

**THE SCHOOL CARNIVAL AS AN EDUCATIONAL  
AND  
FINANCIAL AGENCY FOR THE SMALL SCHOOL**

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THE SCHOOL CARNIVAL AS AN EDUCATIONAL  
AND  
FINANCIAL AGENCY FOR THE SMALL SCHOOL

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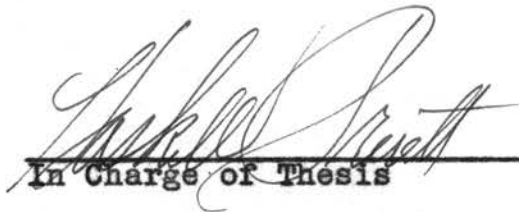
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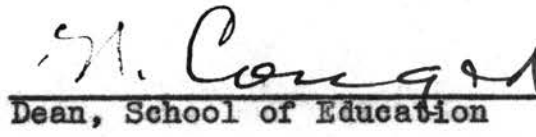
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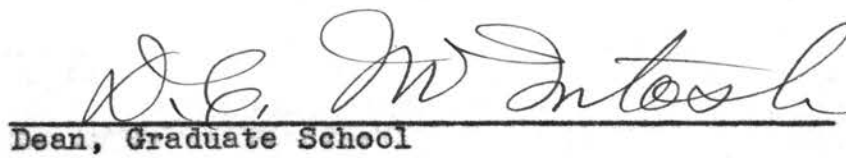
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## PREFACE

There seems to be a growing belief among school people that a well rounded and well balanced school program involves more than the traditional taught-and-tested subjects. Therefore, the majority of our present day schools include activities for discovering and developing the varied talents of the student body.

Most of the activities in order to be promoted as they should be require the expenditure of small sums of money throughout the year. Fortunately many of these are self-supporting; however, many are not. Rather than discontinue those which do not support themselves, superintendents and teachers have devised and practiced various schemes to raise funds for financing them, one of which is the school carnival.

If the school carnival is to be made a permanent activity of the school for financial purposes, it should embody other worth-while functions. It is the purpose of this study to determine the educational and financial values of the school carnival as a function of the school.

In view of the increasing use, that schools are making of the carnival, it seems that the time is ripe to give serious consideration to its possibilities both for good and for evil. If it can be more fully utilized for profitable educational values, then it should be done. If, however, the dangers for negative educational values are too great to justify the risks, then further use of the carnival should be discouraged.

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## CHAPTER I

## INTRODUCTION

The school carnival, in recent years, has come to occupy a prominent position in many schools. In many places it has taken its place along with worthwhile forms of entertainment. Its primary objective is generally of an economic nature. However, before it can be a permanent source of income for supporting school activities it must carry within it other advantageous possibilities. Its adaptation to any school should be made only after full consideration of all its salient features.

No study has been made, so far as the writer knows, of the school carnival as an activity of the school. Some magazine articles and pamphlets have been published discussing various phases of the school carnival. But, upon investigation it has been found that these were not based upon scientifically gathered data.

It is the purpose of the study, not only to consider the school carnival from the economic view point, but also from the entertainment and educational. On the basis of the material gathered in this study, a plan for the preparation and presentation of such a program, adaptable to the faculty of the small school has been outlined. An effort has been made to give an unbiased discussion of the demerits as well as the merits.

The small schools of Oklahoma that presented the carnival program in the year 1937-38 have been the source of the

material for this discussion. The enrollment of the schools mentioned above are 1550 or lower. The ideas presented are a collaboration of the concepts gathered from superintendents, teachers, patrons and pupils.

Five hundred postal card questionnaires were mailed to small schools all over the state, in an effort to locate those holding carnivals, and soliciting the cooperation of superintendents in furnishing information concerning them. The cards were in the following form:

|   |                   |
|---|-------------------|
|   | Fairfax, Oklahoma |
|   | Date -----        |
| Mr. -----   |                   |
| Superintendent of -----Schools  |                   |
| -----, Oklahoma   |                   |
| Dear Sir:   |                   |
| I am making a study of the school carnival as an educational and financial agency for the small school. |                   |
| Will you please answer the questions on the attached card and return?                                   |                   |
|   | Yours truly,      |
|   | J. G. Hill        |
|   | Town _____        |
| Is your school sponsoring a carnival program this year? _____   |                   |
| Would you be willing to cooperate in making the study possible? _____                                   |                   |
| Name two schools having a carnival.   |                   |
| 1. _____  | 2. _____          |
| Name two schools not having a carnival.   |                   |
| 1. _____  | 2. _____          |
|   | Yours truly,      |

Those indicating they would cooperate were sent sets of questionnaires. Each set consisted of one form for the superintendent, one form for the teacher, another form for the patron and still another form for the pupils. The final returns were received from 59 schools located in 40 counties.

The following are sample copies of the questionnaires used:

#### PUPIL'S QUESTIONNAIRES

Name \_\_\_\_\_

Grade \_\_\_\_\_

The questionnaire concerns your school carnival of 1937-38. Will you please answer the following questions?

1. What was the purpose of having it?
2. From your view point did you consider it a success?
3. Did you take part in any particular phase of the carnival? If so, please describe.
4. In what way do you think the carnival could have been improved?
5. Do you think your school should have one each year?



Name \_\_\_\_\_

Position \_\_\_\_\_

City \_\_\_\_\_

County \_\_\_\_\_

**"THE SCHOOL CARNIVAL"**

This questionnaire concerns your carnival of 1937-38. Will the principal or superintendent please answer the following questions? In case I have not allowed enough space for your explanation, please use the back of the page.

1. What was the total enrollment of the 9, 10, 11, 12th grades? \_\_\_\_\_
2. What was your total enrollment of the entire school? \_\_\_\_\_
3. What was your purpose in putting on the carnival program?
4. Did you consider your carnival a success? \_\_\_\_\_
5. Will you rate the following objectives, using the scale of 0-5, giving the most important a value of 5.

- ( ) Social
- (a) Promotes good feeling toward the school, among those who support it.
  - (b) Forms new contacts with those who have not co-operated with the school before.
  - (c) A contact between parents, teacher, and pupils.
- ( ) Economic
- (a) To raise money.
  - (b) Introduces new types of advertising for merchants.
- ( ) Educational
- (a) Displays home and school talent.
  - (b) Brings school and home closer together.
  - (c) Features some phase or phases of the school program.

If you have others in mind please list them.

