's responsibilities (Cubberley, 1927).

In describing accountability procedures for students during this early 1800s era, Cubberley (1927) stated:

> The tool subjects of the common school course of study were drilled upon, and the trustees, when they visited the school to inspect the work of the teacher, examined the pupils in their ability to read and spell, inspected the copy books, and quizzed the children as to their knowledge of the rules of arithmetic and grammar, and the location of towns and rivers and capes. (Freeland, Adams & Hall, 1927, p. 5)

When Cleveland County, North Carolina, was formed in 1841, there were no free public schools in the state. The first school districts were created in 1844. Prior to this time, limited educational facilities were provided by individual families. In Cleveland County, like many other North Carolina counties, the traditional school era was characterized by "subscription schools." Families "subscribed" to a designated teacher who was paid a certain amount of money by each family (i. e., In some cases, the teacher was paid twenty-five cents per pupil per month). These educators who used traditional methods of instruction usually boarded with families of students. Classes based on the three Rs and good manners were then taught in nearby churches or one-room wooden structures (Weathers, 1976).

In his early history of Cleveland County, North Carolina, Lee B. Weathers (1956) maintained that many of these first Cleveland County schools were "small one-room, unpainted school houses" (pp. 94-95). Textbooks included Webster's Blue Back Speller, a simple arithmetic, and a primary reader. Students' physical needs were met by walking miles to and from the schools, and by helping their parents tend the land and farm. Unpainted school houses were equipped with handmade desks and heated by wood burned in large box stoves. Water was obtained from nearby springs and dispensed in tin dippers. Outdoor toilets were provided for girls, but facilities for boys included nearby wooded areas. Since there were no school cafeterias, students carried a cold lunch from home which often consisted of a biscuit and side-meat. With no electricity or refrigeration in homes, a wooden box was built over a cool spring in which milk and butter were stored. According to Weathers (1956), "Germs were unheard of but deadly at times" (pp. 94-95).

Since discipline was often a problem during the early days of North Carolina education, many early educators (often called professors) were men. Weathers (1956) described one such school master from the Cleveland County area:

> These early school masters 'taught to the tune of a hickory stick' because large rebellious pupils were under discipline for the first time. They bullied the teacher and he had to resort to the hickory stick to preserve order and prevent chaos. It is told that Professor Philemon King from Georgia was a great teacher but very strict. He would slap a pupil from the bench if he didn't keep his head buried in a book during study period. If the bullies ganged up on Professor King, he could whip a half dozen without shedding his frock coat. At recess, he would make himself one of the crowd, play with them and take the knocks, but in the classroom he was the master of the situations at all times. (p. 97)

In 1852, Calvin H. Wiley, who was a member of the Legislature from Guilford County became the first state superintendent of North Carolina. He was appointed by the Legislature for a two-year term at a salary of $1500 (to be paid out of the Literary Fund). According to Knight (1916), duties of the first superintendent included:

> He was to collect accurate and full information concerning the conditions and operation of the schools in each county in the state; to inquire into the causes which promoted as well as those conditions which retarded the schools; to consult and advise with

> teachers; to enforce the school laws; to see that the school funds were properly applied; to report to the governor annually of the educational progress of the state; to instruct the state examining committee concerning the proper qualifications of teachers; to see that returns were properly made from the various counties; to attend meetings of the state board; to deliver educational addresses, and in other ways promote the cause of schools. He was also required to codify the educational laws of the state. (p. 156)

According to Edgar Knight (1916), an "educational awakening" began in North Carolina around 1850. The "storm center"of this spectacular reform movement, started in the 1830s by Horace Mann and Henry Barnard, was located in Massachusetts and Connecticut (p. 158). The movement in the northern sector was based on Mann's belief in the "improvability of the [human] race" which could be realized through education. Mann warned that only education could close the gap between the rich and poor in industrial America (Bass, Billias, & Lapsansky, 1983, p. 552).

Knight (1916) reported that slavery and the "absence of a strong middle class in the South" had "somewhat delayed the revival of education in that region"(pp. 158-159). However, a complete reorganization of the educational system was implemented by Calvin H. Wiley, the first state superintendent. Considering the obstacles of his reform labors, his achievements "challenge[d] favorable comparison with those of Mann and Barnard" (p. 160). Among the obstacles which made his task difficult were:

> The absence of any effective supervision between 1840 and 1852... county officials were notoriously negligent of their duties... teachers were scarce, poorly equipped, and migratory, and the great diversity of habits among the people of the state made reasonable uniformity in school affairs well-nigh impossible... there was much misinformation concerning public education, many misconceptions of the work which the superintendent was trying to promote...too often a healthy educational spirit was lacking...

> enemies who made attacks both on the schools and on Wiley; sectional partisan, and sectarian prejudices... (Knight, 1916, pp. 162-163)

The curriculum during Wiley's reign was narrow in scope. Included were reading, writing, arithmetic, and spelling. In some schools geography, grammar, and history were taught occasionally. Uniformity of textbooks was unknown, yet the great variety of texts and authors reflected conditions of the era (Knight, 1916).

Wiley, who entertained lofty educational ideals, believed that education should be "universal, free, and open alike to all, both rich and poor" (Knight, 1916, p. 188). In his examination of Wiley's role in North Carolina public education, Edgar Knight (1916) denounced inaccurate reports by various historians in regard to the South's lack of educational progress prior to the Civil War. Under Wiley's leadership from 1852 until the office of the superintendent was abolished in 1866, conditions so improved that "at the outbreak of the war in 1861 the state laid just claim to educational leadership in the entire Southern States" (p. 160).

Prior to the Civil War (1861-1865), North Carolina was the first to develop a creditable system of primary schools. In 1860, Superintendent Calvin H. Wiley commented on the success of public education in North Carolina:

> The educational system of North Carolina is now attracting the favorable attention of the States south, west, and north of us... All modern statistical publications give us a rank far in advance of the position which we occupied in such works a few years ago; and without referring to numerous other facts equally significant, our moral influence may be illustrated by the fact that the

> superintendent of common schools was pressingly invited to visit, free of expense, the legislature of the most powerful State south of us [Georgia], to aid in preparing a system of public education similar to ours. (Knight, 1916, p. 45)

The hardships of the Civil War (1861-1865) threatened the existence of all educational institutions in North Carolina--common schools, academies, and colleges. The scarcity of textbooks, teachers, and revenue greatly diminished the educational process of all students throughout the state.

Noble, in A History of the Public Schools in North Carolina (1930), related Superintendent Wiley's reactions:

> After ten short years, during which the schools had been kept open everywhere in the state except in those counties which were occupied by the enemy during the Civil War, one April morning in 1865 he sat by an open window in his office on the top floor of the capitol at Raleigh, looked to the South and saw Sherman's army marching up Fayetteville Street. He knew what the marching army meant to the immediate life of the common schools, and he sat there crushed and heartbroken by the knowledge that there was then no power left to stay the tread of those advancing columns which would indeed put out every light in the beautiful chandelier that his imagination had pictured only a few years before. It was then just twenty-five years after the establishment of the common schools. (p. 271)

War and reconstruction had taken a toll on the youth and leaders of North Carolina. Confederate money had no value after the war and the citizens were "poor, destitute, and disheartened." In counties such as Cleveland, reconstruction days of carpetbaggers and Negro supremacy brought a "reign of terror that added a horrible aftermath to the dark days of the Civil War itself" (Weathers, 1956, p. 97).

New hope for education emerged, however, after the terrors of Reconstruction Days calmed. Perhaps one of the most significant influences affecting education resulted from the work of the Peabody

Fund. The endowment was created by a wealthy native of Massachusetts in 1867. After spending thirty years in London and accumulating a vast fortune, Peabody became intensely interested in education for the destitute Southern States following the Civil War. The immediate need was in the area of elementary education, and North Carolina was one of the first recipients (Knight, 1916).

With the collapse of the Confederacy, a major portion of the Literacy Fund was lost at a time it was sorely needed--100,000 Black children would soon be added to the school population (Noble, 1930). By 1876, however, a new provision was made for the primary support of schools. The North Carolina Legislature authorized counties to levy taxes for public school support. It was during this time that Professor H. T. Royster was elected the first school superintendent of Cleveland County, North Carolina. Initially, Royster had come to the county to build a railroad. As an "ardent apostle of education," however, it became his duty to determine if teachers were qualified to teach. Instead of sitting in a comfortable office flanked by a secretary and an administrative staff, he sawed timber and farmed for a livelihood. In an early account, the story of a teacher applicant is related:

> "Corncracker" White found Superintendent Royster in the woods pulling a crosscut saw. When he stated his business, the school head paused briefly, asked the applicant to spell a few difficult words, divide fractions and name and define the parts of speech. This he promptly did, and a brief certificate was quickly written on a small piece of paper and handed to young White. Superintendent Royster had stopped work less than ten minutes to make the examination and then went back to sawing wood. (Weathers, 1956, p. 98)

During H. T. Royster's reign as superintendent in the latter 1870s, postwar readjustment attempts were taking place in North

Carolina. Not only were these changes political and social, but educational as well. As the South emerged from the Civil War, free public schools for all classes were accepted as the remedy for a devastated condition. In most areas, North Carolina educational conditions began to advance in every respect (Knight, 1916).

## Progressive Education Movement

The rebuilding of a public school system was more difficult in the South than any other part of the Nation. Nevertheless, Southern schools were affected by a new educational movement which was emerging in America. Known as progressive education, the revolt against traditional schools in the United States grew from the belief that schools had failed to keep pace with rapid changes in American life. Progressive educators attempted to reform elementary school methods of instruction and leadership. According to Cremin (1961), "There was a continuing expansion and reorganization of the curriculum at all levels" (p. 306).

In contrast to the traditional curriculum design based on memorization and recitation, progressive education theorists maintained that children learn best when genuinely interested in material--not when they are forced to memorize facts that seem irrelevant and useless. Furthermore, progressive educators believed that teachers should pay more attention to the individual child rather than to treat all children alike (Cremin, 1961).

As a result of this progressive movement, teachers began to plan individualized instruction which was built around various activities.

units, or projects. Ability grouping was also implemented to facilitate learning for both rapid and slow students. Flexibility and variation in the grouping of students were based on achievement tests and intelligence (Cremin, 1961).

Since progressive educators believed that children should learn by direct contact with people, places, and things, greater informality and freedom of movement were stressed. School facilities were modified to facilitate these new developments. Progressive educators believed that classrooms should be enhanced and extended by use of gymnasiums, science laboratories, kitchens, workshops, gardens, and studios. Therefore, the curriculum was based on many sources rather than on one textbook (Cremin, 1961).

Teachers were also affected by the progressive movement. Certification requirements and preparation programs which reflected progressive education insured that teachers were better educated (Cremin, 1961). Normal Schools were the first of these teacher education institutions (Hough, 1966). Often criticized for low standards, the normal schools nevertheless had to take teachers where they were and bring them as far as possible in one to two years (Linscheid, 1928). In the early stages, the normal schools offered the basic content courses of the academies--with limited concern over methods of teaching. By 1890, however, the progressive movement was reflected in the curricula of normal schools nationwide. Professional education became a part of the training process for elementary school teachers. To the curricula was added the history and philosophy of education, the organization and administration of school systems, child study and development, and methods of teaching. Since colleges and universities were slow in accepting education as a discipline, normal schools expanded their programs in order to educate high school teachers also. This was the beginning of teacher's colleges (Hough, 1966).

Administrators too were affected by the progressive educational movement. Administrative relationships changed because bureaucracy increased as school systems grew larger. As a result, educational administration became a "separate professional function" rather than the responsibility of a master teacher or headmaster. "Progressivism did leave its unmistakable imprint at a number of points," as acclaimed by Cremin, but it was only one of the movements that continued to affect the educational landscape during the first half of the twentieth century. The progressive movement, often running simultaneously with other movements, influenced all American education from 1876 until its final death in 1957 (Cremin, 1961, pp. 307-308).

As the progressive education movement continued to spread into the twentieth century, the newly-elected North Carolina governor began a reform movement of his own. With the assistance of State Superintendent of Public Instruction, Thomas F. Toon and Dr. Charles D. McIver, chairman of the campaign committee of the Southern Education Board, Governor Charles B. Aycock began a statewide crusade for improved public education. "The Central Campaign Committee for the Promotion of Public Education in North Carolina" was created. The committee planned systematic taxation programs for consolidation, building and equipping better schools, longer school terms, and increased salaries for teachers. In addition, every minister in the state was required to preach a sermon on progressive public education at least once a year. A genuine educational revival was launched which "continued to affect North Carolina education for many years to come" (Knight, 1916, pp. 369-374).

Affected by the overall progressive movement in America, North Carolina schools did not escape the influence of John Dewey (1902). A famous progressive educator of the 1900s, Dewey believed that intelligence was an instrument for overcoming obstacles. His educational revolution embodied in The Child and the Curriculum (1902) advocated a child-centered school which emphasized "real interests" of children and "learning by doing." When referring to the child, Dewey proclaimed, "It is he and not the subject matter which determines both quality and quantity of learning" (p. 9).

Beginning in 1910, a new concept toward teaching and learning was introduced which was destined to change the whole nature of elementary schools. New teaching procedures were based on a new psychological conception that the student could educate himself. The purpose of instruction was no longer to give information, but rather to teach students how to find answers for themselves. As this phase of the progressive education movement evolved, teacher training schools in North Carolina were revitalized and restructured to give proper expression to this new concept (Cubberley, 1927). Continuing through several decades, this new concept redefined the role of an effective teacher. To facilitate students in becoming self-propelled, effective teachers stimulated them to engage in activities designed to challenge thinking and thus lead to self-education. The effective teacher became a facilitator who suggested problems, and then guided students in thinking, studying, and examining them.

Significant educational progress was made in North Carolina during the 1920s and the two succeeding decades. Though all American educators faced hard times during the early 1930s due to the great economic collapse, strong public confidence in the schools remained intact. In addition, public school funding also remained remarkably stable throughout America, and governance changed very little (Tyack, Lowe, & Hansot, 1983).

In the 1940 edition of The Encyclopedia of Educational Review, A. S. Barr outlined the qualities of effective teachers during the forties:

> 1. The teacher's personal equipment: personal appearance, poise, refinement, pleasantness of manner, enthusiasm, industry, drive, ambition, forcefulness, initiative, progressiveness, open-mindedness, judgment, etc.
>
> 2. The teacher's professional equipment: knowledge of the child and of society and of the purposes, content, method, materials, and expected outcomes of instruction, in relation to these; interest in teaching; interest in learning to teach; skill in teaching art; etc.
>
> 3. The teacher's cultural background and academic equipment: knowledge of the subject taught, general information, cultural background, etc.
>
> 4. The teacher's physical equipment: health, physical energy, and vitality, freedom from restricting physical defects, absence of communicable disease, etc.
>
> 5. The teacher's mental equipment: intelligence, mental alertness, judgment, common sense, etc.
>
> 6. The teacher's emotional stability: self-control, poise, mental balance, tolerance, freedom from unreasonable beliefs, prejudices, etc.

> 7. The teacher's social adjustment (and ability to work with others): knowledge of social conventions, ability to get along with others, good moral conduct, etc. (pp. 12-19)

In 1954, the United States Supreme Court ruled that public schools segregated by race were unequal and therefore unconstitutional. Following this decision came the major Civil Rights Act of 1957 which prohibited actions to prevent citizens from voting in national elections. The Civil Rights Movement profoundly influenced the way educational institutions were administered. In addition, curriculum and instruction were directly affected. These decisions naturally had an upheaval effect on public school education all over America during the fifties. Many rural schools in North Carolina remained untouched for some time, however, as local administrators and boards of education struggled to comply with court orders, federal and state guidelines (Weathers, 1976).

On the heels of this unsettling state, Russia launched the first space satellite in 1957. Many perceived that American education had failed to protect the national interests in its cold war with Russia. Progressivisim faded into the shadows while "basic education" remained a minority movement. A call for excellence in the areas of "mathematics and science, language instruction, and higher academic standards" led to demands for federal funds (Ravitch, 1983, pp. 79-80).

In the early 1960s, it became evident that the consolidated schools of North Carolina were inadequate to meet the educational needs of rural students. The situation brought about the movement in North Carolina to consolidate the "consolidated" schools. During the time the new schools were being set up, all North Carolina schools were undergoing a very important dramatic change--total integration of students and teachers. In 1965, all students were given "freedom of choice"--the next year they could attend the school of their choice. As a result, few students in North Carolina elected schools of other races. The following year, in response to federal and state guidelines, students and teachers all over North Carolina were "assigned to schools without regard to race" (Weathers, 1976, pp. 187-192).

During the sixties, Combs (1965) defined the effective teacher as "a unique human being who has learned to use himself effectively to carry out his own and society's purposes in the education of others" (p. 9).

In 1966, ahead of the times, John McManus Hough, Jr. indicated the significance of a "master teacher." In training teachers during the sixties, the college supervisor had some responsibilities, but according to Hough, the key to training effective teachers was the "master teacher" (pp. 174-178).