6. Check and rate (scale 0-5) the concessions that you used.

| Check | Rating |                         |
|-------|--------|-------------------------|
| { }   | { }    | Pop and candy           |
| { }   | { }    | Confetti and serpentine |

| Check | Rating |                          |
|-------|--------|--------------------------|
| ( )   | ( )    | Cake walk                |
| ( )   | ( )    | Rag doll rack            |
| ( )   | ( )    | Free throw (basket ball) |
| ( )   | ( )    | House of terrors         |
| ( )   | ( )    | Milk bottle throw        |
| ( )   | ( )    | Boxing match             |
| ( )   | ( )    | Fish pond                |
| ( )   | ( )    | Negro baby throw         |
| ( )   | ( )    | Fortune telling          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |
| ( )   | ( )    |                          |

7. Please list the first five concessions in the order in which they took in money.

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. |    |

8. How much money did you clear? \$ \_\_\_\_\_

9. Did you sell booths to merchants for the purpose of advertising? \_\_\_\_\_

10. What price did you get per booth? \$ \_\_\_\_\_

11. Did you allow people who were not connected with the school to have concessions? \_\_\_\_\_

12. If so, how much did you receive for each concession right? \$ \_\_\_\_\_

13. Did you provide entertainment other than concessions?  
\_\_\_\_\_

14. If so, please describe.

15. How much admission did you charge to the building?  
\$ \_\_\_\_\_
16. Did you run a beauty or popularity contest in connection with the carnival? If so, please describe.
17. Please list detrimental effects you have experienced in connection with the carnival program.
18. Give the names of neighboring schools that had a carnival last year.
- |    |    |    |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. | 6. |
19. Did you have it one or two nights? \_\_\_\_\_
20. In what year did your school have its first? \_\_\_\_\_
21. Did you use it as an agency to collect old shoes and clothing for the needy of the community? \_\_\_\_\_
22. If so, explain the plan you used to collect old clothes.
23. What time of the year do you think is best to have a carnival? \_\_\_\_\_
24. Explain how you advertised it.
25. Any additional information will be appreciated.

## TEACHER'S QUESTIONNAIRE

Name \_\_\_\_\_

This questionnaire concerns the carnival of 1937-38. Will you please answer the following questions:

1. What particular phase booth, concession or part of program, did you direct last year?
2. Should your school repeat the carnival again?
3. What effect did the carnival have upon the number and type of discipline problems?
4. What detrimental effects did the carnival produce other than discipline?
5. Would you rather put on a carnival program, a faculty play, or some other means of raising the same amount of money? Name one.
6. Will you rate the following objectives using the scale of 0-5, giving the most important a value of 5:

## ( ) Social

- (a) Promotes good feeling toward the school, among those who support it.
- (b) Forms new contacts with those who have not cooperated with the school before.
- (c) A contact between parents, teachers, and pupils in a social atmosphere.

## ( ) Economic

- (a) To raise money.
- (b) To introduce new types of advertising for merchants.

## ( ) Educational

- (a) Display home and school talent.
- (b) Brings school and home closer together.
- (c) Features some phase or phases of the school program.

## PATRON'S QUESTIONNAIRE

Town \_\_\_\_\_

This questionnaire concerns the school carnival of 1937-38. Please answer the following questions:

1. What was the purpose of having the carnival?
2. Do you consider the purpose worthwhile?
3. Do you think the school should have a carnival each year?
4. Will you rate the following objectives, using the scale of -05, giving the most important a value of 5.
  - ( ) Social
    - (a) Promotes good feeling toward the school among those who support it.
    - (b) Forms new contacts with those who have not cooperated with the school before.
    - (c) A contact between parents, teachers, and pupils in a social atmosphere.
  - ( ) Economic
    - (a) To raise money.
    - (b) Introduces new types of advertising for merchants.
  - ( ) Educational
    - (a) Displays home and school talent.
    - (b) Brings school and home closer together.
    - (c) Features some phase or phases of the school program.
5. In what way do you think the carnival could have been improved?
6. Do you believe that you received full value in entertainment for the money you spent?
7. In your opinion what are the detrimental effects of the carnival program, if any?

As the questionnaires were returned, the subject content was studied, classified and arranged on large tables. For convenience, a table was constructed for each of the following groups: superintendents, teachers, patrons and pupils.

In chapter two it is pointed out that the carnival is used to raise finances to supplement the school budget, so as to enable administrators to carry on the activities which are deemed essential. An organization plan adaptable, in most cases, to schools desiring to present the program is herein included.

In chapter three is presented a discussion of the varied concepts of interested individuals as to the manner in which the carnival program affects the school and school life in the various communities.

In chapter four conclusions are drawn from the statistics gathered. The larger tables have been broken down and inserted in proper places throughout the discussion for the purpose of emphasis.

The discussion is of value, as it is a composite of the concepts and experiences of superintendents, teachers, patrons and pupils. Administrators contemplating such a program may study this work to determine whether the program is adaptable to their community. Those deciding to venture upon the enterprise may follow the organization plan suggested herein. The merits and demerits are discussed in such a manner that administrators may avoid those things which have

proved obstacles and pitfalls to others. Those who have heretofore presented the program may secure new and helpful ideas from this work.

## CHAPTER II

## ORGANIZATION AND MANAGEMENT

As before stated, in recent years the school carnival has been used in many schools in the state as a means of raising funds to supplement the funds allotted to such school districts for a given fiscal year. Changes in laws affecting the revenues of school district have stripped the General Fund of many school districts of all contingent funds that have been used for purposes not directly provided for in the budget.

Primarily, the revenues apportioned to school districts are derived from ad valorem tax levies made upon taxable property within the school district. Funds to supplement the revenue of the school district have been authorized by legislative acts, but there remains much difficulty in obtaining sufficient money, in many school districts, to carry on the objective purposes of the school.

The proceeds of ad valorem tax levies vary with the assessed valuation of the taxable property in a school district. It is apparent that such assessed valuation is greatly variable from year to year and between different school districts.

In those school districts, that have a low valuation, a very distinct stress is thrown upon the administrative boards in their efforts to maintain the standards that are now imposed upon the schools of this state.



In those schools most affected by the shrinkage of revenues, it became incumbent upon the school officials to meet the changed conditions by recourse to other means of providing funds. When it became apparent that a shortage of funds had occurred the governing boards and the administrative head of the school could only restrict to the barest essentials the activities and extra curricular efforts of the school or devise methods of raising money through other means to supplement the exhausted funds.