Various upheavals in the 1960s and 1970s (e. g., years of assassinations, sit-ins, marches, obscenities of an undeclared war in Vietnam, and the shameful flight of the president from office) left Americans as a whole uncertain about the purposes of schooling and the best national interests. It is not surprising that a new call for excellence was forthcoming.

So with the seventies came a new quest for effective schools in North Carolina. Two major decisions by Congress had a monumental effect on North Carolina education. In 1975, Congress passed "The Education for all Handicapped Children Act." The impact of Public

Law 94-142 was felt in every county of the state--as well as the nation. It was the most comprehensive and significant legislation ever passed in this area. Education of all handicapped students was enhanced greatly. The other major move occurred in 1979 when Congress established the United States Department of Education (Kimbrough and Nunnery, 1983).

## The Excellence Movement

Perhaps one of the greatest reform movements to affect North Carolina schools since progressive education was ushered in with the 1980s--the excellence movement.

In April 1983, the National Commission on Excellence in Education, under the direction of David P. Gardner, submitted the results of their inquiry into the quality of education in the United States. The opening paragraph warned:

> We report to the American people that...the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. (A Nation at Risk, 1983, p. 3)

In response to this and about twenty other national reports dealing with some aspect of education--all negative in tone--the general public became disenchanted with the quality of American education. Whatever their limitations, the national reports had one very positive effect in that education is once again in a position of prominence on the national agenda. According to Dr. James Runkle (1987):

> Recently in North Carolina we have seen the Basic Education Plan, the Quality Assurance Program, the career ladder, a mandated teacher evaluation procedure and numerous other

> initiatives by the General Assembly, the governor, the State Board of Education, regional and national accreditation agencies and local boards of education.
>
> In 1986 alone we saw reports on educational reform from the National Governors' Association, from a group of prominent deans of colleges of education, from the Carnegie Forum on Education and the Economy, from a task force appointed by the UNC Board of Governors and from the Carnegie Foundation for the Advancement of Teaching.
>
> Popular magazines from *Time* to *McCalls* to *Southern* have carried articles by critics and supporters of the American educational system. State and Federal courts have been called upon again and again to adjudicate lawsuits brought over some aspect of education from secular humanism to busing to treatment of the handicapped.
>
> ...much of what we see today seems very similar to what we have seen before...However, there are signs that this round of educational reform is quite different...we find legislatures and governors becoming very specific as to how the reforms shall be handled. This is a national phenomenon. (p. E3)

# CHAPTER 3

# THE FIFTIES' SCHOOL

> It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...
>
> Charles Dickens,
> A Tale of Two Cities (p. 3)

## Introduction

The sights and sounds of Moriah School have changed significantly since its beginnings in 1924. The rolling lawns are no longer covered with green grass and active youngsters. Instead great stacks of lumber and mountains of monstrous logs occupy the grounds. On the old ball field/playground, an electric-powered lumber mill grinds away at burly logs, debarking, chipping and sculpturing them into neat stacks of lumber. One's nostrils burn from the many rich, pungent woody scents, and grinding sounds of machinery can be heard from all directions. As a fork lift whizzes by, good-natured conversations by fellow workers can be overheard. A great transformation has taken place where children once chanted, "Bum, Bum, Bum, Here we come. What's your occupation? Most anything..."

The building itself has been transformed by time, age, and renovation. Offices, storage rooms, and a pallet shop now fill the corridors of the beloved school...the place were many dreams began and flourished...the place which still fills memories and subconscious dreams of those who passed this way.

Still one can almost smell the musty odor of old books in the room known as the "library." And when standing quite still where the auditorium used to be, one can almost hear children's laughter and song filling the air in an operetta production. Their chatter can be heard in the small backstage rooms...pushing...giggling.. fully-costumed...waiting to go on stage.

On one end of the hall which extends the length of the building can be heard the soothing, polished tones of patient, caring, committed teachers. In the first/second grade room, tiny mountain children are learning to read in groups--the "red birds" and the "blue birds." Children are "drifting down the Amazon" in the third/fourth grade room, involved in a geography lesson that all eagerly anticipate each day. In the fifth/sixth/seventh grade room, the energetic young principal is teaching arithmetic which challenges even the dullest student. Growing...learning...becoming...in a place where all children want to be.

This chapter includes a historical background of Moriah School, Moriah School in the fifties, the making of a leader, the teachers, and textbooks. In order to prepare for the future and to understand the present, one must learn from the past. Thus begins a journey backward in time.

## Historical Background

Cleveland County, established in 1841, was named after Col. Benjamin Cleveland, a Patriot commander at the Battle of Kings Mountain. Known as "The Terror of the Tories," he descended from an ancient family who derived their name from "a tract of country in North Riding of Yorkshire, England, still called Cleaveland." According to Weathers (1956), tradition had it that the Clevelands were "the farm folk who cleaved to the land" (p. 33).

The upper northern section of Cleveland County encompasses a large portion of the South Mountains. The only mountain range in the United States which runs east and west, the South Mountains cover about one hundred thousand acres. The mountain range is approximately twenty miles from the Blue Ridge and Smokey Mountains. Old Civilian Conservation Corps (CCC) roads wind throughout the mountains. The highest elevation is 2,894 feet at Benn's Knob. The Moriah Community is located on the western end of the colorful mountain range. According to DePriest (1987), "Pure water is one of the South Mountains' greatest natural resources. Both the city of Shelby and the Upper Cleveland County water system are supplied by the First Broad River, which heads in the South Mountains" (p. 10). Not extremely high according to Blue Ridge standards, the South Mountains are nevertheless steep and rugged--and have played a very important role in the lives of Upper Cleveland residents since the 1700s.

> Take now thy son, thine only son Isaac, whom thou lovest, and get thee into the land of Moriah; and offer him there for a burnt offering upon one of the mountains which I will tell thee of.
> Genesis 22:2

In the early 1920s, the Moriah Community was in an uproar. The issue: consolidation of local one-room schools. The resistance to change spawned great debates and heated arguments among citizens on a daily basis. The modern brick structure which would replace four remaining one-room schools in the area would be named "Moriah"--after the local church. The local citizens eventually gave in to progress and the final arguments centered on "where" to build the school--above or below the road? If the school was built above the Moriah Church Road, children would have to cross the road to visit outdoor toilets. The location was finally agreed upon. Moriah School would be built at the crossroads of the Moriah Community--below the road (Fortenberry, 1987). So in 1924, two Rutherford County Schools and two Cleveland County Schools merged to become Moriah School.

Early Governance. Historically, schools were governed by a group of local citizens known as the "committeemen." One of the prime duties of the committeemen was selection of administrators and teachers. The first common school law entitled "An Act to Divide the Counties of the State into School Districts and for other purposes" was passed in 1838-39. The law mandated that district committeemen would be appointed by the Board of County Superintendents of common schools. Later in 1840-41, the rewritten law provided that the committeemen be elected by the people. In the absence of an election, however, the board would appoint the local school officers. By 1848-49, appointment of school committees again became the complete responsibility of the Board of County Superintendents. However, the following year (1850-51) the former law was once again re-enacted (Noble, 1930).

Since local citizens with close ties to particular schools generally comprised the governing body, they were well aware of the school's needs. In reality, the committee was well-known by the people and in turn, knew all students, families, and staff members alike. Valuable family histories were within each committeeman's repertoire of information. This was considered advantageous in the governance of the schools.

When the new Moriah School opened for the 1924-25 school year, the committee members consisted of both Rutherford and Cleveland County citizens: Miller Deviney, Roland Turner, Charlie Self, Roland Price, and Quince Fortenberry. Teachers included Mamie Pruett, Frances Black, Patricia Wilson and the principal teacher, Mr. Devine (Whisnant, 1987).

Books and Materials: 1924-25. No remaining records from that first school year are available save one North Carolina Public School Register submitted by Jack Newton, present mayor of Casar. The register cover, discolored by age, simply proclaims: "Record 1924 and 1925; District No. 68 for white Race, of 11 Township, of Cleveland County."

The 1924-25 North Carolina Public School Register, designed by Charles L. Coon, contained suggested rules and regulations for local schools. Compliance was required when "adopted by the Local County Board of Education" (Coon, 1924, p. 2). The regulations included:

1. The daily session of the school shall begin at 8:45 a.m., and shall continue not less than six hours, exclusive of the noon recess, with a morning and afternoon recess of not more than fifteen minutes each, and a noon recess of not more than sixty minutes.

2. It shall be the duty of all teachers to attend the meetings of the County Teachers' Association and all other teachers' meetings called by the County Superintendent of Schools. The County Superintendent is hereby forbidden to approve

the employment or sign the vouchers of any teacher who fails to perform this duty, without excuse satisfactory to him.

3. All teachers are required to be in their respective schoolrooms at least fifteen minutes before the time fixed for the opening of the daily session of the schools, and at least one teacher in every school shall remain on the school premises during all recesses, and in the afternoon until the building has been safely closed and all of the children have been sent home for the day.

4. Any pupil doing damage to the public school property shall pay for the same, and upon failure to do so after notice to the parent by the teacher, may be excluded from school, and for willful damage shall be prosecuted under sections 65 and 168 of the School Law.

5. The teacher or principal of each school shall spend at least two days of the week prior to the opening of the school in visiting the parents of the district and in soliciting the attendance of the children, and in explaining the rules and regulations of the schools, especially visiting the parents of those children who have not previously attended school, or who have been irregular in attendance during the previous school year. For such services the teachers shall receive not more than one dollar a day for not more than two days.

6. Teachers shall report to the chairman of the School Committee and to the County Superintendent at the close of the first month the names of all children who have not attended school, the cause of their absence, and the effort made to secure their attendance. No vouchers for salary shall be approved by the County Superintendent unless this report has been promptly made, and unless he is satisfied that the teacher has made every reasonable effort to find out the cause of the absence of all such pupils, to remove the cause and to bring the children into school.

7. Children must be provided with necessary books. Unless the parent provides the necessary books within a week after the notice by the teacher the child may be excluded from school until such books are provided.

8. The annual session of the public schools of each township will commence at the time fixed by the County Board of Education for each township, and they shall remain in continuous session, exclusive of Christmas week, until the close of the term. (p. 2)

A listing of all books adopted for basal use and books recommended for supplementary use was located near the front of the register. State-adopted books ranged from levels one through seven. Not all books on each list were available that year. However, Patricia Wilson, who completed the register for grades five and six, did teach from the following texts:

| | |
|---|---|
| Studies in Reading V & VI | $ .74 |
| Good English II & III | .55 |
| School Arithmetic, Book II | .75 |
| Essentials of Geography, Book I | 1.33 |
| Essentials of Geography, Book II | 1.87 |
| First Book in United States History | .80 |
| The Mastery of Words, Book I | .38 |
| The Mastery of Words, Book II | .32 |
| Practical Drawing, Book V & VI | .20 |
| Silent Reader (Supplementary) V, VI | (price not listed) |

(p. 4)

The First Year. According to the only available document, during Moriah School's first year of operation, Patricia Wilson taught eighteen fifth graders and five sixth graders. Enrollment included thirteen boys and ten girls. Students' ages ranged from eight to twenty-one years. The greatest total number of days attended was one hundred and twenty, whereas the least number of days in attendance by a student was only twenty.

Names depicting the rich historical background of Moriah families flowed from the pages of the register: Brackett,Deviney, Davis, Downs, Erwood, Fortenberry, Hunt, Price, Johnson, Morris, Waters.

The register revealed another aspect of life in the 1920s. Some children were not afforded an opportunity to complete educational pursuits. Jesse Davis, fifth grader, left school on March 15, 1925.

His brother James Davis, also a fifth grader, followed on March 18. The reason listed: farming.

One student listed in the 1924-25 Moriah School Register was Bertha Fortenberry. She was a fourteen-year-old sixth grader who attended one hundred and six days of school that year. Bertha, an excellent scholar, was promoted to the seventh grade the same year.

In a recent interview with Bertha Fortenberry (Whisnant), she shared many rich experiences of her years at Moriah School. As she reflected, she recalled the facilities which included outdoor toilets and a hand pump on the newly-dug well. At lunchtime, lines of students marched out to wash their hands or to steal a quick drink by dipping their heads underneath the spout. The modern new gadget was a fine way to secure water at which many students marveled.

Bertha remembered the shortage of seats in her class of twenty-three. Some students shared seats brought from the old Zion School. They wrote on long tables which extended the length of several seats. Bertha remembered one entire row of old double-seats--one of which she shared with M. O. (Ophus) Deviney.

Bertha was fortunate in that her father, Robert Fortenberry, was very "education-conscious."

> We weren't kept out of school for any reson. Many children had to stay home and work. In the Spring, people kept them home to cut corn stalks and briers. They had to ready the fields for planting.(Whisnant, 1987)

Bertha's father strongly advocated education. He was an avid reader who wanted everyone to share this passion. Not many citizens in the Moriah area received mail at that time so Mr. Fortenberry went about the community distributing magazines. According to his son, Ed Fortenberry, he would spend his last penny on literature. He subscribed to every magazine available to him at that time (e. g., Atlantic Monthly, Collier's, Saturday Evening Post). Ed and Bertha's father visited a lifelong friend, Dr. C. M. Peeler, on a regular basis. Upon his return from Peeler's office in Shelby, Fortenberry always brought back his discarded magazines and books. These he donated to the children of Moriah School. Though there was no school library at that time, the literature was placed in an empty room for students' use. The students soon began to refer to this room as the library.

In response to reflections on the curricula during Bertha's school days at Moriah she stated:

> We didn't have to make book reports but we did a lot of reciting...like "Hiawatha" and "The Black Smith." Once a month, on Friday afternoon, we had a little society. Each one contributed something...a riddle, a poem, or a song on the mouth harp...We had some good times. (Whisnant, 1987)

Another extremely important part of the curricula included debates.

> We had a lot of debates. I remember a couple of them (issues). We debated, "Who is the dumbest? The city girl or the country girl?" I remember in the debate, one of the students talked about how the city girl got hold of the cow's tail and worked it back and forth trying to get milk. Another issue was: "Which is more destructive? Water or fire?" (Whisnant, 1987)

Bertha also remembered numerous school activities in which all students were involved. Huge Christmas trees elaborately decorated with children's handmade creations fill her memories of special school programs. The productions, held for different holidays/seasons, elicited support and attendance from the entire community at large.

The instructional day was always preceded by morning scriptures and prayer. This initial school activity was held in the auditorium for all students. It was an integral part of the curricula which was welcomed/accepted by both students and community. In reference to a former school principal at Moriah School, Bertha remembered:

> When Mr. Hood was principal, he always said, "Don't do like I do, do like I say!" He could preach a sermon as good as any preacher we ever heard. (Whisnant, 1987)

When reflecting on evaluation procedures, Bertha recalled one standardized county exam which was administered once each year. Other testing procedures included teacher-made examinations--many of which measured children's performance/progress orally. Students had mastered required skills if they could "stand up, look you in the eye, and say it" (Whisnant, 1987).

During these same years, many educational researchers began writing about appropriate curricula and proper evaluation techniques. In 1927, Cubberley advised:

> Superintendents, supervisors, and principals advise the average teacher to be careful in the use of standardized tests in reading, or for that matter in any other subject. The many different elements in such a complex activity make it difficult to pass judgment from the accomplishment of the children in one test. Only one who has had thorough training in psychology and experience in measurement work should test schools or classes for the purpose of comparison with other schools or classes. There are at present over sixty different standardized reading tests. Each measures several elements of reading. It requires training and experience to select the proper tests, to administer them in a scientific manner, and to judge wisely from the results. (pp. 81-82)

Bertha's reflection on her early Moriah School years in the 1920s stirred pleasant nostalgic memories of a time long past...a simple time of life when the school day involved a mixture of recitation, strict discipline, and religious training.

> I remember one Saturday afternoon in 1925. The boys had a baseball game in Julius Price's pasture. Mama and Daddy took us because Ada Deviney took her girls. I guess that's the only reason we got to go. Back then, girls didn't get to do too many things like that. (Whisnant, 1987)

According to seventy-seven year old Bertha, the Moriah Community just doesn't seem like the same place any more. She meets so many unfamiliar faces in the community today, she has to ask, "Who were your grandparents?" (Whisnant, 1987).

Another illustrious figure from the pages of Moriah history was M. O. (Ophus) Deviney (1911-1982), whose name also appeared on the first school register (1924-25). Son of J. M. (1885-1966) and Belle Angle Deviney (1890-     ), he worked at his father's lumber mill as a youth. Later in life he founded his own lumber company which his sons inherited/operate today. As an entrepreneur of numerous business interests, he was a paragon of a man whose name was known by many all over North Carolina and surrounding states. A well-read man, he controlled and owned many tracts of land throughout the South Mountains. Originally, much of this land had been awarded to his great-great grandfather, Captain Aaron Deveney (and his brother, John), for services rendered in the Revolutionary War.