In this highly competitive age, only those best fitted for life's problems can hope to maintain the pace that is being set by those who succeed. The age of specialists that we now deal with demands sounder foundations upon which a college or university education is to be builded. The school district, grade and high schools must produce a constantly better output. Not many of the students, taken as a whole, that finish high school will obtain a college or university degree. The pupil deprived of this additional preparation will be handicapped. Likewise the school that is so hampered with lack of funds, that it denies its students the fullest of opportunities, is but furthering the handicap of those children unfortunate enough to be dependent upon such a school for education.

It is manifestly unjust to the students in any school district to be deprived of their fullest opportunity to get an education while in school.

Zealous and alert teachers and educators will not willingly allow their school to fall below the standards of other nearby schools. Finding that the funds are insufficient, they proudly utilize means at hand to supplement the exhausted funds. A willing teacher can always find at hand the full cooperation of those whom he would lead. The wise teacher looks beyond the outmoded activities that have been depended upon in the long years past and chooses some plan that promises a departure from fixed customs that have palliated upon the patrons of his school as well as the students.

Among the newer plans devised for such an emergency, is the school carnival. As yet, it has not met an extended acceptance as a dependable plan for the reason that it is new, and earlier experiences are seldom reliable guides. There has not been enough success achieved to warrant further developments. Obviously, where conducted by inexperienced leaders or those lacking in tact and discretion, the results have been such as would make its repetition in a succeeding year inadvisable. In war, in love, or in any competitive struggle, the skilled tactician will succeed.

If, the teacher who selects the school carnival as a means of raising funds, looks not beyond the mere return in cash, he had better not undertake the effort. He will not build wisely. The teacher who realizes that he is guiding minds who look to him for precept and example, will expand his vision such as to enable him to detect other factors

with which he must deal. Its adaptation to the needs of his particular school must be thoroughly studied and a program prepared that will have a lasting beneficial effect upon his school and at the same time give proof to the patrons of that school, that their children are in good care while in his or her school. Where success has been notable with the school carnival in any one year, that teacher and the pupils that responded best, have written enduringly in the annuals of that school.

When the program is prepared, if given by a school employing a number of teachers, it is a pre-requisite to success that all of the faculty are thoroughly in accord and will be fully responsive to all requirements placed upon them. Full cooperation of every teacher must be had. By cooperation is not meant that they, the teachers, merely give their consent to a general plan but rather have enlisted their fullest efforts to make the venture a success. Necessarily, the teachers as well as the pupils must realize that failure of success touches their honor and their pride.

The teacher who fails to realize the position in which he or she is placed, may have an unpleasant recollection of his or her part. In battles only the names of the generals are placed before the public as heroes or failures. The colonels, captains and majors seldom are, but those subalterns that failed in the fullest cooperation, are quickly relieved of their commands, if an even worse penalty is not prescribed.

Such a teacher may be sure that fathers and mothers of his or her pupils are fully observant, and there is a better chance to win the approbation of parents in such a position as the teacher will find himself during the rendition of the program. On the contrary, failure of a student will often be attributed to the poor work of the teacher. Judgment of a teacher in such a time may prove a critical moment in his career. As a school activity requiring the participation of the faculty and of almost the entire student body, it must be assumed that the responsibility for its proper handling will be upon him who is in authority, the Superintendent or Principal. Upon him will develop the duties of leadership and to him all others must render proper accounting of duties and directions given.

Of necessity, he will be obliged to assign different functions to others. Often committees will be necessary. The expeditious handling of Advertising, Finance, Entertainment, Construction, Booths, Concessions and Maintenance of order, require separate committees. It remains for the leader to see that each committee is fully informed of his duties and responsibilities and further that each committee is functioning properly.

As in any business, success is largely dependent upon advertising. The success or failure of the carnival is dependent upon how well the public is made acquainted with this particular activity of the school.

There are several methods that may be employed, the use of which will depend upon the amount of money available for the committee's use. Hand-bills are commonly used, such as the  $5\frac{1}{4}$ " x  $8\frac{1}{4}$ " sheet. The handbills may be distributed by students going from house to house, or they may be left in stores and placed by clerks in merchandise packages.

Large window cards are also very effective, if the cards are of sufficient size as to attract the eye of the passerby. Cards sized as large as 17" x 33" are suggested. Merchants are keenly aware of the desirability of promoting school affairs and will afford space in their windows. Care should be exercised in seeing that every merchant has an opportunity to participate and cooperate.

For sake of brevity, the Superintendent or Principal in charge will hereafter be referred to as the manager. The manager will find that space used in the local papers will pay dividends. Projections upon the screens at picture shows are also very helpful.

Where admission is charged, tickets will be prepared and sold by students canvassing the city or school district. This is the surest way of realizing a cash return from advertising.

The easily recognizable fact is that every person made acquainted with the rendition of the program is a potential customer, should insure against insufficient and inefficient advertising.

The manager that would save himself much embarrassment will reserve to himself the authorization of expenses incurred. Where committees are authorized to incur indebtedness, purchase certificates or requisitions should be employed in order to maintain an accurate account of the probable outlay of the proceeds of the carnival. It is important that there be no unpaid bills when the program is finished and the business end of it concluded. All receipts should be promptly turned over to the management in order to afford him useful information.

Another important duty of the manager is the purchase of supplies. He should get catalogues from carnival supply houses in order to obtain the best prices and accommodations. In the purchase of novelties, he should keep in mind at least three factors: Purchase in large quantities only from those companies which will allow him to return all unused articles or supplies. It is advisable to purchase in sufficient quantities to guarantee that the concessions will not exhaust their supply.

It will be well to know that many of the articles given as prizes can be purchased from local variety stores. In most instances, such stores will allow a ten percent discount and allow all unused merchandise to be returned at their purchased value.

In purchasing pop, candy, chewing gum, peanuts, etc., it will be found that the pop salesman can advise the flavors that will sell best. The same is true of the candy salesman.

The first or last thing on the carnival program should be an entertainment program in the auditorium lasting about an hour. Usually it is the very last thing and the entrance admission should cover this feature. If the auditorium happens to be separate from the carnival building it would probably be a better plan to have the program first, and let it be free to the public. The program should be purely entertainment. Use school talent, for parents always like seeing their children on school programs, and patrons of the school expect amusement from such a program.

The construction of stands for the various concessions, and decorating the building is the work that naturally falls to the industrial arts instructor. The actual construction and decorating should be done the day of the carnival. Arrangements can be made for the lumber beforehand. Paper and other material needed should be purchased ahead of time. By properly instructing the boys taking his classes, the building instructor can put all in order in a short time.

Many schools may not care to sell merchant booths due to the arrangement of the building and the lack of room. However, merchants are anxious to advertise, and willing to support school activities, therefore, the school carnival offers excellent opportunities. In the merchant booth plan a space about 6' by 6' is marked off on the floor along the wall of the gymnasium or auditorium, and sold to the merchant.

The merchant then decorates this space and displays his goods as he desires. If this is used, one person should be responsible for arranging and selling these spaces. It might be suggested that collection of booth fees be made after the carnival. The prices charged for merchant booths will depend upon the size and type of town.

The concession manager will select the concessions to be used, the best places in the building for them, and appoint a manager for each one. He should keep in mind that the success of the concession often depends upon the person in charge. Listed below are some of the concessions commonly used.

**BINGO.** These sets can be rented from carnival supply companies, and can be returned. Full instructions accompany each set.

**LUNCH ROOM.** The home economic room can be used to prepare the hamburgers, Coney Islands, and other things to eat.

**POP and CANDY.** A stand to sell only pop and candy.

**FISH POND.** For small children. Limbs from trees with clothes pins tied on by strings three or four feet in length. A curtain is put up, from the floor to a height of about seven feet. Chances to fish are sold. The pin line is thrown over the top of the curtain, and some child behind will put toys on the clothes pins.

**BOXING.** Boys from the physical education classes and



others who desire to participate can be used. Short one-round bouts are fought.

**FREE-THROW.** A basket ball goal, and ball is the apparatus needed. Three or five throws are sold. Prizes can be given for a certain number made.

**DOLL RACK.** Rag dolls are made; put on a stand or rack. Three throws are sold. Prizes can be given if necessary to get folks to play.

**COUNTRY STORE.** Products contributed by school patrons and merchants are sold the night of the carnival.

**NEGRO MINSTREL.** Students who can sing and dance are blacked up; a short program is put on.

**MILK BOTTLE THROW.** Some student taking manual arts can turn out six wooden milk bottles and paint them white. Three throws are sold. Other good concessions are: roulette wheel, fortune telling, dart board, cake walk, novelty stand, negro baby throw, house of terrors, shooting gallery and penny pitch.

The amount of money cleared is a good barometer to indicate the success of a financial enterprise. The well organized carnival is the smooth running carnival, and a good money maker. The amount of money cleared is usually greater than any other program requiring the same amount of time and work.

The organizers of a few carnivals have conceived of the idea of using them as an agency for collecting old clothes for the needy of the community. The clothes are

brought to school by the students, the home economic teacher may examine them and give a value of so many cents. This value will apply toward the votes for a queen, in case a queen contest is being held in connection with the carnival. Another plan is to admit a person to the building the night of the program for some old clothes, which should be clean, or pay regular admission fee.

The fact that there is always an economic waste needs to be kept in mind. This will be in the form of broken fixtures, such as furniture, water fountains, and window panes, nails and nail holes in the woodwork and floors. As such it will be difficult to estimate the loss in dollars and cents. Much of this can be eliminated if care is taken in putting up and taking down of the booths and concession stands. A large percent of the roughness of the crowd can be eliminated by installing a loud speaker system to direct the crowd.

The police committee can be composed of only men school teachers, however, some of the patrons of the school could be asked to participate in the capacity the night of the carnival program. It is a good plan to secure white ribbons with the word "Official" on it, to pin on the lapel of the coats of those acting in such capacity. These men scattered over the buildings will prevent any boisterous conduct.

In this chapter an attempt has been made to show that the School Carnival has been commonly employed as an

agency for the purpose of raising funds to supplement the regular school budget in order that the pupils of that particular school could enjoy participating in the same activities as those attending the average school throughout the state. Herein is set forth a plan that any school executive desiring to put on such a program, in any size school, with little or no changes to make it adaptable to his school.

A brief summary is given of the duties for each of the committees, namely: (1) Advertising, (2) Finance, (3) Booth, (4) Entertainment, (5) Construction, (6) Concessions, (7) Police.

### CHAPTER III

#### EDUCATIONAL VALUES

Many methods have been devised and practiced to accomplish the different results desired. Some have been excellent, some good and others of doubtful value. Those that have been found of unquestionable value are likely to be permanent as a resource to be depended upon henceforth.

The circus and the carnival have always had a distinct appeal to the American child. It is almost instinctive in each child, upon the occasion of his first visit to a circus or carnival, to want to emulate certain performances he has seen in that particular circus, show, or carnival. And there is always an amazing amount of talent in every school that, through encouragement and development, may lead to the eventual avocation of that student. His imagination comes to grips with something visual to him, perhaps for the first time. All students in that school are plodding toward, as yet, an unseen goal, and the pathway may become well defined to them through the enlistment of their interest, and subsequent uncovering of unsuspected talents.

The careers of many great men and women had their beginning in some humble incident of their childhood wherein ambition was born. No greater and keener delight can ever come to a teacher than the discovery of a talent in a pupil who subsequently has become famous through the development of that particular talent. Members of the faculty have no

more fertile field to study their pupils and to suggest their continued efforts toward the development of their best faculties. In a carnival, where the opportunity is given, perhaps for the first time, to emulate the acts of others who he has admired, the student may obtain an outlook that will be the turning point of his life.

Every effort should be made to inculcate in the minds of the students that the success of the carnival is the measure of their own efforts. They, the students, are the active participants and contributors, and to the extent that they lend their respective talents, will they be repaid by added confidence in their own ability to meet the problems of life. The mere realization of a handsome monetary return is no proof of success until continuity through a number of years' duration of the plan adopted lends that assurance of its soundness, forthrightness, and fitness as a part of the school life, as much as the observation of the holidays through commemorative exercises.

Students of immature years are easily roused to a high emotional pitch from which it is difficult to restore them to the routine of normal school duties. The greatest possible harm that may be done to the student body will follow when it has been disclosed to them that the funds raised have been used for useless and vain purposes. Every student activity should be directed toward accomplishment that begets enduring pride and satisfaction in and for the efforts made.

Confidence of the student body in their teachers must be retained at all times and any impairment of that feeling towards those teachers is a distinct loss to the pupils. They have been robbed of a cherished belief that is more than an illusion. The teacher's future services may well be dispensed with in that school.