Aaron Deveney (1747-1842) was born in York County, near the present town of Gettysburg, Pennsylvania. In 1772, he and his wife Sarah (Black) moved to the frontier and settled in Tryon, North Carolina (later to become Rutherford County, North Carolina). An account of his Revolutionary War experiences is told by Raymond C. Devinny in his history, Deveny's of America: 1700-1976 (1974):

> He was living there [Tryon] in 1775 when he was elected Lieutenant in Capt. Rankin's Company of North Carolina Militia and commissioned by Colonel William Graham. They went out on several scouting parties after Indians in the fall and winter of 1775 and 1776. In 1777 Colonel Graham ordered the command to take charge of the forts in Mumford's Cove and they were kept moving from one fort to another for three months. Soon after the troops returned home Captain Rankin left the area and Aaron was elected to the rank of Captain and commissioned by Colonel Andrew Hampton in 1777. He received orders to meet Colonel Hampton near Gilbert Town, with his company to suppress a gang of Tories who scattered when they were being pursued. A number of Tories were taken prisoner but were released because they could not prove anything against them. The Captain in charge of this group of Tories was shortly thereafter taken and hanged. In 1780 Captain Aaron received orders from Colonels McDowell and Hampton to raise his company and march to a location on the South fork of the Catawaba [sic] River. When his company arrived at the appointed place the battle was under way a few miles distant and his company was placed under command of General Rutherford who sent them in hot pursuit of the Tories, in all directions. The Tories were driven from the area. Some days later Colonel Ferguson and his Tories marched into the County and the Militia was again called together to meet him near the head of Cane Creek. Aaron and several of his comrades were taken captive by a scouting party of British soldiers under Colonel Ferguson, in McDowell County, a short time before the battle of King's Mountain. Aaron's wife followed and entreated Colonel Ferguson to release her husband. Ferguson made him swear he would not take up arms again against Great Britain. Ferguson remarked to Sarah Deveney that he would rather see twenty dead men than one woman in tears. Some of those paroled pursued Ferguson to King's Mountain but Aaron remained true to his oath and returned to defend the forts in Mumford's Cove against the Indians. (p. 30)

Bearing a striking resemblance to the movie screen idol, Clark Gable, handsome young M. O. Deviney married a Moriah School teacher, Ruth Boggs (introduced later in Chapter 3). His mother, Belle Angle Deviney, had moved to the Moriah Community around 1898. Her father had bought and operated a general store which served as a focal point for the community. As a child she lived in a nine-room house across the road from the store. The two-story house was equipped with a fireplace in practically every room since this was the only source of heat. The Moriah Community, nestled at the foot of the South Mountains, was easily accessible to the many inhabitants of the mountains at that time. Patrons either walked or rode wagons to the general store. Since this era preceded the great blight which killed the chestnut trees, mountain inhabitants brought chestnuts to the general store to sell or trade. Other resources which were marketable included dried beans, sassafras bark, angelico, star root, and May apple. These resources were then sold to J. P. H. Withrow of Hollis who sold them to a drug company (Deviney, 1987).

As a small child, young Belle attended Union, a one-room community school. At age 13, she recalls attending the first two-room school in upper Cleveland County, Zion.

> "There were no report cards," recalls Belle. "You studied your books 'til you learned them, then you got higher books. When you finished the fourth grade, you got to study history and geography."

Both teachers, Perry Whisnant and Andy Brackett, were very stern taskmasters. Belle recalls drawing a picture on her slate once. The teacher reprimanded her by forcing her to draw the picture on the board. This was a humiliating experience since children were never permitted to draw pictures at school. "Now I understand they even have classes where they teach you to draw pictures," chided Belle in a recent interview (Deviney, 1987).

M. O. Deviney with his colorful background was many things to many men. His eulogy (1982) which was spontaneously delivered (and later written down) by the writer reveals images of the man who touched many lives:

Eulogy to Dad

> "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."
>
> These were the words of Henry David Thoreau--Dad's favorite philosopher. Thoreau went out into the wilderness to commune with his God--as did Dad.
>
> I'd like to paint for your mind a picture of images based on reflections of this man we called "Dad."
>
> Dad was many things to many men. He literally never turned any man away. Last evening as I looked into the faces of the many men who came to pay their last respects, I marveled at the vast cross-section of humanity he had touched. As one man filed past, I heard him mutter, "Now I know what it is to have known a legend."
>
> Dad was a man of great strength. He was so strong, he could make the thunder roll! Yet he was as gentle as a mountain stream ...He cared for the most lowly creature...He cared for the sparrow ...After all, "only the strong can afford to be gentle."
>
> Dad was a philosopher. He was a deep thinker. One night at dusk he stopped by to discuss some books we had shared--works of Alexander Solzhenitsyn, the great Russian writer. I was sitting at his feet listening to him discuss some of the great ideas of his readings. I looked up at him and said, "Dad, I think that you are one of the great men."
>
> "Ahh...," he said, "there's so much to learn, and you know, the beginning of learning is the realization of how little we know. There's a difference in knowledge and wisdom," he said, "there are a lot of men around who have acquired a lot of knowledge, but there are very few wise men."
>
> As I listened to him, I thought, "Oh, Dad, you are so knowledgeable, and so wise..."
>
> Dad was an artist--a skilled craftsman. He could take a piece of raw wood and turn it into a thing of beauty. He seemed able to see beyond the perceptions of ordinary man. He could look into a man's face and see things other men could not.

> Yes, he had an eye for beauty. A few days ago, he called Mom out back. He said he wanted to show her something. When she went out, he said, "I just wanted you to see that sunset."
>
> After digging through the topsoil of M. O. Deviney, one found a perfect balance of common sense and intellectual depth.
>
> Life was an adventure for Dad. He sometimes spoke of death. "It's going to be a great adventure," he once said, "one I've never been on. Why, I'm not afraid. I'm looking forward to it." Dad has gone on his great adventure.
>
> I imagine that he would have replied in the same manner as Thoreau when asked if he had made his peace with God: "I wasn't aware that we had quarreled."
>
> Is that a drum I hear? This was truly a man who marched to a different drum...
>
> His life could be likened to a tree. He had very deep roots, which our society often lacks today. He could bend with the wind and never break.
>
> A great tree has fallen in the forest...but his spirit soars...

South Mountain Son. Ed Fortenberry has been a long-time friend of the South Mountains and the Moriah Community. Leaving for brief periods during his lifetime, the South Mountains' son always returned. Born in 1922, Ed's burning curiosity and enthusiastic pursuit for knowledge began early at Moriah School.

> When I was three or four years old, I used to slip off and go to school. Daddy always knew where to find me. He would put me on his shoulder and carry me home. (Fortenberry, 1987)

A naturalist most of his life, Ed recalled the first harsh lessons of survival he learned as a child. After observing red birds meticulously build a nest only to have their young destroyed later by blue jays made a marked impression on the small mountain boy. Not only did Ed become a survivor, he excelled as an entrepreneur (i. e., prominent builder and owner of an exclusive restaurant).

Many of his early apprentice-type learning experiences occurred at the elbow of his "Uncle George Parker" (i.e., also great-grandfather of the researcher). Parker, who lived to be ninety-two years of age, was a colorful, talented Moriah inhabitant who lived on Brier Creek. For many years, his corn mill was the focal point of the Moriah Community. People came from afar to have corn ground, teeth pulled, animals "doctored," and babies delivered. "Doc Parker" also designed exquisite liquor stills and was a very effective gunsmith.

In the twenties, travel was limited to sled roads, trails, and paths throughout the mountains. Fortenberry recalled one cold, dark night when an inhabitant came down the mountain on a sled to seek Doc Parker's services:

> The man's daughter was trying to have a baby and was unsuccessful in her attempts. After patiently analyzing the man's dilemma, Uncle George told the man to go back up the mountain and "snuff her." If this proved unsuccessful, he would then attend to her. (Fortenberry, 1987)

This idea of childbirth was incomprehensible to six-year-old Ed. However, one day years later when he was old enough "to throw a bag of corn over his shoulder and carry it to the mill," he asked Uncle George just what "snuffing" meant. He explained that when a "hand full of snuff" is inhaled through the nose, the expectant mother sneezes so hard, the baby is expelled (Fortenberry, 1987).

Like many young lads of the roaring twenties, at age seventeen Ed left the Moriah Community in search of fame and fortune. After cutting several cords of pulpwood, he took his earnings and bought a $36 bus/train ticket to California. There he worked in a gold mine for $40 a week. Mining wages were admirable in comparison to local mill wages back home (e. g., Lawndale Mill paid $15 a week). While living in Beverly Hills during those years, the South Mountains' son marvelled at Hollywood society's lack of depth, the fast-lane lifestyles, and the high rate of suicide. The morals and materialistic way of life were foreign to the value system Ed had internalized in the Moriah Community as a child.

When news of the Pearl Harbor bombing came, Ed immediately volunteered to become a paratrooper and defend his country. Weighing in at only 118 pounds, he met with great opposition, however, from both peers and superiors. After ninety days of twenty-mile hikes, thousands of push-ups, and extensive excruciating physical training, Ed managed to surpass the other hunks in his outfit by winning the endurance test, fifty dollars, and a pass. His superior simply shook his head and remarked, "...must be something in those North Carolina hills that little SOB breathes--I just can't believe this!"

## Moriah School in the Fifties

Governance. In the 1950s, Moriah School was still governed by a committee of five appointed men. Julius Price, Buren Cook, John Brackett, Elijah Waters, and Joe Walker were among committee members who served during that decade. The committee's consensus on personnel matters was approved by one county superintendent, J. H. Grigg. During the fifties, teachers and administrators were scarce, especially in the South Mountain area. Since only one had married and become a permanent resident in the Moriah Community, new teachers/principals had to board with local residents and travel about on foot. Moreover, home visitation was an important part of an educator's role.

Early Conditions. Since paved roads, bridges, televisions, and telephones did not come to the Moriah Community until the latter fifties, communication consisted primarily of word-of-mouth. For example, during earlier days (1930s-40s), the death knell was sounded by the ringing of the Moriah Church bell which alerted the community of a death. Citizens would then gather at the church to prepare the grave. During those early years, Andy Ledford laid off the grave while others dug (Fortenberry, 1987).

A recent interview with Julius Price, committee chairman of Moriah School in the mid-fifties, indicated the extent to which Moriah School was affected by the cultural aspects of the people in the community. The interview was conducted in Price's stately white colonial home which was built by his grandfather in 1880. Ironically, the researcher had sat in this very home on numerous occasions thirty years before exploring educational concepts with Price's father, Roland. The elder Price was a firm believer in the virtues of hard work and education. He had served as a Moriah committee chairman during earlier years, and many Moriah educators had boarded in his home.

After high school graduation in the late 1930s, Julius Price left the Moriah Community briefly to work in Washington. The magnetic force of his South Mountains culture and upbringing, however, soon drew him home again. A short time later, Price left his beloved community once again to serve in the U. S. Army. His experiences in the South Mountains facilitated his mountainous combat duties in the

Philippines. After his tour of duty, he returned again to his rich cultural heritage, the land of his forefathers, to become a prominent farmer/businessman.

Since Cleveland County is situated on the western edge of the Piedmont, the county always enjoyed mild springs, moderate to cold winters and "Indian Summers"--which were ideal for growing cotton. Tobacco was the principal money crop prior to the Civil War. However, cotton eventually became "king." In 1948, Cleveland County was the banner cotton-producing county in North Carolina. That year 83,549 bales valued at $14,660.00 were produced on 69,500 acres.

According to Price, it was easily understandable that the county schools' schedule was correlated to "cotton-picking time." Schools operated a summer session, dispensing classes when cotton bolls began to ripen in September, to allow students to assist their families in harvesting the crop. It was not until the 1959-60 school term that the county system adopted a continuous schedule to run on a full-time, nine-month basis in white schools without interruption during the cotton picking season. Five Negro schools retained the split session. Beginning in 1960, all schools were on a continuous nine-month term.

Arrival of the boll weevil in 1949 ended the prosperous "King Cotton" era in Cleveland County. The last cotton crop for the Prices was harvested in 1951. Droughts, insects, pests, and government acreage controls led most families to diversify crops by 1950. Although a token amount of cotton is still grown, only the poultry and livestock businesses have flourished (Price, 1987).

The final death knell for cotton was brought about by man-made fibers. Prior to Cleveland County's "industrial revolution," which began in 1955, the county had industry. However, agriculture was keyed to cotton and most industry was keyed to textiles. The existing industries were not able to employ the many workers displaced by idle farms. The surplus labor supply stood at an estimated 7,400. Many of the self-sufficient farm families in the Moriah School area remained unaffected by the county "industrial revolution" throughout the fifties. However, by the sixties many began supplementing farm income by commuting to neighboring counties to work at "public works."

According to Price, one of the major changes in the school curricula since his days as a committee chairman involves computerization. Price expressed concern for the curricula of the eighties. In reference to modern math, he stated:

> What's wrong with basic math? It's always worked. I don't know what's going to happen when they get everything on computers. You know, you can only get out of it what you put into it. (Price, 1987)

In the early 1950s, Moriah School had fewer texts and other materials than when the school first began in 1924. Price remembered an acquaintance of a former teacher who came to visit the school/community about that time. During her stay, she boarded in the Roland Price home. Through contacts in Pennsylvania, she acquired many discarded books which she had sent down. Shelves were constructed and Moriah School received its first library. Though the books were old and discarded, they were nevertheless appreciated and utilized by the youngsters in Moriah School. Though some families still had no electricity, their children stayed up late into the night reading the "new" books by a candle or a kerosene lamp (Price, 1987).

## The Making of a Leader

One summer morning in the 1950s Julius Price drove his pick-up truck to neighboring Rutherford County. He was in search of a new principal-teacher. (Though the principal-teacher had evolved into a full-time supervising principal in some large cities by 1870 [Moehlman, 1940], the Moriah School administrative position still included teaching duties.) A young farmer by the name of Tom Melton had completed a stint in the armed services and had just earned a college degree from North Carolina State. The young energetic, enterprising Melton was destined to become the next leader of Moriah School. In a recent interview with Melton, he related his first encounter with public education:

> Julius Price, who was the chairman of the Committee, came over to see me one morning and asked if I'd be the principal of Moriah School the next year. I told him that I wasn't trained for that! I had an engineering degree from N. C. State and I'd never had an education course in my life. He explained that I could take a cut in pay and work on it (education certificate). Well, I did, and it was one of the greatest things that ever happened to me. My best year may have been that year at Moriah. I tried harder that first year than any other year I've ever worked. (Melton, 1987)

Melton, who described himself as "naive and limited in knowledge," became an excellent leader for Moriah School. In reference to socio-economic status, he stated:

> We were limited but we didn't know it. I didn't even know I was a member of the poverty class until FDR proclaimed the income guidelines which denoted the poverty level! (Melton, 1987)

During his first year as principal-teacher of Moriah School, Melton taught thirty-seven children with twenty-two textbooks (Grades 5-6-7). He took care of all clerical paperwork, report cards, and carried in coal for the pot-bellied stove. Any administrative responsibility or routine crisis fell on Melton's shoulders. For example:

> The year Hurricane Hazel came (1955), the well went dry and I had to haul water for thirty days. It took thirty days to dig a new well. (Melton, 1987)

In recollection of those days, former students recall lining up and marching out to Murphy Brackett's house (the nearest house within sight) twice a day to get a drink of water from his well.

Being a practical man, Melton built a cover over the dry well, which was approximately 60 feet deep and 3-4 feet in diameter, and used it for trash thereafter.

Money was scarce in those days and Melton had to devise ways to raise funds for the school. One such fund raiser included a project on which students worked every day.

> One year we had two hogs below the road. It was a school project. We had a lunchroom by then so we fed them the scraps--that's how we raised them. One day Paul Fortenberry (local citizen-farmer) came by, looked at them, and informed me that we had a male and a female--and one had to be castrated. Well, we got several of the boys together and castrated the hog. The next day when we went to feed him, he was dead. So we ended up raising one that year. (Melton, 1987)

Since its early beginnings, the National Education Association (NEA) has been an influential teachers' organization. It has been known to exert political influence on Congress and the executive branch. In past years, the NEA has produced a vast amount of literature and research and has been instrumental in establishing commissions for the purpose of educational reports. One such commission report resulted in the adoption of the Seven Cardinal Principles of Education. Aside from acting as a teacher advocate, the NEA is also built on the premise of teacher control and has been viewed by some critics as "militant." According to Kimbrough and Nunnery (1976), "at first reluctant to employ union tactics, the NEA is now a strong advocate of collective bargaining, the strike, and other processes normative to industrial worker unions" (p. 524-525).