In the course of carrying out the program, necessarily there has occurred some change in the relations of teacher and pupil that must be understood to terminate at the resumption of normal school life. Freedom and candor must at all times be tempered with judgment. The extent to which a reprieve from disciplined control is permitted to exist must not be sufficient to engender that degree of familiarity between pupil and teacher that is subversive to school morals after the carnival has been held. The teacher who has lost the respect that his students hold for him, by any laxity of his conduct, during the hours in which they are associated in this joint effort will find it exceedingly difficult to regain. The moments of relaxation from their proper relation with his pupils is his great danger period, and every effort should be made to convey the thought that only by reason of a necessary, but temporary, partnership in a joint enterprise is there any material change from normal school life made.

Preparation for the carnival may be correlated with the regular school work. The entertainment program should

be put on by the students of the school under the direction of the music and dramatic departments. About three weeks before the date set will be early enough to start preparing stunts, plays, and musical numbers. Some schools have used outside talent, and have found that such practice was not satisfactory.

Boys of the manual arts department and girls of the domestic science department may put into practical application some of the things they have learned in class. In building the stands or booths these boys are carrying on the work they have learned in class. In decorating the building, making whatever costumes as are needed for the program, making candy and preparing other things to eat, the domestic science students may also put into practice some of their ideas on color harmonizing costume designing, and application of food principles.

Many would consider the time invested mentioned above as wasted, while others would consider from this point of view,

"We over train the intellect, the rudder of our human craft, to the neglect of the propelling forces of desire and aspiration of administration and affectional energy, of the imagination and idealization, which make it possible for knowledge and reason to exercise their directive or controlling functions".<sup>1</sup>

In many communities where the patrons know little about what is going on at school, or, as the case of many people,

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<sup>1</sup>

Percival Chubb, Festivals and Plays, p. 24

cannot understand why the teachers practice some of their methods and have to have all the devices for teaching, it is likely that they have not been in close contact with any school for a period of several years.

"The teacher and the community must get together. All of which means simply that when it comes to breaking down the prejudices and misconceptions which some of the people in almost any community have about the teacher's work, about the physical condition of the school, and about worthy progressive programs of any kind, they must first come together so that it may be made clear to them what is proposed to be done and also what steps need to be taken to improve the school. For we must remember that some of these people have been so isolated from one another, from the school, and from the developments in education, that they are out of touch with modern educational practices. They are thinking all the time of the school which they attended. Once they become acquainted with one another and begin to cooperate with the teacher in community center activities, they will be prepared to cooperate with him in the real activities of the school".<sup>2</sup>

The wide awake school executive has his community analyzed and, upon finding the carnival adaptable, sets about to feature whatever phase or phases of his school program that the patrons of his school need enlightenment upon.

"The accumulation of scientific data in child study has made evident the necessity for closer contact between the home and school. Children's problems usually have their origin in the home in early years and cooperation is needed for changing environments, for development work, and for treating maladjustments which have already arisen. Since the teacher has a wide knowledge of many children, gained by scientific study and observation in school situations, and the parent has an intensive knowledge of a few children, gained in the home situation, it is usually valuable to pool their information for the purpose of understanding and caring for the needs of children. The work of both the home and school will be more effective if there is a harmony of goal and method, and this can be brought about by a better understanding, on part of each, of the activities of the other.

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<sup>2</sup>

L. J. Hanifan, *The Community Center*, p. 94.



There are organizations among educators and parents working for a better relationship between home and school, and new methods are being developed to meet this need".<sup>3</sup>

The school carnival offers an opportunity for the patrons to come together in a social atmosphere that is different from any other school program. They have free opportunity to talk with each other and with the teachers, about subjects that may or may not refer to school. The association brought about by a parent and teacher becoming acquainted in an atmosphere of this type has a different significance from one brought about due to some discipline problem, failing grades, or just meeting on the street.

Teachers and pupils working together to put on a program of mutual interest will bring about acquaintances and friendships that are not equaled by participation in any other activity. Sometimes a student may be doing poorly in school, because he is not acquainted with his teacher, or lacks interest in school. Quoting Miss Mauttie Hoffmaister of the Shidler School, "I have found that by a boy helping at a carnival, his attitude has been much changed for the better toward school work".

Money taken in by the school carnival can be used for a number of purposes. In many schools it is spent for some definite purpose, while in others it goes into the general activity fund, and is used to purchase supplies and carry on activities that otherwise the school patrons and pupils

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<sup>3</sup>

Gustin and Hayes, The Activities of the Public School, p. 94.

could not enjoy. Some of the specific purposes for which the revenues have been spent are as follows; library books, stage scenery, band instruments and uniforms, also athletic equipment. The educational values that return to the individual pupils participating in the activities, made possible by spending of said money, cannot be evaluated.

The teachers are called together in a faculty meeting and assigned as members of some committee. The superintendent or principal, whichever he might be, expects all the teachers to cooperate to the limit, even to the extent of working several hours extra. In the beginning, remember the average teacher's teaching load is so great that he cannot execute his duties to his own satisfaction. With this extra assignment his efficiency will be reduced to a low degree, which the parents of the students will not appreciate, the pupils will do poor work and as a result will receive low grades. The public never realizes that the teacher is over worked, but only gives him credit for the poor quality of work that their children are doing.

In most of the schools a queen or popularity contest is held in connection with the carnival. Each class selects the member it thinks will be able to secure the largest number of votes. The members of the class are worked up to a high competitive spirit by their sponsor; they are encouraged and coached to secure votes for their queen by all imaginable schemes. They work against the members of the other classes with all their might, and many are made

to feel it will be some horrible disgrace if they do not win. Is this going to develop good citizens? Another fact which might be brought out here is that after a contest of this kind there is usually more or less resentment that may remain in the minds of some of the pupils the rest of their lives.

In many places the carnival program and committees are so poorly organized that the school work is broken into considerably. The students, we might say, are just turned loose. They are allowed to run to town for this and that trifling thing; they play hookey, and some may not even come to school as they know they will not be counted absent. In fact so much time is wasted that some might suggest that school be dismissed for a period of a month.

Some of the concessions that are used are immoral, debasing and tend to lessen the respect of the students for our laws that govern us, and the institutions that uphold moral influences. The patrons, teachers and student body should not be tolerant of such.

Many of the concessions that are used are presented in such a manner that the participant has to take a chance of winning or losing. These may be considered as a form of lottery, and are in violation of Oklahoma Laws. The schools sponsoring such are putting the school's approval upon gambling, and encouraging the students in violating

the laws of the state.

If the school is to have a carnival, the concession manager has to be careful and not allow his concessions to go too strong on gambling. This can be controlled by careful selection. It is almost impossible to eliminate all gambling, but the educational value of this can be beneficial if properly directed.

"The educational world has recently become alive to the fact that the schools must now undertake the moral education of youth in a much more thorough and systematic fashion than has hitherto been done. For reasons which need not be traversed, the old agencies of moral education, more particularly the old-fashioned home, the church and Sunday-school, have signally lost their power; and once more the school must come to the rescue".<sup>4</sup>

Young folks should be lead to see the reason for featuring or not featuring such devices. The students should be allowed to construct and run a few trick concessions, as they are eager to learn of these tricks. They want to learn them for one of two purposes: One is to practice them in later life; the other is to avoid them. The spirit in which these are set up and run will have a great effect upon which one of these ideas the youth will accept. Quoting Mr. W. G. Ward, Principal of The Shidler High School,

"I consider the carnival where properly organized and supervised, one of the best educational and financial features of school activities. It is educational, since young folks are let in on the working of an institution that is found on nearly all sides of their daily life; one that involves all schemes of fraud, graft, manipulation etc. This to me is an educational feature often neglected, that is certainly infused upon young people in a carnival through participation".

In this chapter a number of desirable and undesirable features of the school carnival have been pointed out. An effort has been made to discuss each in an unbiased frame of mind. Briefly summarizing: the desirable features are:

1. To discover and encourage the development of talents in school children.
2. By correlating carnival work with school work, opportunity is given the student to make practical application of theoretical facts learned in school.
3. An opportunity is made for the pupils and teachers to become better acquainted.
4. Brings school and home closer together.
5. Pupils interests in school are increased through their participation.
6. Features phases of the school program needing the special attention of the community.
7. Pupils are enlightened on schemes of fraud, graft and manipulation through participation in the school carnival.

The undesirable features are:

1. The school system becomes disorganized and much time is wasted.
2. Presents immoral and debasing concessions.
3. Puts school approval on gambling.
4. Encourages competitive spirit instead of cooperative spirit.
5. Loses students' confidence in teachers.
6. Over works teachers.

## CHAPTER IV

## SUMMARIES AND CONCLUSIONS

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For any program to be an educational and financial success it is necessary for the organizer and promoter to have a good organization. Since this discussion deals with the school carnival as an educational and financial agency for the small school, it is fitting that the two preceding chapters be used to explain the organization for raising the finance and to set forth the value educationally.

| <u>Post cards sent out</u> | <u>Post cards returned</u> | <u>No. having carnival</u> | <u>No. not having carnival</u> | <u>Percent having carnival</u> |
|----------------------------|----------------------------|----------------------------|--------------------------------|--------------------------------|
| 500                        | 163                        | 113                        | 50                             | 70                             |

This study would lead one to believe the 70% of the schools in the State of Oklahoma presented the carnival program in the year 1937-38. The validity of this figure is doubtful, due to the fact that the superintendent presenting the program and interested in the enterprise would give the postal card questionnaire, sent out, more attention than those who did not present the program.

|                        | <u>Schools reporting</u> | <u>Largest enrollment</u> | <u>Smallest enrollment</u> | <u>Average enrollment</u> |
|------------------------|--------------------------|---------------------------|----------------------------|---------------------------|
| High school enrollment | 51                       | 375                       | 35                         | 135                       |
| Total enrollment       | 47                       | 1546                      | 70                         | 383                       |

In this study schools whose total enrollment range from 70-1550 have been used. Presenting the enrollment in another way, the average of the high schools is 135, the average of the total enrollments is 383.

| No.        | Questions un-answered | Raise Money | Extra curricular activities | Enter-tainment | Class Activity |
|------------|-----------------------|-------------|-----------------------------|----------------|----------------|
| Schools 53 | 3                     | 22          | 20                          | 9              | 8              |

The majority of the schools hold their carnivals for the purpose of raising funds to be used for the general activities of the school as they arise. However, some school administrators do conceive it as having value as a form of community entertainment, and stage it for that purpose as well as to raise money. Administrators cannot conceive, at the beginning of the school year, of the many purposes for which they will need funds, so some of them stage carnivals; of these about 40% use the revenues for general purposes. Others have definite, or certain extra curricular, activities that they are endeavoring to introduce or keep in their programs. Still others make arrangements early in the year for funds needed for certain class activities as Junior and Senior Banquet and Graduation activities.

|                 | Number replying | Worthy purpose | Was carnival a success? | Received money worth in entertainment |
|-----------------|-----------------|----------------|-------------------------|---------------------------------------|
| Superintendents | 52              |                | 50                      |                                       |
| Patrons         | 203             | 201            |                         |                                       |
| Patrons         | 197             |                |                         | 188                                   |
| Pupils          | 433             |                | 430                     |                                       |

The patrons of the community consider the purposes, for which the revenues from the school carnivals are to be used, as worthy activities. They not only believe the purpose worthy, but 97% also think they received their money's worth in entertainment.

|         | Schools studied | Free | One cent | Five cents | Five and ten cents | Two for 25¢ | Fifteen cents |
|---------|-----------------|------|----------|------------|--------------------|-------------|---------------|
| Cases   | 52              | 25   | 1        | 13         | 6                  | 1           | 1             |
| Percent |                 | 48   | 2        | 25         | 10                 | 2           | 2             |

As the organizers and promoters put on the carnival primarily for raising money, 52% of them charged a small entrance admission. The various admissions charged may be observed by referring to the table above. It will be noticed that 48% admitted the public free and 25% charged only five cents.

|       | Schools studied | Posters | School announcements | School paper | Local paper | Hand-bills | Slides |
|-------|-----------------|---------|----------------------|--------------|-------------|------------|--------|
| Cases | 52              | 36      | 22                   | 16           | 9           | 5          | 1      |

The study indicates that the carnival programs, generally speaking, are not well advertised. The means of advertising that were reported as being used were as follows: posters, school announcements, school paper, local paper, handbills, slides. It is doubtful if the frequency with which these have been reported is any indication of their effectiveness as advertising devices. The possible explanation for their frequency of mention is that they are inexpensive.



|                  | Schools<br>studied | Merchant<br>booths | Contributions | Space on<br>hand bills | Booth<br>signs |
|------------------|--------------------|--------------------|---------------|------------------------|----------------|
| Cases            | 53                 | 2                  | 5             | 2                      | 5              |
| Highest<br>price |                    | \$3.50             | \$2.50        |                        |                |
| Lowest<br>price  |                    | \$2.50             | 000           |                        |                |

Merchant advertising has not been practiced extensively; in fact, appears to be in the pioneer stage. It is possible for every school presenting a carnival to use at least one of the above and many schools could use all of them.