In reference to the National Education Organization in the fifties, Melton stated:

> I had to fill out about a hundred forms every year. So on my first trip down to the county office in Shelby (30 miles away), I went in to Mr. Grigg's office to pick up my report forms. His secretary handed me the NEA membership forms for my teachers. Well, I didn't know anything about teacher organizations so I asked her what they were and she explained. Well, then I asked, "Why join?" She replied, "Because it will make Mr. Grigg in there very happy." "Look, lady," I said back to her, "I've got thirty-seven runny-nosed little young'uns sitting up there in the shadow of Benn's Knob that I had to leave to come down here, and it's their happiness I am concerned about--not Mr. Grigg's."
>
> Well, I came back, threw those NEA membership blanks in my desk drawer and that's where they stayed all year. And that was one year that Moriah School operated without the benefits of the NEA organization--even if there were any benefits. Never did hear anything from the superintendent--or that secretary--about it.
>
> There was this speaker, Dr. McKee...always advocated 100% participation in teacher organizations--100% agreement! You know, when anything of importance is being issued, there's not going to be 100% agreement. There should always be a dissenting vote.

> Poor sheepish teachers often do things (join organizations) because they're afraid that if they don't, it might impair their standing. They do things right now--in today's schools--because they're afraid to do otherwise. (Melton, 1987)

According to Melton, one great pressure on teachers today involves a troubled issue: test scores. He suspects that teachers in many systems are pressured to "teach the test" in order to raise test scores. This, Melton feels, is a form of cheating--and "students learn it honestly." Back in the fifties if a child made a bad score, that's what he got. It was a matter of character. He feels that "teaching to a test" in order to raise scores indicates a fundamental problem in our nation today--it is a "cancer" in our society (Melton, 1987).

Melton referred to a recent newspaper article in The Daily Courier (1987) which stated:

> If scores on most standardized tests are to be believed, America's grade school children are like the tykes living in humorist Garrison Keillor's mythical Lake Wobegon, Minn.: all "above average."
>
> A nationwide survey by Friends for Education Inc., a 700 member West Virginia watchdog group, found that "no state is below average at elementary level on any of the six major nationally normed, commercially-available tests." (p. 1)

"How can they all be 'above average'?" questions Melton. "Average is at some point between a high and a low." According to the fifties leader, there has been a development in the system (nationally) that pressures teachers to get all scores "above average." And this all depends on what is meant by "average."

> This concept was not in the picture in those days (1950s). We never taught a test. We went about teaching what we thought they needed, regardless of what was on the test. What they made was what they knew as far as I know.

> There is a sense of outrage in my mind concerning this practice... when teachers and administrators participate in a plan to raise all scores to above average by ultimately teaching to a test. I say, raise test scores, but don't teach the test! (Melton, 1987)

In Moriah School, student management was conducted in much the same way as in the traditional school. Melton maintained an excellent working rapport with students. Like early school masters, he could make himself "one of the crowd" but he was the master of situations at all times. Melton recalled one such incident:

> There was one tough little fellow named Mackie Sheldon who challenged me to a foot race. He had been passing the word around that he could outrun Mr. Melton. Well, I knew that I had to be the master of the group in order to have discipline and so on. Well, I was in pretty good shape then; had been in the army...So one day (after the boys had repeatedly taunted that Mackie could outrun me), I confronted Mackie, and said, "Is that so?" Well, he challenged me to a foot race. We had to run a certain distance, touch a tree, and then come back. I wasn't about to let him win. We ran the race and I won. Then he said, "Well, I'd 've won if we'd been barefooted." "Take 'em off," I said. Well, we took our shoes off and ran the race again...and I won again. I think that really enhanced my leadership of those (mountain) kids that day. I noted a great deal of respect thereafter. (Melton, 1987)

Few principals can attest to the parental support and discipline record Melton attained in the fifties. As principal of Moriah School, he operated with a great deal of freedom. No one was afraid of Melton, yet he never had a single conflict with any parent during his principalship there. Furthermore, he never had a student management situation which could be considered a problem. After leaving Moriah in the late fifties, he noted a disciplinary procedure at Hollis Elementary School:

> I had a big boy named Boyd in class. I was attempting to teach one day and Boyd was particularly noisy. I finally said, "Now sit down and be quiet, and don't interrupt us any more." Well,

> he refused...claimed I had been picking on him and he said, "No, I won't." This had become a critical situation, so I asked him to leave the room. He told me no, he wouldn't do that either. So I got him over into the office next door and I gave him 3 options:
>
> 1) I'm going to paddle you and you're going to do as I say, or
>
> 2) I'll put you in my truck and we'll go to your house and settle it in front of your mama and daddy, or
>
> 3) You can turn in your book, get your hat, leave and don't come back to this school until you can do what I say.
>
> So he said, "Well, I can't go home." And he chose the first option.
>
> Back then parents were generally supportive of the educator... and he didn't want to face their disciplinary actions. (Melton, 1987)

At the end of the fifties' era, strong parental support of educators began to deteriorate. This breakdown began like a minute crack in a china cup. Inevitably, educators would have to become more cautious and prudent in handling school affairs. Melton recalls an incident at Hollis School which indicated a change in parental support about that time:

> I had rules for after school hours. Some boys had come on the school grounds, broken windows, and so on. I had a rule that boys could come in a group at certain times and practice basketball but no student could be on school grounds after hours. I had made this very clear. I had announced it to all groups in school. One boy wanted to test me out though. I caught him slipping around on the school property after school hours and I grabbed him up and gave him a good thrashing. Well, his mama came up there and just let me have it. She said she had sent him somewhere and that's exactly why he had come across school property. I asked, "You sent him?" "Yes, I did!" she replied. "Well, in that case, I've whipped the wrong one!"
>
> The parent became enraged and shouted, "Don't you threaten me! I'll have you summoned to court Monday morning!"

> "Well, if you have me summoned, I'll be in court. If not, I'll be right here where I contracted to be, attending to my charges." Well, I never heard any more from her. It was evident though that times were changing. (Melton, 1987)

Since the first advocates of education in North Carolina were missionaries from the established church of England, it is not surprising that religion was an essential part of North Carolina curricula for the many years that followed (Noble, 1930). In the 1950s, religious education was still an integral element of Moriah School curricula. In reference to religious practices in the school, Melton reflected:

> Religion was the root of our beginnings. Our founding fathers taught children to read so that they could read the Holy Scriptures. At Moriah, I invited various pastors to conduct our morning devotions for the students' benefit. Of course, the teachers stressed and extended the same basic value system in the classrooms. (Melton, 1987)

Melton views mandates against religious practices in schools today as a discrimination against those who want and need religious education. According to Melton, there are some children now who will go through life and never have any basis for a spiritual life because introduction in a school setting would have been their only exposure. Like others from the Moriah Community of the fifties, he feels that religious freedom in schools was one significant element which should have been protected.

Apparently, America's most well-known religious leader and the president of the United States agree with Melton that some religious practices should have been conserved. Billy Graham, often referred to as "America's most famous Christian," recently suggested hanging the Ten Commandments--a point of reference on which all major religions agree--on every classroom wall throughout Ameria. "This is the answer," Graham maintained, "because the whole world is searching for something to believe in" (Graham, 1987).

In President Ronald Reagan's recent State of the Union address, January 25, 1988, he proclaimed, "I believe the Supreme Court should pass our school prayer amendment..."

The two more important subjects today, according to Melton, are religion and politics: religion has to do with where we go when we leave here and in present day existence, almost everything we do is affected by politics--yet only about 50 percent register to vote.

Another important practice of the fifties' school which should have been conserved, according to Melton, was public speaking:

> When I went to N. C. State College, the first class requirement was public speaking. My first assignment was Lincoln's Second Inaugural Address. It was a grind for me, but it was beyond anything I had ever undertaken.
>
> I strongly suggest the need for a public speaking curriculum in our schools today. We need to take a long serious look at this area.
>
> Students need to be able to say something with force, meaning, and emphasis at the right places. We need to encourage teachers to put students back on their feet so that they can present an idea or an appeal effectively.
>
> A great sector of our society is in "sales" work. People need to be able to present, to sell effectively--know what to say, say it, then elicit response from others.
>
> Above all, I truly believe that it (public speaking) helps to develop leadership qualities. (Melton, 1987)

Melton believes that the foundation for effective communication between educators and the community is crumbling. He believes that this is a problem and maintains that he had a more solid foundation at Moriah School in the fifties than elementary principals have today.

Another change which Melton finds detrimental to the educational process today is television viewing. It wasn't until the end of the fifties that television arrived in the Moriah community. At that time, only two families owned black-and-white sets. Other families did not attain T.V.s until the sixties. When an important event was televised, the entire school marched (in single file) to a nearby home to witness the event. According to Melton:

> Television has interfered with the business of school today. So many young people watch so much foolishness! Why, when I was young I read books. My daddy was always saying, "Why don't you go to bed before you burn up all the oil in the house!" I'd be digging into Tom Sawyer, Wild West Weekly, Argosy, or some such book. (Melton, 1987)

Melton maintains that another change which interferes with the educational process today is that of "distraction." According to the fifties' leader, today's students have "so many distractions...too much to scatter their attentions." Whether it can be attributed to John Naisbitt's "information explosion" or to the fragmented day of pull-out programs, students today have too many transitions with which to deal.

Finally, Melton reflected on aspects of children's physical education during the fifties' era. Unlike the creative freedom enjoyed by the students in Moriah School, physical education programs today are highly structured, according to Melton. Melton recalls many creative physical activities in which resourceful students participated during his own early school years. Many of these were "handed down" to Moriah students in the fifties. Among them were games such as "Round Town," "Straight Cat," "Rolly Hole," "Fox in the Pine Trees," and "Peg." These were creative activities in which all students could participate--and which could be played anywhere with a minimum of "homemade" equipment. Unlike many sports today in which only a small percentage of students qualify, all students enjoyed physical activity--and "had fun participating" (Melton, 1987).

Though there was no written philosophy for Moriah School during the fifties, Melton maintained that each educator involved in that school had a sincere desire to help "those eager children learn to read, to write, to spell, to compute figures, and to live." According to the committed, energetic leader, "It was our assignment, our opportunity, and our challenge!" (Melton, 1987).

## The Teachers

During the 1950s, Juanita Beam got up every morning, milked twelve cows and traveled up an icy, winding, narrow dirt road to Moriah School. Students eagerly welcomed her arrival each day for she brought warmth, compassion, and class to the small, rural school.

Originally from South Dakota, Juanita was inspired by the South Mountain setting. She had grown up in South Dakota during hard times. When she was eighteen her family invested their money in her education with one condition: that she in turn help her brother to further his education. She then came to North Carolina and completed three years of business college training. Working during the summers, she later completed a full year of courses in education.

Juanita eventually married Charles Beam, a high school teacher whose mother also taught. During World War II, Juanita's father-in-law, a Naval Lieutenant Commander, was shipped overseas. Juanita's mother-in-law moved to the California coast in order to assure correspondence with her husband. This was Juanita's first experience in education. She agreed to teach her mother-in-law's class for the remainder of the year. The seventh grade class at Casar School was very unruly and in those days one basic requirement for teachers was "to keep order."

After completing two and a half years in seventh/eighth grade classes, Juanita came to a startling conclusion: many children had failed to learn to read at an early age and this proved to be a critical handicap. With a burning determination to become a change agent, Juanita subsequently became an elementary teacher in rural Moriah School in 1948.

In spite of a large class with two grades and difficult conditions, her urgent quest to teach reading began. Other subjects included spelling, writing, arithmetic, health, and good manners.

In reflecting on early influences, Juanita recalled her first grade teacher in South Dakota who later became a school superintendent.

> She had a cloak room in the back of the classroom. She would pull a chalkboard down over the cloak room on which she wrote a Robert Louis Stevenson poem every day. As a result of this early experience, I developed a deep appreciation for poetry. I always tried to stress poetry in my teachings. (Beam, 1987)

Though practices such as alliteration and phonics were not "in style too much" at that time, she nevertheless utilized these methods while teaching children to read. And read they did! Of all the students who passed through Mrs. Beam's classes in the 1950s, only two did not learn to read. One of these students had previously experienced a brain tumor--and died while a student there--and the other had suffered from Rocky Mountain Spotted Fever. Children who had limited mental capacity were not promoted in those days, whereas those who merited advancement were sometimes allowed to skip a grade. (e. g., After having completed kindergarten on a New Jersey army base, the researcher also entered Moriah School in 1948. First grade students were issued the same "Dick, Jane, Sally" reader the researcher had mastered in the North. After extensive examination by the teacher, the researcher then advanced to the second grade.)

After having read about a new concept called "ability grouping," Mrs. Beam grouped her small charges into two groups: the "red birds" and the "blue birds." In a traditional setting, she began experimenting with progressive ideas.

Mrs. Beam also recalls teaching from an old book from which her grandmother had taught many decades before. During the fifties, materials were scarce, texts were limited, and curriculum guides unheard of. Teachers taught the "best they could" with what they had. Today Mrs. Beam marvels at the progress and success of the Moriah students in later life. The 1950s era produced eleven teachers (most with master's degrees), one minister, one pharmacist, one nurse, a secretary for a Washington congressman (Basil Whitener), a school secretary, a supervisor for Duke Power Water Plant, a prospective doctor of education, and many business persons and landowners. Very few ever accepted welfare and only one was known to have served a jail sentence. In a recent interview, Mrs. Beam noted that those students with ability and potential succeeded despite all odds.

Mrs. Beam was observed by a county supervisor who occasionally came by to visit her classes. In view of the extensive accountability requirements and evaluation procedures for teachers in today's elementary schools, Mrs. Beam cherished her "freedom to teach" during earlier times. She readily admits that she would not enjoy the stress under which teachers must perform in today's elementary schools.

Mrs. Beam remembers that one aspect of Moriah students during the 1950s was racial prejudice. Due to the nature of the isolated community nestled at the foot of the South Mountains, most students had never come in contact with a member of the black race. She recalls one incident during the late fifties when two black men came to the area to construct power lines. Some of the mountain children responded by throwing rocks. They were quickly and sternly reprimanded by the staff.

A school lunchroom was not added to Moriah School until the late fifties; however, "free lunches" originated early in Mrs. Beam's career at Moriah School. Many needy children came to school with no lunch whatsoever. Mrs. Beam began preparing a simple lunch (i. e., soup and a sandwich) in the storage room for these children.

During her years at Moriah School she recalls one morning when Jake Fortenberry, Ed and Bertha Fortenberry's grandfather, came by to see her. He wanted to let her know that he had led the posse which captured her grandfather's murderer somewhere in the area. Her grandfather, C. D. (Dooly) Jones, was a deputy who had been murdered by a man from Lattimore--a former illegitimate slave child.

As a result of this heroic deed, Mr. Fortenberry became head jailer in Shelby. After serving a short sentence, the prisoner "left the country" to avoid a "lynching."

Mrs. Beam, who played the piano for assemblies and programs, treasured her years of service in the Moriah School community. She even accompanied three students known as the "Moriah Melody Maids" when they won an Arthur Smith talent hunt and as a result, appeared on a WBTV Charlotte television program. Reflections of that era conjure up memories of a "very loving, free-spirited group of children" who quickly won the heart of the beautiful girl from South Dakota.

Ruth Boggs was a lovely young teacher who came to Moriah in 1936. After earning a two-year teaching degree from the Asheville Normal Teacher's College, she boarded at the home of committee chairman, Roland Price. She was quite taken by a young, debonair businessman, M. O. Deviney. During those days, teachers were not permitted to marry. Therefore, when she and M. O. decided to marry, she appeared before the committee, announced her engagement, and anticipated her dismissal. She was the first teacher in Moriah School history who was allowed to remain after marriage.

An excellent teacher, she always taught two grades of students. Her endless patience and genuine compassion for children endeared her to the hearts of all those who fell under her influence.

When teaching reading, Boggs utilized the phonetic approach rather than other means such as sight words, context clues, or structural analysis. Today, she can't imagine teaching without the use of sounds. Numerous games and other activities--oral and written--

were used to teach and reinforce reading skills, but the bottom line in effective teaching during the fifties was built on repetition. This is one practice that should have been conserved, according to Mrs. Deviney. In observing her grandchildren today, she finds that they are not internalizing skills such as the alphabet or multiplication facts as consistently as children did in the fifties' school. "There is no way around this sound learning practice," according to an effective teacher who taught hundreds of children to read during the forties and fifties.

## Textbooks

The primer was introduced about the middle of the seventeenth century. Originally, the primer contained the Ten Commandments, the Lord's Prayer, and the Creed. The primer made an appearance in America about the close of the seventeenth century. By this time, additional subject-matter and an "attempt at grading" had been added. The New England Primer became the accepted reading book in all American Colony schools except those controlled by the Church of England (Cubberley, 1920). It was one of the most popular reading books used in North Carolina long after its neglect in other colonies (Knight, 1916).

During renovation of Moriah School in 1962, two original pages from an early primer were found in the walls. Probably a primer brought from a one-room school, the illustrations indicate possible attire from the 1800s. An excerpt also signified a phonetic approach to reading:

c cl cr k

> That is Tŏm Pratt's old cow. He calls her Kate. She is lȳing on the grass. Tŏm Pratt put her there. I saw him tīe̸ her up. The other cattle̸ are in the lŏt. The cōlt is there, too. They are all eating clover. The lŏt is down by the crēe̸k. (p. 124)

The "Dick and Jane" series, possibly published sometime in the early 1930s, was the book used to teach children to read in Moriah School during the 1950s.

A blue back *McCall Speller* was another book used during early years in Moriah School. An original copy taken from the school was published by Laidlaw Brothers in 1925. In the "Teacher's Foreword," these instructions appeared:

> The selection of a proper word list for a spelling book has been reduced to almost scientific exactness. Children are no longer drilled for hours on words which, in the ordinary course of events, they will never use. They learn to spell the words they will actually *write*, and they really *learn* these words. Nothing less than one hundred per cent efficiency is the aim of the McCall Speller. (*The McCall Speller*, 1925, p. viii)

The word lists, totaling over four thousand words, were divided into grade levels 1-4. In addition, each word list was accompanied by "Test and Study Exercises." At the end of the book were found adequate supplementary and reference materials. These included: summary of spelling rules, a fairly comprehensive list of abbreviations, a key to diacritical markings, the rules for syllabication, a list of homonyms, and a sample page from a dictionary.

An extensive five-day study plan was included for students. At the end of daily instructions, there were general everyday instructions. One of these stated:

> Watch your spelling every day and every time you write. You have not learned how to spell a word until you spell it correctly in all your writing. Take pride in your spelling. (The McCall Speller, 1925, p. xv)

Other subject areas taught to elementary students at Moriah during the fifties included English, writing, arithmetic, geography, and health. In addition, a set of values based on sound religious beliefs, patriotism, and good manners was embedded in the school curricula.

A geography book from Mrs. Deviney's Moriah collection was entitled People and Countries. Published by Ginn in 1936, an insert entitled, "Before You Read This Book" stated:

> As this book is reprinted in the summer of 1940 practically all of the governments of Europe, Africa, and Asia are at war. As a consequence, changes in the boundaries, governments, and peoples of countries follow one another so quickly that it is impossible to print a textbook in the social sciences often enough to keep either the specific facts or the more general descriptive material up to date.
>
> The drastic changes in the mood and spirit of all the peoples at war present an even more difficult problem. The bulk of the book consists of dramatic pictures of the normal peacetime activities of the people. Because of the war, much of the pleasant way of life here is gone, and authors and publishers have confronted an important question: Should we substitute for the existing story material new stories of destruction and death, sadness and mourning, that is just now true of life over most of Europe? Our answer is, for nine- and ten-year-old readers, No! Hence we have continued in this new edition the stories of peacetime life of these peoples. (Rugg and Krueger, 1936)

Not long after the reprinted 1940 edition of Peoples and Countries, Americans too were involved in the World War. Many Moriah inhabitants left the community to participate; however, Moriah children remained rather untouched by the war--other than by shortages of materials. This, of course was nothing new for them. Ruth Deviney remembers that during these days, the teachers supplied materials for the students (i. e., pencils, crayons, scissors, paper).

Belle Deviney remembered similar reactions to the 1930s depression. As soup kitchens sprang up across the nation and men plunged to their deaths from penthouse windows, the self-sufficient Moriah inhabitants had no knowledge of a "depression"--other than what they read. "You don't miss what you have never had," according to the ninety-seven-year-old resident.

Science was not taught as a specific subject during the 1950s in Moriah School. However, supplementary nature and science readers such as Through Four Seasons (Patch and Howe, 1937) and Science Stories (Beauchamp, Fogg, Crampton, and Gray, 1933) were utilized during those years.

In hard times, political pressures had little impact on public education. Moreover, schools such as Moriah "both reflected and shaped developments in the larger society," but maintained "internal logic and momentum of their own" (Tyack, Lowe, & Hansot, 1982, p. 195). Eventually, however, the long arm of politics reached into the rural areas and began consolidation of small community schools. Most rural inhabitants fought the process--often forced on them by professional experts and state legislators--but people in the "countryside typically lacked the political power to stop it" (Boyd, 1982, p. v-xix).

Thus ended an era. In 1962, the doors of Moriah School closed for the last time. Final words from the leader still linger and exemplify the spirit of the people of Moriah:

> I think very fondly of my days at Moriah...the kindness of all the people...their willingness to overlook my faults and to accept me for what I was...(Melton, 1987)

## Summary

in the 1950s, Moriah School was caught up between the highly regimented world of traditional schooling and the progressive movement. A possible reason for this may be attributed to location: 1) Moriah was a small, rural community school located in the South; 2) nestled at the foot of the South Mountains, Moriah School was somewhat isolated from other parts of the county and state.

Though the educational progressive movement ended in 1957, Moriah School educators were just beginning to experiment with progressive ideas and methods of teaching during the fifties. Some of these included ability grouping, individualization, and the phonetic approach to reading. Moriah School teachers believed that students learn best when genuinely interested in material. Therefore, while stressing traditional methods such as memorization, they also sought to appeal to students' individual interests.

The curriculum was designed to emphasize the basics--reading, writing, and arithmetic. Memorization and recitation (public speaking) were stressed as effective learning tools. Religious practices were an integral part of the curriculum.

Textbooks were scarce and often outdated in the fifties' school. Most of the textbooks used were almost twenty years old (e. g., The "Dick and Jane" reading series published in the early 1920s; the Ginn geography text, published in 1936; The McCall Speller, published in 1925).

The school library consisted of a room which shelved donated, discarded books. This first authentic library originated in the mid-fifties when the school received a collection of free, discarded books.

During the fifties, educational administration was not so much a separate profession as it was a situational necessity--the principal teacher had to assume all administrative duties as they occurred. By 1870, the principal teacher had evolved into a full-time supervising principal in some large cities. However, the leader of Moriah School continued to assume the principal teacher role throughout the 1950s--almost a hundred years later. This was another indication that Moriah School was somewhat behind the nation's progress as a whole.

The principal, who also taught three grades, was recruited and hired by a group of five appointed men known as the "committeemen." One county superintendent, J. H. Grigg, approved the committee's consensus on personnel decision. Permitted to operate with a great deal of freedom and mobility, the fifties' principal did not have a college degree in education or administration when he accepted the position. Extensive inservice training programs were not required or provided for him. However, he did earn a master's degree in education after he left the Moriah School position.

The staff included two teachers who taught two grades each and one principal teacher who taught three grades. One female teacher had completed two years of teacher training at the Asheville Normal Teacher's College. The other female teacher had completed three years of business college training, and the principal teacher had earned a four-year engineering degree. All three educators, however, returned to college classrooms to earn degrees in education.

Children were drawn, as if magnetized, to the two teachers and principal teacher of Moriah School. Students held them in high regard and with great respect. The three educators were perfectly synchronized and coordinated in their educational efforts for the students in the little mountain community. During the fifties, education was extremely important to the people in the Moriah Community and all children wanted to attend school. During those years at Moriah School, not one of the educators ever had a single conflict/problem with any parent. By the end of the fifties, however, there were indications that times were changing. A definite breakdown in "respect for authority" by parents and students and parental support for schools/ educators was noted.

A school lunchroom was added to Moriah School in the late fifties. Another room was renovated and divided into two indoor restrooms. For many years the only restroom facilities had consisted of outdoor toilets. The brick structure was clean, sturdy, and accommodated the needs of the eighty students adequately. The three classrooms were heated by pot-bellied stoves which were maintained by the principal teacher. In the traditional fashion, students still sat in neat rows of immovable wooden desks.

The community enjoyed a close-knit relationship whereby everyone knew everyone else. They were humble, yet proud, people who maintained a fierce sense of protection for the community and one another. Having no paved roads until the late fifties, the community stood alone against the mountains and was somewhat isolated from the rest of the world. For this reason, the community school children were always the last to get new materials, modern facilities, new-fangled gadgets--and communicable diseases.

During the fifties, students had few distractions--other than family chores and farm work--and television viewing had not yet contaminated the minds of the children in the Moriah Community. Drug abuse was unheard of and alcohol consumption was not tolerated.

Though a school philosophy was never written, the school's mission was nevertheless understood and practiced by all. It encompassed the progressive concept of education for the total child: physical, social, emotional, moral, and intellectual. The educators shared a sincere desire to help "those eager children learn to read, to write, to spell, to compute figures, and to live" (Melton, 1987).

These many external practices and conditions were built on the underlying values and beliefs of the Moriah culture--some of which were reflected in the larger society. Those most evident included a fierce sense of honesty regarding evaluation of students, the virtues of hard work and self-discipline, parental support for educators, respect for authority, strong religious indoctrination, effective communication (between educators and community), and student determination to succeed despite all odds. Racial bias and unequal rights for girls stemmed from other less positive values and beliefs.

Though substantial restrictions were placed on teachers' behavior locally during those days, political pressures had little impact on the embedded values, beliefs, and behaviors of the population in the Moriah Community. Emphasis was on local rather than state and federal control.

Though Moriah School was often considered "limited" during the fifties, the students from that era experienced a great deal of success throughout the following years. Based on the record of their accomplishments, there must have been some things worth conserving. A look at the eighties' school in Chapter 4 will help determine if too much was changed, enough conserved.

# CHAPTER 4

# THE EIGHTIES' SCHOOL

It is a far, far better thing that
I do, than I have ever done...

Charles Dickens,
A Tale of Two Cities (p. 479)

## Introduction

Upon approaching Casar School for the first time, visitors are awestruck by the majestic backdrop. Nestled at the foot of the South Mountains, Casar School stands regally on the highest knoll overlooking the quiet Upper Cleveland Community. Closer examination brings into focus the immaculate grounds and well-manicured lawns. A grove of miniature ornamental trees adorns the front courtyard while covered walkways connect the modern-looking brick complex.

No matter how often one returns to the school campus, the kaleidoscopic external features are constantly changing. As the fog shifts on a cold rainy morning, varied mountain tops come into view at intervals. In contrast, the mountains overlooking the school change color almost as quickly and subtly as a chameleon on a brilliant summer day. Autumn visitors find the mountainous setting as colorful as a patchwork quilt, and many fine frigid mornings catch inhabitants off guard with a new blanket of snow--even when it is unheard of in all other parts of the county.

The first part of this chapter includes a historical background, a brief look at Cleveland County, the Casar community, and Casar School today. The second part of Chapter 4 examines implications of the present reform movement for the principal, teachers, curriculum design, and textbooks of Casar School. A brief summary concludes the chapter.

## Historical Background

According to Andrew Pruett, former mail carrier who spent many years interacting with older residents, Benjamin Newton was one of the original settlers of Casar. Moving from York, Pennsylvania in 1802, he settled a hundred acres of land on Sandy Run Creek which is located about a mile outside the present town limits. According to Pruett's records, some of the first settlers identified as Benjamin Newton, George Newton, and Ebeneezer Newton are now buried in the old Clover Hill Cemetary near Casar.

The Newtons were later joined by Peter Lewis. Settlers were attracted to this land, which was still a part of Rutherford County at that time, by availability of fertile soil, clean air, pure water, and many mineral springs (Pruett, 1987).

The Civil War, which claimed more American lives than any other war in history, ended a Southern way of life that depended on slave labor in the cotton and tobacco fields. The tragic conflict divided the people of the United States and in many cases brother fought against brother. The men who wore the gray uniforms for the Confederacy and the blue uniforms of the Union fought and died for what each believed was right. Consequently, with its superior strength, the North destroyed the economic and industrial basis of the Confederacy.

The Civil War was fought thirty years prior to the first incorporation of Casar. The ancestors of today's Casar residents were nevertheless affected. Original letters from Mrs. Andrew Pruett's great-great grandfather (Daniel Warlick) to her great-great grandmother during the Civil War reveal a gripping story of disenchantment and despair. The first letter from the thirty-two-year-old farmer to his wife Frances Warlick, dated September 4, 1862, revealed the unfounded hopes of a soldier early in battle:

> State of Va. Drurys Bluff
>
> Dear wife and children. I this morning take the present opportunity of riteing [sic] you a few lines to let you know that I am still alive and well hoping these lines may reach you and find you doing well. I got a letter from Andrew at Kinston yesterday but I have not heard from you since I left home. I want you to rite [sic] me as soon as you get this letter and write to me if you have heard from John and where he is. I think there will be peace this fall for we heard last night that Jackson has taken a whole army and will take Washington before a week. You never heard hollowing as was in camp last night there is about 16,000 troops in this field that we could heare [sic] if peace is not made in a few days there will be a scene of blood shed here fore [sic] them Yankes [sic] is coming up the river. They came up in a balloon day before yesterday to looke [sic] at our camp. I want you to rite [sic] to me as soon as you get this and give me all the newse [sic] and do the best you can give my respects to all the friends and reserve the same for your self [sic] nothing more but remains your husband until death.

In a letter to a close friend on September 15, 1862, Warlick painted an accurate portrait of camp life: the drills, limited rations, and deserters.

State of Va. Drury Bluff.
Read this to yourself
Mr. Wm. H. Hull
Dear Friend,
I this day take this opportunity of writing you a few lines to let you know that I am still in the land among the living and are well and I hope they will find you and family well and doing well. I received some letters from you and my wife the 13th of this month dated the 4th and some dated the 10th which gave me great pleasure to hear you was well and you wanted to know how I liked camp life. Well I can tell you how we fare and you can guess at the balance. I can stand the drilling verry [sic] well if I could get enough to eat. We have been a weeke [sic] now that we just get 3 ounces of flower [sic] and 2 ounces of bacon at a meal and we drill hard and we can't buy any thing to eat for it is two [sic] high. Peaches and apples is [sic] worth 25 cts. a dozen and I can't get a roasting ear for less than 10 cts. a peace. [sic] There is some little pies brought in to sell at 35 cts. and I can eat four at a meal. I saw a man give four dollars for about half a peak [sic] of potatoes. We don't get anything but our meat and bread and we have got no tents to keepe [sic] the rain off of us. nore [sic] I don't expect we will get any and you may guess at the balance and keepe [sic] this to yourself for it is against camp rules to rite [sic] how we fare and the worse fare has not come yet. I fear I may stay here all winter. I can't tell there is some talk that we will go to NC before long. I would be glad how soon you stated to me in your letter that you had not traded my mule yet and if you don't trade it till you get this you need not trade it if they think they can work it and if they can't manage it you must do the best you can with it and let it go. I must tell you something about Parker and Newton. They runaway [sic] from here and Frances rote [sic] to me that she got the paper I sent her. I did not send her any it was with his and I recon [sic] he didn't know what to do with it to get out of the scrape if I could see him I would have some fun. I am sorry that they left for as shore [sic] as they are caught and fetched back they will be shot for they are reported as deserters and I heard the general say he would have them shot at first site [sic] he saw of them. So I will close by saying rite [sic] soon and give me all the news nothing more than remains your friend until death

D. Warlick to Wm. H. Hull

A few lines to my wife and children. I am well and I hope you are all well. I have nothing to rite [sic] you at present only I want you to do the best you can and not to grieve for me any more than you can help. I don't grieve about my own suffrance it is you and the children that hurt me. We have some good times here and we have prayer every night and if I never meete [sic] you on earth I hope to meet you in heaven.

The anticipated peace did not come however, and by December 26, 1862, Warlick had moved to "Goldborough, [sic] North Carolina." His letter echoed his disillusionment:

> ...We left about 35 of our company sick at the bluff I must close for I am very week [sic] and trembly. I don't want you to grieve for me for the sufferings of the soldiers is great. Rite [sic] soon and direct your letters to golesborough, [sic] N C. I will rite [sic] again in a few days if I get worse and if I never see you on earth I hope to meet you in heaven. I remain your loving husband till death.

By modern standards, sanitary conditions during the Civil War were almost unheard of. Thousands died for lack of medical diagnosis and care. Moreover, modern technology had not yet discovered the importance of antiseptics in presenting infection and disease--a tale of desperation unraveled from the pages of Warlick's letters as they continued into 1863. In mid January, 1863, Warlick wrote:

> I am still alive but not well I think I am on the mend but slowly I expect you will be glad to know my complaint I first taken the new mony [sic] fever and then it settled in my rite [sic] side and the doctor said it has turned to the new palsy on me and it is verry [sic] uncertain whether I ever get well or not...

By the end of January, Warlick wrote, "I would give half the world to see you all but I would not come home now for I might be takeing the smallpox..."

Apparently, Frances Warlick was compelled to go to her husband for his next letter warned her not to come near the camp:

> ...you said something about coming to see me for God sake and your own good Stay at home and take care of the children and things for here is no place for a woman to be...I would be glad to see you but not in this camp for we have got the small pox in our company...

Warlick's letter of February 13, 1863, written from a camp near Kinston, N. C., revealed that he was indeed in "Yankee Land." With the Yankees only nine miles away, Warlick anticipated a fight very soon. Warlick later instructed his wife not to sell the mule because he said, "...money will not by [sic] one at the end of this war and is bound to stop in a few months." But stop, it did not. In fact, the war raged on for two more years. During that time, Warlick wrote of battles in which friends were wounded and killed and taken prisoner.