The average number of concessions used on the programs was eleven. The largest number used was twenty. Below is a list, that was reported, of all the different concessions used by carnival promoters in 1937-38. The first twenty are arranged in the order of frequency of mention as they took in money.

- |                       |                      |                   |
|-----------------------|----------------------|-------------------|
| 1. Bingo              | 12. Fortune telling  | 23. Hula hula     |
| 2. Lunch room         | 13. Dart board       | 24. Indian relic  |
| 3. Pop and candy      | 14. Cake walk        | 25. City jail     |
| 4. Fish pond          | 15. Negro baby throw | 26. Magician      |
| 5. Boxing             | 16. Novelty stand    | 27. Museum        |
| 6. Doll rack          | 17. House of terrors | 28. Wedding       |
| 7. Free throw         | 18. Shooting gallery | 29. Antiques      |
| 8. Country store      | 19. Penny pitch      | 30. Pet show      |
| 9. Negro minstrel     | 20. Ring throw       | 31. Bowling Alley |
| 10. Milk bottle throw | 21. Cat rack         | 32. Baby show     |
| 11. Roullete wheel    | 22. Ball and bucket  | 33. Picture show  |

- |                                   |                     |                         |
|-----------------------------------|---------------------|-------------------------|
| 34. Balloon store                 | 42. Beauty parlor   | 49. Okla. History slide |
| 35. Art gallery                   | 43. Horse race      | 50. Duck pond           |
| 36. Quilt raffle                  | 44. Ring goose      | 51. Guessing weights    |
| 37. Magic faucet                  | 45. Tarapin race    | 52. Pitching at squares |
| 38. Photographer                  | 46. Freak show      | 53. Lucky booth string  |
| 39. Tattoo shop                   | 47. Mirror illusion | 54. Shetland pony ride  |
| 40. Animal show                   | 48. Ballon busting  | 55. Wheel of fortune    |
| 41. Pitch ring over clothes pins. |                     | 56. Teachers grave yard |

|         | More entertain-<br>ment | More<br>booths | More educa-<br>tional program | Adverti-<br>sed more | More<br>room |
|---------|-------------------------|----------------|-------------------------------|----------------------|--------------|
| Patrons | 50                      | 31             | 7                             | 6                    | 5            |
| Pupils  | 60                      | 87             | 0                             | 24                   | 23           |

(table continued)

|         | More student<br>participation | Eliminate<br>chance | More<br>supplies | Variety<br>of booths | Use school<br>talent |
|---------|-------------------------------|---------------------|------------------|----------------------|----------------------|
| Patrons | 7                             | 3                   | 7                | 0                    | 0                    |
| Pupils  | 15                            | 0                   | 22               | 26                   | 17                   |

The promoters of carnivals find themselves, each year, faced with the problem of making this year's program different and at the same time better than it was in the previous years. If they knew what their community, wanted the problem would be half solved. This study reveals that approximately 25% of the patrons and many of the students believe that improving the stage performance of the evening would be the greatest improvement that could be made. More and especially

different booths would improve the program. The continuance of the same concessions year after year tends to lessen the interest of those attending. Other improvements are to encourage more student participation, arrange so as to have more room, eliminate concessions of chance, etc.

|  | One<br>night | Two<br>night | School<br>students | Outside<br>talent | Total |
|--|--------------|--------------|--------------------|-------------------|-------|
| Schools to put on<br>entertainment program . . . . . |              |              |                    |                   | 40    |
| Talent used. . . . .                                 |              |              | 38.                | 2 . . . .         | 40    |
| Held carnival. . . . .                               | 47           | 5 . . . . .  |                    |                   | 52    |

In most communities one night is enough to stage the program; however, in certain oilfield communities where the men work night shifts it is an accommodation to the patrons, and financially the school is justified, in presenting it two nights. Ninety-five per cent of the schools presenting an entertainment program in connection with the carnival used school talent.

The average money cleared by schools presenting the carnival was \$100. The lowest was \$25. The largest was \$270.

|                      | Number | Largest amount of<br>money cleared | Smallest amount of<br>money cleared | Average<br>cleared |
|----------------------|--------|------------------------------------|-------------------------------------|--------------------|
| Schools<br>reporting | 51     | \$270.                             | \$25.                               | \$100.             |

The school carnival is one of the best programs a school can present for the purpose of raising money. Superintendents, teachers and patrons were asked to rate the economic

objective using a scale 0-5. The median score of these were as follows; superintendents 5, teachers 4, and patrons 4. Some rated the minor points under the economic objective. The carnival as a means of raising money received an excellent score. The superintendents, patrons, and teachers all have a median score of 5 for this one. The carnival is used very little as an agency for collecting old clothes for the needy. The superintendents and teachers gave this a median score of 0, and the patrons gave it a score of 1.

In communities where the people do not properly conduct themselves at such programs, and where the economic waste, destruction, and depreciation are noticeable, it would be wise to dispense with the carnival program.

|                 | No. cases | Waste of time | Gambling | Discipline | Burden on Community | Over work teachers |
|-----------------|-----------|---------------|----------|------------|---------------------|--------------------|
| Superintendents | 53.       | .6            | .4       | .3         | 0                   | .3                 |
| Teachers        | 196.      | .15           | .6       | .40        | 2                   | .2                 |
| Patrons         | 205.      | .13           | .5       | .8         | 2                   | .0                 |

(table continued)

|                 | Rivalry too keen | Demoralizing | Scholastic standing | Disagreements disappointments |
|-----------------|------------------|--------------|---------------------|-------------------------------|
| Superintendents | 4                | 1            | 1                   | .1                            |
| Teachers        | .1               | 2            | 4                   | .5                            |
| Patrons         | .1               | 2            | 3                   | .0                            |

Any program that the school prepares and presents which involves student participation will have some effect upon the school work of the pupils participating. Since the carnival

program involves so many students, it seems reasonable that it would cut into the school work more than the other programs. However, only a small percent of the superintendents, teachers and patrons consider it time wasted.

The fact that the school sponsors lottery concessions is not looked upon as a great wrong, for in the study less than 10% of the superintendents and teachers, and patrons, mentioned it as a detrimental effect.

The greatest detrimental effect produced by the carnival is the class room discipline problems, as 20% of the teachers say the discipline problems increase.