On August 4, 1863, Warlick wrote to his wife from a hospital in Lynchburg, Virginia. Gravely ill with typhoid fever, he requested that his wife and father come to see him. A nurse added a P. S. to his letter which indicated that:

> I can say to you that he is in very bad condition and without a very sudden change he cannot last very long...Send his father to come and see after him...I am the nurse that waits on him...
> A. H. Wood Nurse

This message was the last letter Frances Warlick ever received from her beloved husband, Daniel. The elder Warlick did journey north to aid his son, but arrived a day too late. Daniel Warlick was buried in Arlington National Cemetary in Virginia.

Frances Warlick reared her children in a log cabin built just outside the present Casar town limits. The devastating effects of the war left its mark on many Upper Cleveland inhabitants...inhabitants like Frances Warlick who watched her children learn to write by practicing their ABCs on the back of old letters from her husband in the war.

The Warlick's old log cabin, now reconstructed near the center of Casar, serves as a reminder of the courage, depth, and sacrifices made by those who laid the foundation for the Casar community today.

Casar was incorporated three times. In 1890, known as Race Path, the village enjoyed the services of its first post office. Race Path became the incorporated town of Caesar in 1894. In a recent 1973 charter, the "e" was officially dropped from the name "Caesar" and the town was incorporated as "Casar"--even though the town had long been known as "Casar" (Pruett, 1987).

According to Pruett (1987), the first school, Newton, was built on the "highest knoll" along the Casar-Lawndale Road long before incorporation. In 1900, the original one-story structure was replaced by a two-story building known as Casar School.

As a life-time resident of Casar, Pruett has lived through and collected much of the colorful history of the quiet little town. He remembers stories of the first "calaboose" which stood in the heart of Casar. Originally built in 1890 when C. A. Brittain was the police chief and Hamp Brackett was the mayor, the calaboose finally gave way to decay.

Around the turn of the century Dr. J. E. Hunt came to Casar to practice medicine. "Doc Hunt" practiced for many years and was joined in 1906 by C. M. Peeler, the first dentist. Pruett also fondly remembers Summey Canipe who came to Casar in the 1800s. A U. S. government revenue agent, he enjoyed full-time employment in his quests for illegal "moonshine" in the South Mountain areas around Casar. He was later destined to become custodian of the presently-located Casar School.

News Media. Since its beginnings, Casar has been served by Cleveland County news media. The first Cleveland County newspaper, published in Shelby in 1854, was entitled Rip's Pop Gun. Since that time continuous service by numerous titles and publishers has been accessible to Casar residents. Many of those first newspapers which recorded day-to-day history and carried news throughout the county included:

| | |
|---|---|
| Rip's Pop Gun | 1854 |
| The Carolina Intelligencer | 1854 |
| The Mountain Eagle | 1861 |
| The Shelby Aurora | 1866 |
| The Cleveland Banner | 1871 |
| The Shelby Banner | 1876 |
| Southern Methodist Herald | 1879 |
| The New Era | 1885 |
| Carolina Banner | Late 1800s |
| Shelby Review | 1890 |
| The Cleveland Star | 1894 |
| The Shelby Daily Star | 1936 |
| The Cleveland Times | 1940 |

Some of these publications simply changed ownership and titles throughout the years, whereas others were entrenched rivals (The Shelby Daily Star, 1976).

According to the February 23, 1922, edition of The Highlander and Shelby News, The Shelby Aurora was actually established in 1875. It was then absorbed by The Highlander (1910) in 1911. Finally, consolidation of The Shelby News (1916) and The Highlander (1910) took place February 20, 1920.

The original Highlander proclaimed to be "For the Progress of the Piedmont-Mountain South." The "free lance, truth seeking, politically independent" publication was edited by B. H. DePriest. The banner of a March 8, 1913, edition stated, "MORE THAN DOUBLE THE CIRCULATION OF ANY OTHER PAPER BETWEEN CHARLOTTE AND ASHEVILLE." Headlines of this particular issue announced, "Woodrow

Wilson Made President!" The front page news article portrayed a spirit of patriotism which was also reflected in textbooks at that time:

> A throng of many thousands of people witnessed the newly elected president's induction into office. Nine-tenths of the members of the crowd were enthusiastically joyful, the other tenth cheered with them, as becoming good American citizens watching a governmental change ordered in accordance with the law and the Constitution (p. 1).

A meeting of the Cleveland County Teachers' Association, covered in the same edition, reflected the priorities and interests of Cleveland County teachers in 1913:

> The Teachers' Association met in the court house Saturday morning at 10:30. More than 80 teachers were present although the weather was bad. The meeting opened with a general discussion of plans and preparation for County Commencement.
>
> Mr. J. B. Smith made an interesting talk on sanitary school grounds, and Rev. A. P. Bumgardner read a good paper on the proper care of school property. Mrs. Elam discussed the "Girls' Tomato Club," and gave some very important information. Prof. Irvin then talked of "Boys' Corn Club."
>
> Prof. Willis spoke on the personal influence of a "live" teacher and the bad effects of an "unprogressive" teacher.
>
> The meeting throughout was interesting and progressive. All present seemed hopeful and enthusiastic. (p. 5)

A few days earlier on March 3, The Highlander announced the successful enforcement of the new Compulsory School Law. According to the article, the new law was being "enforced strenuously by fearless truant officers" throughout the county (p. 1).

Casar made front page headlines on April 5, 1913, "LITTLE CHILD SAVED FROM DROWNING BY HEROISM OF MOTHER." The article portrayed a way of life in 1913 for there were no bridges at that time. Inhabitants used footlogs to cross creeks and could only "ford" shallow streams. The incident occurred on Brier Creek, which was actually in the Moriah area. Other Upper Cleveland news was included at the end of the "headline" story (The Highlander, 1913).

> Casar, Route 1, April 1.--About two weeks ago the little two-year-old child of Mr. and Mrs. Clyde Towery fell into Briar Creek and was nearly drowned. The child had walked out on the footlog before the mother knew it. She ran to its rescue, but it fell into the deep water before she could reach it. The mother plunged into the deep water at the risk of her own life and succeeded in rescuing her child.
>
> Mr. and Mrs. E. S. Epley spent the last weekend in Rutherford, visiting friends at Rutherfordton and Gilkey. They report only one mudhole between here and Rutherfordton, and that is all the way.
>
> The closing exercises of Zion (former two room school in Moriah section) were very good and the crowd large, considering the weather.
>
> Farmers in this section are very much behind with their work, owing it to so much rain. (p. 1)

Many articles of The Highlander during the years from 1913 to 1915 emphasized "progressivism"; progressive farmers, progressive teachers and editorial letters from progressive readers.

In an attempt to provide progressive transportaiton facilities, Upper Cleveland residents raised $3,500 during the early 1900s to build a railroad. The proposed tracks were intended to run from Casar to Lawndale, a picturesque mill village a few miles south. Residents planned eventually to extend the proposed railroad across the South Mountains into Morganton.

On January 9, 1915, an article on the front page of The Highlander stated:

> The County Commissioners gave a month's longer lease of life to those who want to build the Casar railroad. This comes as a result of Clement and Hawley re-submitting their proposition to build the raod. If Dr. Royster and Associates present the best proposition next month, it is likely they will build the road. (p.1)

A month later, on February 15, 1915, the front page of The Highlander announced, "COMMISSIONERS GIVE CONTRACT CASAR STEAM R'D." The article stated:

> The Board of Cleveland County Commissioners on last Tuesday closed the deal with Clement-Hawley and their associates for the building of the Casar Railroad.
>
> It will be steam, standard-gauge and the rails are to be new.
>
> Messrs. Clement and Hawley apparently met all the objectives previously made to their proposition. They are not to own the bonds until the road is completed, but they admitted that they would hypothecate the bonds with a New York Trust Co., who will furnish the money. Also, to safeguard this, they are to give a good and sufficient bond, with an approved bonding company.
>
> Clement and Hawley guarantee to have the road built within 18 months but assert that they will be able to run cars to Casar before 1915 is gone.
>
> It is believed by some that the electric proposition will yet be put through, in order words, that Dr. Royster and associates will yet win out.
>
> How true this may prove to be, we have no means of knowing.
>
> However, the building of the road seems assured and of that everybody is elated. (p. 1)

Initial construction on the railroad began shortly thereafter. Yet for some unknown reason, construction halted abruptly, residents lost their money, and the dream was never realized (Pruett, 1987).

The extensive consolidation efforts of one room schools in the early 1920s made headline news. On Thursday, May 5, 1921, The Highlander and Shelby News announced consolidation of all "one-teacher districts" in the Cherryville township (located in adjoining Gaston County). The consolidation process was proclaimed as "one of the most forward looking steps ever taken." Five new elementary schools, one central high school to accommodate students above the seventh grade level, and jitney transportation was proposed. To carry out this provision, a six cent tax would be levied (The Highlander and Shelby News, 1921).

The same front page announced the year-end closings of two schools in the Casar area:

> Casar School has closed under the capable management of Mr. P. M. Whisnant. The final exercises were rendered splendidly and showed the excellent training which the children have received.
>
> The McNeilly School has closed with Mr. McClure Pruett as teacher. Unusual progress has been made at this school this year.

The article concluded with, "Crops are looking fine in this section and everyone seems to be on the move" (p. 1).

Throughout the years, the village of Casar has remained a rural community. Even though modern technology replaced horse-drawn buggies and wagons with paved roads and motorized vehicles, business and industry never excelled on any large-scale basis. The rural farming communty gradually evolved into a community of commuters. The significant change has been manifested in the numbers of new-comers since Casar's origin in the late 1800s.

## Casar Today: Community/School

Today the Casar community consists of a mixture of people from all over the United States. Many seek to live in this safe, quiet little town in order to educate their children in one of the last remaining "community schools," and to preserve a way of life long forgotten in the metropolitan areas of the nation. This mixture of diverse cultures and peoples (from different parts of the United States and Mexico) has brought about a significant change in upper Cleveland community life. A visit to the Casar grocery store or PTA meeting brings local inhabitants into contact with many unfamiliar faces/families. This influx of newcomers to the Casar area has changed the original way of life whereby everyone knew everyone else. The economic status of the majority of Casar School parents is moderate. However, many families live on very low incomes. According to an updated 1985 survey of information regarding parents of children who attend Casar School, 15 percent of the parents who returned survey sheets had completed elementary school only, 26 percent had attended a portion of high school, and 43 percent had actually completed high school. Among those surveyed regarding higher education, 6 percent had received some formal education beyond high school other than college, and 6 percent had attended college without earning a degree. Finally, 4 percent of the parents surveyed held a bachelor's degree. At that time, no survey sheet was returned indicating parents who held advanced degrees. Today, however, it is known that several parents of children who attend Casar School hold advanced degrees.

Though many inhabitants of Casar have come and gone since the late 1800s, the community is fairly stable. School enrollment numbers have fluctuated very little during the eighties, and school programs/activities enjoy the interest and support of parents. A supportive parent/teacher organization (PTO) and an active Ruritan Club are among the organized groups of school/community supporters today. A strong mayor also provides leadership for the community-spirited patrons. To this leadership he brings with him the original name of his ancestors, the first Casar settlers. His name is Newton...Jack Newton.

Though quite unique in setting, inside the walls of Casar School can be found the ever-present pursuit toward excellence. Its inhabitants are readily engaged in the new educational reform movement which is sweeping the nation and state. Many vehicles of reform have been initiated by the governor, the General Assembly, the State Board of Education, national accreditation agencies, and local boards of education recently in North Carolina (Runkel, 1987). Like other schools in Cleveland County, Casar School is involved in many of these new mediums of reform.

## The Principal

Parents, staff, and students alike are often mesmerized by the charismatic style of the principal who projects an image of total control. As he strides through the hallowed halls of Casar School, he commands respect--and gets it. A realist, he relies on his thinking processes and little can sway him save logic. He has a great capacity for details and facts and uses general principles in deriving order from masses of conflicting data and unorganized information (Myers Briggs, 1980).

Jack K. McMurry is forty-four years of age and has been the principal of Casar School since 1971. Based on the five roles principals have played in the history of our nation (Brubaker and Simon, 1983), he readily admits that he assumes the role of "general manager." In this role he acts as the "official liaison" between the school and the central office. Reacting to routine crises as they occur, he relies heavily upon common sense and firmly reserves the right to administer/enforce orders to staff members. He implements the curriculum "as mandated by the state and local board" (Brubaker and Simon, 1983, p. 4). He finds that most of his time is spent on paperwork which he handles with impersonal analysis.

In a survey on principals' leadership roles in 1983, of the 370 respondents, a total of 60 percent categorized "most North Carolina principals" as "General Managers" (Brubaker and Simon, 1983, p. 6).

Armed with a bachelor's degree in education, McMurry first came to Casar School as a teacher in 1966. He later returned to Appalachian State University where he earned a master's degree in administration and began work on an Ed. S. He returned to Casar School as principal in 1972 after teaching one year at Fallston School and serving as principal of Piedmont School in Lawndale for three years.

Unlike the fifties' principal, McMurry has received extensive staff development training in all areas relevant to the present excellence movement. Some of these areas which reflect reform efforts underway include: Effective Schools Training, the Performance Appraisal System, the Initial Certification Program, staff development efforts in instructional management and improvement, training in behavior management, and testing procedures to assess student growth.

North Carolina Basic Education Program. The major North Carolina reform movement presently underway, according to the eighties' principal, is the North Carolina Basic Education Program.

Prior to 1985, no established standards for the composition of a basic education program in North Carolina, or designated levels of state support for such a program existed. In reality, the educational program was defined by state appropriations based on allocation formulas determined by the General Assembly. During the 1930s, allocation formulas were established to insure equal distribution of state funds for a mandated, uniform nine-month term in all school systems. Throughout the years, allocation formulas were adjusted in order to provide increased funds, programs, and teachers. Local taxes were also levied and local support of schools increased (Liner, 1987).

As a result of an overall educational reform movement, new guidelines to determine the state's responsibility were adopted with the passage of the Basic Education Program in 1985. It was a result of the 1984 General Assembly's requirement that the State Board of Education develop a standard course of study to be offered to every student in North Carolina. The following policy was stated:

> To insure a quality education for every child in North Carolina, and to assure that the necessary resources are provided, it is the policy of the state of North Carolina to provide from State revenue sources the instructional expenses for current operation of the public school system as defined in the standard course of study. (NC General Statute, 1984)

In 1985, this policy was enacted into law in the Basic Education Program (NC General Statute, 1985). The law provided that the program would include "a core curriculum, performance and promotion standards, remedial programs, and requirements regarding class size, staffing, equipment, and facilities" (Liner, 1987, p. 29).

As a result of this Elementary and Secondary School Reform Act (1984), the North Carolina State Department of Public Instruction completed a total revision of the state curriculum. This basic course of study for all subjects at all grade levels was encompassed in the North Carolina Standard Course of Study and the North Carolina Competency-Based Curriculum.

The "basic education for all" concept, which dates back to the Constitution of 1868, has long been a guiding factor in reform movements to improve public schools. Based on the premise that North Carolina's future depends on the strength of this concept, the 1987 General Assembly did not question the need for public education support in its most recent legislative session. The only disputes involved timing and method of support.

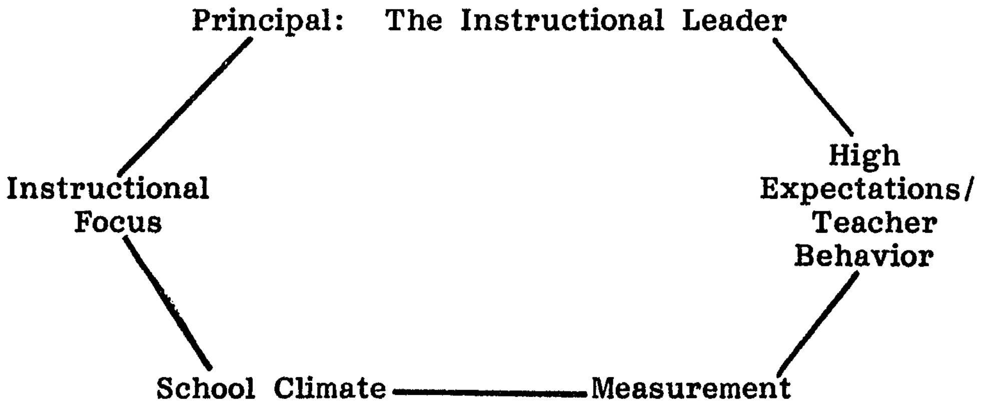
It is a new day for educational reform in North Carolina and Casar School is very much a part of that reform. According to 1987 public school legislation:

> Moneys for current expense were increased; over $2.5 billion were allocated for elementary and secondary schools in each year of the 1987-89 biennium. Years 3 and 4 of the Basic Education Program (an eight-year effort to improve education by providing every student with a basic level of instructional programs and services) were fully funded with approximately $260 million in expansion funds. Over the next two years school systems will be able to expand their curriculums, offer 5.5 hours of instruction each day in grades K-8, reduce class size in grades 10-12; expand summer school programs; increase efforts to reduce the dropout rate; and hire over 3,000 additional teachers, assistant principals, counselors, and clerical assistants.
>
> The General Assembly gave teachers a 5 per cent raise and provided $25 million for continuation of the Career Development Pilot Program (a system of differentiated pay for teachers) in preparation for possible statewide implementation of a career ladder in 1989-90. It encouraged experimentation in education through

> the Lead Teacher Program, and it increased funding for scholarships designed to attract the best and the brightest students to teaching. (p. 1)

Effective Schools' Training (for Administrators). Along with all other administrators in Cleveland County, the principal of Casar School recently underwent a thirty-hour Effective Schools Training Program. Based on sound research data regarding effective schools, the model for organizational change included five correlates:

THE LOCAL SCHOOL


Principal: The Instructional Leader
High Expectations/ Teacher Behavior
Measurement
School Climate
Instructional Focus

THE ORGANIZATIONAL LEVEL OF CHANGE

Though educational practices have changed little as a result of various reform movements in the past, the Casar principal believes that limited focus failed to take into consideration the complex nature of the school. In achieving effective organizational change, he maintains that the total school culture must be addressed.

According to Effective Schools research, one of the correlates which characterizes an effective school is a "pervasive and broadly understood instructional focus." In turn, this focus represents the school's mission: purpose and goal. Subsequently, all major decisions made by the school administrator and staff are based on this goal (Effective Schools, 1984).

Philosophy. The Casar School philosophy, written in 1971--many years prior to the Basic Education Program and Effective Schools research--nevertheless reflects the overall excellence movement:

> Statement of Philosophy
>
> We believe the school should provide appropriate learning experiences that will enable each student to know himself so he can direct his life to gain maximum benefits for himself and society. We believe to do this the school must plan a program that will further the child's development in physical, social, emotional, and moral growth as well as in intellectual pursuits. We believe the school should develop the following objectives:
>
> Statement of Objectives
>
> 1. To help students develop positive self-concepts and exercise self-discipline
> 2. To help students acquire cognitive skills commensurate with their abilities
> 3. To help students practice good physical health habits
> 4. To help students participate in a democratic society
> 5. To help students develop an appreciation for creativity through self-expression
> 6. To provide appropriate auxiliary services
> 7. To provide appropriate facilities for the learning program

The philosophy underlying the North Carolina Standard Course of Study and the North Carolina Competency-Based Curriculum is based on Effective Schools research. The primary purposes of the new basic curriculum include:

I. To help students become responsible, productive citizens

In order to gain employment or continue their education, students must develop specific competencies:

1. Critical thinking skills
2. Skills with media and technology
3. Basic content knowledge provided within a core curriculum

II. To help students achieve a sense of personal fulfillment

Students must develop the skills and attitudes necessary to cope with contemporary society. These include:

1. A positive attitude toward oneself
2. A sense of independence and responsibility for oneself
3. An understanding of oneself and one's own culture
4. A positive attitude toward others (including those from different cultures)
5. A respect for the rights of others
6. A sensitivity to the needs and feelings of others
7. A sense of responsibility to others
8. A willingness to cooperate with others in working toward a common goal
9. The ability to understand and cope with a constantly changing society (pp. 5-7)

In sum, the North Carolina Competency-Based Curriculum is a "program of continuous learning based upon the individual student's needs, interests, and stages of development." The curriculum provides opportunities for the student:

1. To develop self-expression
2. To learn to communicate effectively

3. To maintain and develop both physical and emotional health
4. To choose among curriculum electives
5. To become an active participant in the learning process (p. 5-7)

The progressive "education of the total child" concept runs throughout the Casar School philosophy, as well as the new North Carolina curriculum philosophy. Both address physical, social, emotional, and intellectual needs. The Casar School philosophy considers the student's moral growth as well.

In fulfilling this mission embodied in the school philosophy, the Casar School leader maintains a safe and orderly school climate. All teachers are encouraged to take responsibility for all students at all times--everywhere in the school.

Another Effective Schools correlate to which the Casar School leader is committed is measurement. Evaluation of student achievement is ongoing. The principal and teachers interpret group test results to students and parents during scheduled conferences. In addition, results are sent home with written explanations. Resource persons interpret data for placement of students into special programs, while school coordinators complete item analyses to determine program needs.

Principals' Executive Program. In addition to other numerous training programs, the Casar principal was selected to attend the Principals' Executive Program of the Institute of Government in Chapel Hill during the 1986-87 school year. Based on the premise that improvement of leadership skills depends on the growth and development of the individual, comprehensive instruction spanning twenty-three areas of school management was offered. Mr. McMurry maintained that in order to promote positive changes in professional management skills, total commitment to the program was essential. According to the eighties' elementary school principal, reforms such as complete revision of curriculum, ongoing measurement of student achievement, provision of high expectations for students, improved teacher training, and assessment and leadership training for principals should promote changes which will improve education.

In reflecting on change in education since the fifties, the Casar principal noted religious practices. According to McMurry, in Casar School there have been significant changes in religious practices from the fifties to the eighties. Four major Supreme Court decisions played a major role in determining these changes.

The McCollum decision, rendered in 1948, evolved from a situation in the Champaign, Illinois, schools. A portion of each school day was being reserved for religious instruction by representatives of various religious beliefs--a practice still being observed in Moriah School during the 1950s. This practice was ruled unconstitutional because the state compulsory attendance law had the effect of providing the religious speakers a pupil audience in public school buildings.

The second related decision (Zorach v. Clauson), decided in 1952, involved New York City pupils who were permitted to leave campus during regular class hours for religious instruction conducted on private premises. Students who chose not to participate attended regularly scheduled classes in the public schools. This practice was held constitutional by the Court since the instruction took place away from school, and there was no evidence that the school system was providing aid or audience for the religious groups.

A third pertinent case was Engel v. Vitale (1962) in which an optional nondenominational prayer program--sponsored by the New York State Board of Regents--was ruled unconstitutional. The decision was based on the premise that the government had no business legislating religious matters.

The fourth case, Schempp (1963), focused on a Pennsylvania statute which required the reading of ten Bible verses--without comment--and reciting the Lord's Prayer at the beginning of each day in each public school. The Court ruled the practice to be unconstitutional on the basis that public school expenditures could not be appropriated for religious exercises, nor could compulsory attendance by students be required.

Prior to these decisions, Casar School students attended religious assembly programs and engaged in morning devotions and prayer in classrooms on a daily basis.

## The Teachers

Casar Elementary School serves all K-6 children in the upper part of Cleveland County. With a membership of four hundred students, the school employs fourteen teachers. Team teaching is utilized in kindergarten which is located in a separate complex. Grades 1-6 are self-contained. In order to maintain required class size, combination grades are sometimes necessary. Seven Casar teachers have master's degrees and two others are presently engaged in earning graduate degrees.

Special personnel provided to enhance student learning opportunities include:

- Reading Specialist/Teacher's Assistant
- Media Specialist
- Physical Education Teacher for grades 4-6
- Music Teacher for grades 4-6
- Teacher for Gifted/Talented students in grades 5-6
- Resource Teacher for EMH students
- Speech Teacher
- Teacher Assistants for all K-3 teachers
- Tutorial Aides for students in grades 1-3, who fall below the 30th percentile on the C.A.T. Reading Test

According to the principal, one major limitation of the numerous programs available today is "fragmentation" of the instructional day. This means students are pulled out of classrooms for special instruction such as reading labs, special education for handicapped students, and enrichment classes for gifted/talented students. This works against all students studying the basics at the same time.

Effective Teaching Training Program (ETT). Unlike teachers of the fifties' era, Casar School teachers utilize uniform methods and teach in a consistent manner. Throughout all classrooms, teachers employ "Effective Teaching" practices. All teachers have been trained in the "North Carolina Effective Teaching Training Program" which "captures the major components of those teaching acts which have been associated with effectiveness in the research and in the classrooms of this state..." (Phillips, 1985, p. 1). The thirty-hour training program dealing with teacher behaviors is applicable to grades K-12. Furthermore, the systematic, comprehensive approach to improved learning is generic to all content areas. Teaching practices in Casar School today enable educators to integrate research and practice more effectively. Experience based training, involving a skill development approach, provides the impetus for this movement toward excellence.

The training program enables teachers to increase effectiveness in five major areas: 1) Planning Skills, 2) Instructional Skills, 3) Behavior Management Skills, 4) Human Relations Skills, and 5) Professional Growth Skills.

Planning Skills training includes emphasis on Learning Expectations, Time Management, and Instructional Preparation. Instructional Skills consist of Instructional Feedback, Instructional Presentation, and Instructional Monitoring. Behavior Management Skills deal with Student Interaction, whereas Human Relations Skills emphasize Social Interaction. Finally, Professional Growth Skills include work-related activities and Learning Evaluation.

The Effective Teacher Training Program is conceptualized by a circular model which illustrates the developmental learning process. Each module of the training model adds sequential communication or instructional skills as the dynamics of the training program become more complex.

A typical lesson. At any time on any given day, a look behind Casar School classroom doors finds teachers utilizing the same lesson plan format as other teachers across Cleveland County. In one classroom the six-step lesson plan begins with a review of previous skills regarding division without remainders. Samples are displayed on the chalkboard. As a part of the same step, the teacher focuses students' attention on the relevance of division for these particular students. Second, the teacher verbally states the objectives for this lesson: "Today you are going to learn how to divide when you have some left over." The objective is also written on the chalkboard. Next, the teacher demonstrates problems on the board by working one and explaining the rationale and computation step-by-step. This input is reinforced by eliciting student response on other similar problems. Fourth, students begin working division problems with remainders on individual worksheets. All students' work is carefully monitored to assure student understanding. When students become adept in the new procedure, they are permitted to complete the worksheet independently. Finally, the teacher requires a student to recapitulate what has been learned and closes by restating the learning outcome for reinforcement.

In the reading lab, the reading specialist uses the adaptable six-step lesson format to teach the breakdown and expanded meanings of selected synonyms, whereas a primary teacher is teaching the five basic steps to good writing by also using the lesson format. Relevant to all learning situations, the six-step lesson plan is research-based and conducive to effective teaching/learning.

Assertive Discipline. Like instructional presentation, all teachers in Casar School employ the same format for student discipline. They have been trained in one of the leading models for student management: Assertive Discipline. The assertiveness model by Lee and Marlene Canter is a systematic, "take charge" approach for the contemporary educator. Assertive training is based on the premise that teachers can respond to conflict in three ways: nonassertively, hostilely, and assertively. The assertive teacher maintains his/her reasonable rights without being aggressive, obnoxious, apologetic, or "wishy-washy." The discipline model consists of a systematic combination of verbal assertiveness training combined with rewards and punishments. An appropriate discipline plan is established by each teacher which includes specific classroom rules (expectations). Consistent actions are then taken toward students who break the rules (Canter, 1982).

In sum, teachers have a right to teach and expect students to obey. Assertive teachers clearly convey specific expectations and actions for compliance/noncompliance. The discipline plan in each Casar classroom is adapted to the needs and expectations of teacher and students. Every teacher explains the plan and verbally warns students of their limitations (directive statement). He/she issues hints (nondirective statements), disguised statements (questions), and "I" statements (directive statements) before issuing a demand either to behave or to be punished. Each teacher enforces his/her demands by punishment such as loss of privileges, isolation, a visit to the principal, or a parent call. In contrast, students in all classes receive rewards for appropriate behavior. Some of these include free time, games, and movies, as well as positive notes to parents. Severe violations are handled by systematic exclusion to another classroom or to the principal's office.

Corporal Punishment. In this age of litigation, lawsuits in education are more plentiful than apples for the teacher. In reality, many teachers are discovering that hell hath no fury like that of a parent with a subpoena. Moreover, a multitude of new laws, regulations, and decisions for educators are handed down each year.

In the most recent 1987 legislative session, Chapter 572(H231) amended General Statute 115C-391(a) to require all local boards of education to adopt corporal punishment policies. Those policies must include the following limitations:

> 1. Corporal punishment may not be administered in a classroom where other children are present.
>
> 2. Students must be informed in advance what general types of misconduct could result in corporal punishment.
>
> 3. Only a teacher, substitute teacher, principal, or assistant principal may administer corporal punishment and only in the presence of a principal, assistant principal, teacher, substitute teacher, teacher aide, or student teacher who has been informed in the student's presence of the reason for the punishment.
>
> 4 A school official must notify the child's parent or guardian that corporal punishment has been used and, on request, the official who punished the child must give the parent or guardian a written explanation of the reason and the witness's name.
>
> There is an exception to these restrictions. School personnel may use reasonable force, including corporal punishment, to control behavior or to remove a person from the scene when necessary to quell a disturbance threatening injury to others; to obtain possession of weapons or other dangerous objects from a student; for self-defense; or for protection of persons or property.(Mesibov, 1987, p. 6)

Like other North Carolina teachers and administrators, Casar School personnel subscribe to these stipulations regarding corporal punishment. Unlike educators of the fifties, the eighties' teachers and administrators must be prudent professionals who are aware of laws and court decisions that govern schools. Ignorance of the law is no longer a valid excuse. Knowledge generates awareness. Through awareness, the Casar School administrator and teachers better equip themselves to heed the legal dimension of their decisions, and to understand the consequences of their choices. They realize that awareness can effectively arm them to maximize defense and minimize potential lawsuits.

## Curriculum Design

### Language Arts.

Based on the belief that a competent language arts foundation is laid in the elementary school, Casar School educators have developed a language arts program designed to meet the needs of individual students. Working together in collegial planning, Casar School teachers designed the following objectives for a flexible, sequential language arts program:

> To correlate language arts with all areas of the curriculum
> To provide successful daily language arts experiences
> To provide every student with reading survival skills
> To continue to meet individual differences
> To foster creative and critical reading and writing through a variety of self-expressing activities
> To provide opportunities for formal and informal language arts experiences in all grades
> To progress by mastery of skills
> To make constant evaluation of the program (Southern Association, 1981, p. 67)

The Reading Specialist, Martha Bridges, maintains that Casar teachers are very conscious of the excellence movement in education. In reading instruction, she has noted more effective teaching in phonetic analysis, whole word method, vocabulary, comprehension, structural analysis, syllabication, and study skills. According to Bridges, teachers are correlating basic reading skills throughout the content areas and concluding units with enrichment activities for reinforcement.

Mathematics. Using a countywide checklist, Casar School teachers record individual student's sequential skills when mastered. In writing an effective schoolwide mathematics program, teachers maintained that, "We believe the basic purposes of the mathematics program are to enable the students to use basic numbers and to develop quantitative thinking which are necessary in living and functioning in life."

Social Studies. The entire social studies program is built on seven basic concepts:

> 1. The student will develop the understanding that each person is a unique being, but generally greater similarities exist among people than dissimilarities.
> 2. The student will develop the understanding that the culture of any society is influenced to a large extent by its geographic setting.
> 3. The student will develop the understanding that while ways of living differ from one culture to another, all cultures have some common characteristics.
> 4. The student will develop the understanding that the political system is the mechanism by which society finally and ultimately decides which interest, goals, and wants shall be enforced.
> 5. The student will develop the understanding that every economic system involves the production, distribution, and consumption of goods and services.
> 6. The student will develop an understanding that change occurs continuously as a result of alteration in traditional patterns caused by geographic, economic, social and political transformations.
> 7. The student will develop the understanding that all cultures are influenced by past experiences. Values, beliefs, customs and traditions are handed down from one generation to another. (Southern Association, 1981, p. 67)

Science. The Casar School science classes are built around the SCIS Program (Science Curriculum Improvement Study). Correlated with additional textbooks, the "hands-on" program provides a complete, well-designed laboratory. The program, in which teachers can incorporate additional ideas, activities, and experiments, provides for three stages in a child's learning cycle--exploration, invention, and discovery. In the Casar Science Program, students engage in observation, measurement, interpretation, predictions and other processes. Children are challenged to advance their thinking processes from the concrete to the abstract and to develop a disciplined curiosity.

Health and Safety. In order to teach the total child, health education is an essential facet of the Casar curriculum. An effective program designed to increase children's understanding of the human anatomy, dental health, and mental health is taught. In order to make choices in a changing world, Casar students are taught positive and negative aspects of chemicals, drugs, alcohol, and tobacco. Knowledge of consumer health and environmental health is expanded, as well as chronic disease prevention.

Physical Education. Based on the belief that physical education should be a daily and integral part of the school program, a variety of activities are included to meet the needs, interests and abilities of each child. The program emphasizes movement as it relates to games, dance and gymnastics. Activities include those that are creatively designed as well as more traditional ones. These activities also encourage group cooperation. Each child develops, learns and responds in unique ways.

Cultural Arts. Each child has the opportunity to cultivate appreciation and be stimulated to his creative expression through art and music media. His aesthetic understanding is broadened through personal involvement with art concepts relating to color, form, space, texture and their interrelated functions. These experiences do not occur in isolation, but are correlated with the other learning experiences which occur in the classroom. A music teacher is provided for grades 4-6 whereas classroom teachers teach grades 1-3. All classroom teachers teach art.