The patrons of the school do not feel that they are being imposed upon or bearing any undue burden by patronizing the carnival.

The people of the community do not consider the teacher over worked by helping to put on the carnival. In fact only about 6% of the superintendents and less than 2% of the teachers themselves mentioned it as a burden.

|          | Number cases | Question unanswered | Helped with carnival | Did not help with program |
|----------|--------------|---------------------|----------------------|---------------------------|
| Teachers | 196          | .1                  | .175                 | 20                        |
| Pupils   | 438          | .0                  | .253                 | .185                      |

This study shows that in schools sponsoring a carnival program 95% of the teachers and 57% of the student body were involved in the preparation and presentation. There is probably no other activity of the school that offers the

opportunity for student participation as does this program.

| Number teachers | Questions unanswered | Carnival | Faculty Play | Some other program |
|-----------------|----------------------|----------|--------------|--------------------|
| 196             | 21                   | 137      | 34           | 4                  |

In most schools it seems to be an unwritten rule that the teachers are to assist with programs, throughout the year, for the raising of funds to finance various activities. Figures gathered by this study show that in schools in which the carnival programs have been presented 78% of the teachers prefer the carnival program, 20% the faculty play, and 2% some other program.

The school carnival as an educational agency has greater values than is conceived upon first thought. The superintendents and teachers do not value the educational objective as highly as the patrons of the school. Reference and attention is called to the objectives of the school carnival, page 43, and special attention to the median scores given the minor points by superintendents, teachers and patrons. By referring to the educational objectives, one will observe: (a) The carnival is a valuable agent in displaying home and school talent. Incidentally, it is through this phase of the program that new talents and new outlooks upon life may be discovered and developed. (b) Brings school and home closer together, thereby, making it possible for a more successful and happy school year for all concerned. (c) Features some phase or phases of the school program. In the past, full advantage has not been taken of this opportunity to unveil to the public

portions of the school program. Upon further observation by referring to the social objective: (a) It is very valuable in promoting good feeling toward the school among those who support it. (b) It is a good program to present to form new contacts with those who have not cooperated with the school before. (c) It affords an excellent opportunity for parents, teachers and pupils to meet in a social atmosphere.

|          | No. of cases | In Favor | Opposed | Questions Unanswered | Percent |
|----------|--------------|----------|---------|----------------------|---------|
| Teachers | 196          | .179     | 9       | 8                    | 91      |
| Patrons  | 207          | .193     | 8       | 6                    | 96      |
| Pupils   | 438          | .431     | 4       | 3                    | 99      |

If the question, should be asked, "Should the school present a carnival again next year?" and leave the answer to the teachers, patrons and pupils, 91% of the teachers, 96% of the patrons and 99% of the pupils would say "yes!".

OBJECTIVES OF THE SCHOOL CARNIVAL

|             | Superintendent |    |    |    |   |   |    |        | Teacher |    |    |    |    |    |    |        | Patron |    |    |    |    |    |    |        |
|-------------|----------------|----|----|----|---|---|----|--------|---------|----|----|----|----|----|----|--------|--------|----|----|----|----|----|----|--------|
|             | Cases          | 5  | 4  | 3  | 2 | 1 | 0  | Median | Cases   | 5  | 4  | 3  | 2  | 1  | 0  | Median | Cases  | 5  | 4  | 3  | 2  | 1  | 0  | Median |
| Social      |                |    |    |    |   |   |    |        |         |    |    |    |    |    |    |        |        |    |    |    |    |    |    |        |
| A.....      | 16             | 5  | 1  | 6  | 3 | 0 | 1  | 3      | 57      | 21 | 7  | 11 | 6  | 4  | 8  | 3      | 53     | 17 | 10 | 12 | 11 | 2  | 1  | 4      |
| B.....      | "              | 3  | 3  | 5  | 4 | 1 | 0  | 3      | "       | 13 | 3  | 13 | 12 | 13 | 3  | 3      | "      | 6  | 18 | 10 | 12 | 5  | 2  | 3      |
| C.....      | "              | 3  | 4  | 5  | 3 | 0 | 1  | 3½     | "       | 25 | 10 | 8  | 8  | 2  | 4  | 4      | "      | 20 | 12 | 11 | 8  | 0  | 2  | 4      |
| Economic    |                |    |    |    |   |   |    |        |         |    |    |    |    |    |    |        |        |    |    |    |    |    |    |        |
| A.....      | 18             | 12 | 3  | 1  | 0 | 0 | 2  | 5      | 57      | 47 | 5  | 4  | 0  | 1  | 0  | 5      | 53     | 42 | 4  | 3  | 1  | 2  | 1  | 5      |
| B.....      | "              | 0  | 0  | 4  | 0 | 2 | 12 | 0      | "       | 0  | 1  | 4  | 12 | 7  | 33 | 0      | "      | 1  | 3  | 13 | 8  | 8  | 20 | 1      |
| Educational |                |    |    |    |   |   |    |        |         |    |    |    |    |    |    |        |        |    |    |    |    |    |    |        |
| A.....      | 16             | 4  | 4  | 1  | 3 | 2 | 2  | 3½     | 57      | 15 | 8  | 10 | 12 | 7  | 5  | 3      | 53     | 8  | 25 | 9  | 3  | 3  | 5  | 4      |
| B.....      | "              | 1  | 3  | 4  | 5 | 2 | 1  | 2½     | "       | 18 | 12 | 9  | 12 | 4  | 2  | 4      | "      | 25 | 10 | 8  | 7  | 1  | 2  | 4      |
| C.....      | "              | 1  | 3  | 2  | 5 | 1 | 4  | 2      | "       | 4  | 5  | 11 | 9  | 17 | 11 | 2      | "      | 3  | 7  | 10 | 9  | 6  | 8  | 4      |
| Social      | 51             | 11 | 19 | 16 | 3 | 2 | 0  | 4      | 193     | 63 | 51 | 50 | 21 | 3  | 5  | 4      | 179    | 88 | 50 | 30 | 6  | 3  | 2  | 4      |
| Economic    | "              | 31 | 7  | 11 | 2 | 0 | 0  | 5      | "       | 83 | 39 | 48 | 13 | 3  | 7  | 4      | "      | 74 | 39 | 45 | 10 | 4  | 7  | 4      |
| Educational | "              | 3  | 13 | 19 | 8 | 8 | 0  | 3      | "       | 17 | 40 | 55 | 39 | 29 | 13 | 3      | "      | 56 | 41 | 52 | 12 | 10 | 8  | 4      |



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