## Learning Media Services

A full-time media specialist manages the media center which is considered an extension of the classroom. The media center, located near the center of the school, is easily accessible to students and staff. Numerous types of media (print and non-print) and equipment are provided to meet the needs of individual students. Adequate books and materials are up to date and organized in a manner which makes them easy to locate and use.

In order for students to develop effective reading skills, reference skills, and an appreciation of literature, the media specialist and teachers work together in a collegial manner to accomplish these goals.

## Textbooks

According to Osborn, Jones, and Stein (1985), "Good textbooks are more than attractive transmitters of information; they relate to students' lives, help students summarize and ask pertinent questions, use graphics judiciously to augment content, present concepts in a logical manner, and use appropriate vocabulary" (p. 9). In a collegial textbook selection process, Casar School teachers have an opportunity to help select textbooks every five years. This is done on an alternate basis (e. g., the selection process for mathematics books does not fall on the same year as social studies' adoptions). Improved textbooks, as well as improved selection processes, constitute an essential step toward improved schooling.

There is always some resistance to change. According to Kotter and Schlesinger (1983), "One major reason people resist (organizational) change is that they think they will lose something of value as a result" (p. 107). The little school at the foot of the South Mountains is gracefully submitting to "change." However, there is little resistance for the "fear of losing something" compared to the anticipation of excellence. Consequently, excellence does not occur overnight. As Theodore R. Sizer put it:

> School improvement cannot come about quickly nor can it be hurried by a rush of mandates. It requires a slow and determined effort, reflected in sound policies and patience... (p. 21)

## Summary

A contemporary eighties' elementary school, Casar is presently engaged in the new educational reform movement which is sweeping nation and state--a pursuit of excellence.

In 1983, the National Commission on Excellence in Education charged that Americans "have lost sight of the basic purposes of schooling." During the early eighties, a number of national reports were published dealing with some aspect of public education--all critical and negative in tone. The professional community questioned the validity of the reports; however, the general public basically accepted the accusations, thus becoming disenchanted with the quality of American education. Like many other states, North Carolina responded with a new basic education program for all, accompanied by a competency-based curriculum (Basic Education Program, 1983).

Administration has evolved into a separate profession in the eighties. Unlike the principal teacher of the fifties, the Casar administrator is a full-time supervising principal who has received extensive inservice training in the educational administration field. Based on the five roles principals have played in the history of the nation (Brubaker and Simon, 1983), the Casar principal assumes the role of general manager. As an "official liaison" between Casar School and the county office, he spends most of his time on clerical duties, uses common sense, reacts to problems as they occur, and sternly reserves the right to issue/enforce orders to teachers. He implements curriculum that has been mandated by state and local school boards.

The Cleveland County superintendent, administrators, teachers, and other personnel are governed by a county board of education. The board consists of five elected members who govern all schools in contrast to the fifties' committees appointed for each individual school.

The basic curriculum which primarily stressed reading, writing, and arithmetic in the fifties has been expanded significantly. Flexible sequential programs including language arts, mathematics, social studies, science, health and safety, physical education, cultural arts, and computer education constitute the curriculum of elementary schools today. Furthermore, religious practices/teachings are no longer a significant part of the total school curricula.

As a result of legislation, numerous state and federal programs now serve the eighties' elementary schools. However, many of the programs serve to fragment the instructional day. Many changes, such as Public Law 94-142, were welcomed and needed. State and federal aid to education has increased significantly during the past thirty years, but with this change came a trade-off--educational decision-making expanded beyond the local-state level. The elementary principal today operates with much less freedom/control than did the fifties' principal.

Textbooks, materials, and facilities are certainly superior to those of the fifties. Somehow, though, the students of the Moriah fifties' school were quite successful as a whole despite the outdated books, virtually nonexistent materials, and meager facilities.

Administrators, teachers, and students operate under greater pressures in the eighties' elementary schools than in the fifties' schools. Evaluation procedures, test scores, laws governing practices such as corporal punishment and religious teachings have greatly increased pressures on those who are involved in the schooling process.

Tremendous growth has occurred during the past thirty years: consolidation efforts created bigger schools; larger enrollments; a myriad of academic offerings; diversity of backgrounds (community, students, and teachers). However, the philosophy of Casar School in the eighties remains basically the same as the "progressive" philosophy of Moriah School in the fifties. Philosophies for Casar School, The North Carolina Basic Education Program, Moriah School, and the progressive education movement all emphasize development of the total child: physical, social, emotional, and intellectual. The Casar School philosophy includes "moral" growth as well, whereas the unwritten philosophy/practices of Moriah School took into account "spiritual" growth of children.

Casar School had the same basic heritage/historical background as Moriah School. However, Moriah School was lost to the times (consolidation) and Casar School assumed the Moriah community students. Both communities were transformed by "progress" between the 1950s and 1980s. Though Casar School today is located in the Casar community, it is by no means the same type "community school" which operated in the fifties. The influx of people from all over the United States has increased the population--yet weakened the bonds of the community.

So ends a journey back in time: a journey which led the social observer from a traditional era of schooling through the progressive era, to the excellence movement of the eighties. Not only physical changes occurred in elementary schools from the 1950s to the 1980s, embedded values, beliefs and behaviors changed gradually as well. During the fifties, these included: a fierce, outspoken sense of honesty regarding testing, the instilled virtues of hard work and self-discipline, respect of authority, parental support for schools and educators, strong religious indoctrination, effective communication, and student determination to succeed. Less positive values, beliefs, and behaviors included racial prejudice and unequal opportunities for girls.

A look at schooling from the 1950s to the 1980s revealed numerous changes. In the two schools studied, more was changed than was conserved. In the final analysis, the ultimate question remains: Did elementary schools conserve too little? If so, what should have been conserved?

# CHAPTER 5

# SUMMARY

The purpose of this study was to examine change and conservation in two elementary schools. One school was a small, rural school that operated during the 1950s. The other represented an elementary school serving the same population in the 1980s. The research addressed the question: Was too much changed, too little conserved?

The study was based on a series of interviews with the principal, staff, students, and community of both schools. The interviews centered on eight broad-based questions which encompassed such areas as leadership role, curriculum design, philosophy, materials, facilities, staff, community, and perceptions of each subject regarding change and conservation.

The study rested on three primary assumptions:

--There have been significant changes in elementary schools during the past thirty years.

--Some things in elementary schools were worth conserving, whereas others needed changing.

--The greatest change has resulted from merging diverse cultures and backgrounds of the population (schools and community).

The most significant factor in the selection of these schools was the desire of the researcher to study two related schools which represented two eras in time. As the interviews were conducted and the portraits collected, issues regarding change and conservation began to emerge. Based on the study of these two individual schools, a significant number of changes became quite apparent:

--Administration evolved into a separate profession rather than a situational necessity whereby the principal teacher--whose primary duties included teaching--had to assume administrative duties as they occurred.

--An elementary principal in a fifties' school operated with more freedom in decision-making and actual practices than does an eighties' elementary principal.

--A fifties' elementary principal experienced few conflicts with parents/community in contrast to a principal in an eighties' elementary school, whose day is characterized by confrontation, problem-solving, reaction, and proaction.

--Instead of appointed committees for each school, an elected board of education governs all schools in the district today.

--Varied educational preparation of fifties' teachers and administrators has been replaced by education/administration degrees (graduate degrees, in most cases).

--Teaching strategies which were once dictated by individual teacher's creative choices have been replaced by consistent, uniform research-based teaching methods/plans/procedures.

--The fifties' teachers taught without the help of classroom aides. Today, many classroom teachers have teacher assistants.

--In today's elementary schools, teachers experience more pressure (e. g., accountability procedures, teacher organizations) than teachers did in the fifties.

--The eighties' educational community is under greater pressure to raise test scores than the fifties' administrators, teachers, and students.

--Corporal punishment was an accepted practice of the stern fifties' disciplinarian. Educators in the eighties, however, must be very prudent in the use of corporal punishment.

--The curriculum which once stressed the basics--reading, writing, and arithmetic--has expanded significantly. Flexible, sequential programs including language arts, mathematics, social studies, science, health and safety, physical education, cultural arts, and computer education constitute the curriculum of elementary schools today.

--Religious instruction and prayer were integral parts of the fifties' curriculum. The Supreme Court, however, has ruled religious instruction and school prayer unconstitutional in the eighties' classrooms.

--In the fifties' Moriah School, emphasis was placed on memorization and recitation (public speaking). Much less emphasis is placed on these learning practices today.

--Physical education in fifties' elementary schools consisted of creative play during "recess," whereas it is a highly structured program in today's schools.

--Elementary students of the eighties experience many more distractions than students in the fifties' elementary schools.

--Compared to the fifties' Moriah School which had no special programs, today's elementary schools have a wide variety of programs to accommodate the special needs of individual children.

--All handicapped children were completely mainstreamed in fifties' elementary schools. Congressional concern has greatly enhanced educational services for handicapped students in eighties' elementary classrooms (i. e., The Education for All Handicapped Children Act--Public Law 94-142, 1975).

--In a self-contained fifties' classroom, the teacher taught basics to the same group of students all day with few interruptions. Eighties' elementary classrooms, however, are fragmented by pull-out programs/transitions many times during the day. (e. g., on some days, students from a single self-contained classroom are "pulled out" for reading lab, resource room, media class, music, physical education, gifted/talented class, and group guidance class. With breakfast programs, lunch and restroom breaks, little time is left to teach).

--Scarce, outdated textbooks used in the fifties' classrooms have been replaced by attractive, current textbooks/supplementary books which are replaced/adopted every five years.

--A few shelves of outdated, discarded books have been replaced by spacious, modern, well-equipped media centers which offer a myriad of books, materials, and equipment.

--Once void of a lunchroom or indoor toilets, a modern elementary school complex now includes adequate indoor restrooms and cafeteria.

--Classrooms once heated by pot-bellied stoves and cooled by fresh air are now air-conditioned and centrally heated.

--In the two schools studied, racial prejudice was more evident in the fifties' era than in the eighties' era.

--During the fifties, there was a significant respect for authority. In contrast, today many students as well as parents fail to respect an authority figure.

--Promotion/retention guidelines were quite lax in the fifties' elementary schools compared to the strict standards practiced in eighties' classrooms.

--With Supreme Court rulings and women's movements, girls are permitted to participate in many more activities today than during the fifties' era.

--Transportation, paved roads, telephones, televisions, and other high tech advancements have become a part of the Moriah Community since the fifties' era.

--The close-knit community in which everyone knew everyone else has evolved into a community of diverse cultures/backgrounds (i. e., made up of people from all over the U. S.).

Some of the greatest, yet subtle, changes included the embedded values, beliefs, and behaviors of the Moriah population during the fifties. The more evident ones included: honesty, integrity, virtues of hard work and self-discipline, respect for authority, parental support, strong religious indoctrination, effective communication, and students' determination to succeed despite all odds. Some of the less positive values, beliefs, and behaviors which merited change included racial bias and unequal opportunities for girls.

Though many changes occurred in practices and behaviors from the fifties to the eighties, the educational philosophy remained somewhat the same. Elements of progressivism and the North Carolina Basic Education Program are reflected in both the fifties' philosophy and the eighties' philosophy.

## Conclusions

The writer has attempted to determine the degree of change and conservation in leadership, curriculum and other components integral to the operation of two elementary schools from the 1950s to the 1980s. The question was addressed: Was too much changed, too little conserved? Based on the findings from the portraiture, it is the opinion of the writer that far more was changed than was conserved. Therefore, the question remains: What should have been conserved?

Many Moriah inhabitants believe that some religious practices should have been conserved in the elementary schools. It is the opinion of the writer that this belief reflects the thinking of a significant sector of the larger society.

Other curricula conservation concerns include public speaking and less-structured physical education. Implementation of public speaking courses merits the attention of educators. Not only does the ability to speak effectively help to develop leadership qualities and thinking skills, it also enhances students' self-esteem.

It is the belief of the writer that a balanced program of creative play and physical activity is the key to an effective physical education program. A program should be designed to facilitate physical development and to provide a creative outlet for students.

Leaders from both eras indicate that more power/freedom in decision-making should have been conserved. The writer believes that this is a significant concern of most administrators today.

The fifties' leader concluded that teachers should not "teach to the test." The primary purpose of testing is to identify students who are not learning and, then, to diagnose and correct their learning problems. Therefore, it is essential for teachers to analyze test data to determine strengths and weaknesses in specific skills or objectives. The teacher can then work with students in overcoming individual weaknesses. However, if a teacher simply "teaches the test"--or parts of it--in order to raise test scores, or helps a student through rote memory processes in order to respond correctly to a test item, it is unlikely that the student will be helped. Moreover, the integrity of both teacher and student will have been compromised.

The practice of reading for information and entertainment has diminished since the fifties' era. This is a change over which the school has little control; however, conservation efforts can be made with emphasis on reading and selective television viewing.

There are many skills elementary children are not internalizing as consistently as they did in the fifties' school. It is the belief of the writer that "memorization and repetition" are still essential elements of the total learning process. Given the distractions and fragmented schedules with which children have to deal today, it is not surprising that these practices are not being used as much to internalize basic knowledge.

There has been a significant deterioration in "respect for authority" since the fifties' era. This breakdown began almost simultaneously with the loss of the small community schools. Consolidation meant bigger enrollments, diversity of curricula, and exposure to a broader scope of ideas and people, but the bonds of the community were weakened. No longer did teachers and administrators know everyone on a personal basis in the school community. A breakdown occurred in communication, parental support, accepted discipline procedures, shared community values, and respect for the authority figures in the schools. Many Cleveland County inhabitants would like to return to small community schools--a notion presently entertained by some northern states. However, it is unlikely that this conservation effort will ever materialize in Cleveland County again.

## Recommendations for Additional Studies

The findings of this study and the conclusions drawn from analyzing those findings led to the following recommendations for further research in this area:

--Conduct a study within five years to determine effects of the present reform movement on elementary education.

--Replicate this study on the high school level.

--Replicate this study using appropriate sample sizes in similar geographical areas to determine if commonalities exist.

## Recommendations for Educators

Since high levels of time-on-task are strongly associated with increases in student achievement, the following procedures are recommended for educators:

--Study "pull-out" programs in one school. (e. g., Determine the number of students "pulled out" of regular self-contained classrooms, reasons, and length of time for each.)

--Conduct school-level studies in transition time. (i. e., Transitions from one class, activity, or subject to another.)

--Determine the number, intensity, and frequency of distractions in classrooms for one week periods.

Based on this study, the following curricula concerns are recommended:

--Implement classes in effective speaking (e. g., public speaking) in order to develop leadership skills, help students to present ideas effectively, and to enhance self-esteem.

--Design a balanced physical education program which provides effective physical development and creative play. Consider student input.

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# APPENDIX

## INTERVIEW GUIDE

I. Based on the five roles principals have played in American history, which leadership role did/does the principal assume?

1. Principal Teacher: Routinely engages in classroom teaching for a portion of each school day; also responsible for daily school routines and clerical duties; does not believe special training is needed to be an effective principal.

2. General Manager: Is the official liaison between the school and the central office; spends the majority of time on clerical duties; relies upon common sense and reacts to problems as they arise; has the right to give and enforce orders to teachers; implements the curriculum as mandated by the state and local school board.

3. Professional and Scientific Manager: Spends more time in classroom supervision than routine administrative duties; uses test data as a basis for planning, implementing and evaluating instruction; is accustomed to the bureaucratic command-compliance organizational system; is interested in efficiency and the use of time to meet management goals and objectives.

4. Administrator and Instructional Leader: Recognizes that his/her role encompasses both governance functions and instructional leadership functions; handles governance functions through the bureaucratic organizational structure; handles instructional leadership functions through a collegial organizational structure; expects and accepts some friction between governance and instructional leadership functions; treats teachers as professionals, giving them significant input into staff hiring, scheduling, evaluation, procurement of materials, selection of objectives, methods, etc.

5. Curriculum Leader: Views the curriculum in very broad terms (more than a course of study) to mean: what each person experiences in cooperatively creating learning settings; believes that the role of the principal is too complex to reduce to simple technical procedures; does not attempt to dichotomize administrative and instructional functions, realizing that all tasks impact on what is learned;

> believes that the learning of adult educators is as important as the learning of children and youth. (Brubaker and Simon, 1983, pp. 4-5)

II. Describe the curriculum design for the school during this era.

Areas: Language Arts
Mathematics
Social Studies
Science
Health and Safety
Physical Education
Cultural Arts

III. What is/was the philosophy of the school?

Goals?
Purposes?
Commitments?
Mission?

IV. Describe the Learning Media (Materials and Services) available in the school.

V. Describe school plant facilities of the school.

VI. Describe the school staff and administrator.

Number male/female?
Age bracket?
Years of experience?
Academic preparation?

VII. Describe the school community.

Occupational status of adults?
Educational status?
Population stability?

VIII. In your perception, what was changed? Conserved?