EVALUATION OF SCHOOL UNITS THAT AFFECTED
THE COMMUNITY

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THE COMMUNITY

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TABLE OF CONTENTS

LIST OF TABLES................................................................. IV

Chapter
I. INTRODUCTION............................................................. 1
II. THE COMMUNITY IDEA...................................................... 5
III. DESCRIPTION OF SCHOOL UNITS THAT AFFECTED THE COMMUNITY...................................................... 22
IV. EVALUATION OF THE SCHOOL UNITS THAT AFFECTED THE COMMUNITY...................................................... 53
V. CONCLUSIONS AND RECOMMENDATIONS......................... 88

APPENDIX.............................................................................. 95

BIBLIOGRAPHY....................................................................... 98
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scores for the Group Who Had the Unit of Work</td>
<td>83</td>
</tr>
<tr>
<td>and for Those Who Did Not Have the Unit.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher's Evaluation of Low Second Grade</td>
<td>84</td>
</tr>
<tr>
<td>Pupils' Attitudes</td>
<td></td>
</tr>
<tr>
<td>3. Measurement of Contribution of Units to Criteria.</td>
<td>85</td>
</tr>
<tr>
<td>4. Measurement of Contribution of Units to Levels.</td>
<td>88</td>
</tr>
<tr>
<td>5. Second Grade Food Chart</td>
<td>96</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of Problem.—An evaluation of school units that affected the community.

Purpose of Problem.—The purpose of this study is to evaluate the changes in the elementary school program in Denton, Texas that have been concerned with community materials and problems.

Until recently, the teachers of the elementary schools of Denton have followed a traditional type of teaching. They taught without due regard to finding the interest centers of the children and the real needs of the community. They followed closely the practices of the past instead of making the proper survey of the needs of the children of the community and developing the growth and abilities of the children by meaningful life situations. No doubt the children suffered from the improper development of their interests.

How can a school change from the teaching of a traditional program to one in which social conditions may be adjusted to the best interest of everyone? How may our school program be changed so that the community may contribute a greater part? How may children have maximum growth in meeting present day complex life situations?
These and similar questions have been the paramount problem in the minds of the board of administration, principals, and teachers of the elementary schools of Denton for the past two or three years. The necessary improvements including the best thoughts of our leaders and laymen in the field of education have been sought.

The problem of this study is limited to the three elementary schools of Denton, Texas. These schools are located as follows: one in the Northeastern section, one in the Southeastern section, and one in the Southwest section of town. Approximately 400 children are enrolled in each of two of the schools and about 550 in the other. Five grades taught in each school required the services of eight teachers, including the principal, in two of the schools, and eleven teachers, including the principal, in the other. Each grade has two divisions, low and high, and the school program is so organized that each teacher has all the work for each grade with the exception of art and music; these have special teachers.

Method of Investigation and Evaluation.—During the years 1937, 1938, and the first semester of 1939 the principals and teachers of the three schools studied and experimented with new school methods. They attended conferences scheduled by Mr. R.C. Patterson, city school
superintendent, and Dr. J.C. Matthews, Director of the North Texas State Teachers College Demonstration school. In these conferences much information regarding the development of units of work centered around life situations was obtained. The group met with Dr. Matthews as instructor at least once a month to discuss pertinent problems. The information thus received helped to further develop the unit of work for the best interest of the children. Tables and chairs for the pupils, new library books and other needed school equipment were received and class rooms were made more suitable for activity programs. New interests in school life, both on the part of the children as well as the teachers, were noticeable. A more thorough study of the backgrounds and behavior traits of the pupils, and an analyses of the children's centers of interest were made. It was through these conferences that the principals and teachers were able to collect much data which helped in developing the units of work described in Chapter III and the evaluation of the units of work in Chapter IV.

The evaluation of school units was made by the classroom teacher, principal of the school in which the unit was taught and the city school superintendent. They observed the work of the pupil as the school units were developed. By subjective and objective tests for achieve-
ments, both the educational growth of the children and improvements of the community were determined. The evaluation included the experiences of the children while guided by the school or its agents plus the reaction of both the children and parents of the community.
CHAPTER II

THE COMMUNITY IDEA

There seems to be no better definition of community than the following one given by Loyd Allen Cook:

For our purpose, the community is simply a particular type of a spatial group plus its culture, an activity circle which embraces the inhabitants of an area and functions in a specific manner. More completely defined, a community is a population aggregate, inhabiting a contiguous territory, integrated through common experience, possessing a number of basic service institutions, conscious of its local unity, and able to act in a cooperative capacity.1

Community ideas have gone through many changes in the past forty or fifty years. It would be difficult to mention all of them, but some that are more nearly in common will be named. Only those that have brought about the growth of the public school system will be considered.

In the beginning of the public schools, the community or its people determined the policies and principles that the schools should follow. The heritages and ideals of the community were upheld by the teacher and an effort was made to impart these ideals into the minds of the children.

A little later when the community began to become more

1 Loyd Allen Cook, Community Backgrounds of Education, p. 27.
densely populated and communication and transportation improved along with the founding of colleges and other institutions of learning, the people of the community began to think that their girls and boys should be prepared to enter college. It was at this time that a new period in the development of the public schools took place. Schools were managed by a board of school trustees, who also employed teachers. The teachers were instructed to follow certain courses of study, principally furnished by the State Department of Education.

Americans have advanced in freedom of thought very rapidly and the methods and procedures of teaching also have changed. Today the teacher is not only to teach but is to lead children in developing ideals and fundamentals through worthwhile activities. Those problems most needed to make children good citizens today, as well as good citizens in the future, must be real life situations.

Problems of the schools have changed, in many parts of our country, to the community type of education. Schools always existed for the benefit of the community. They are supported by the people of the communities, financially and otherwise. In some places there are schools whose programs are made from the community's needs.
These situations are quite different from the early programs of the schools. The needs of the community are checked by various clubs, teachers, administrative officers, and organizations of various kinds. Schools are called upon to help in meeting present needs through educating the children; by helping them to have a part in the general scheme of securing for the community a better standard of living.

In the past few years as a means of trying to improve the school program curriculum laboratory schools have been set up. Experiments were made following the interests of children and it was found that adequate growth is not achieved by placing children in situations where they may follow their own impulses, unaided by people or circumstances. As the children's interests and needs were developed, attention was turned toward the community by the fact that the child is a product of the community. This concept having been established more and more, the teachers and the people of the community began to realize that children need an environment rich in contacts with the world of which they are a part. They decided that there were definite needs for experimentations in their communities, including trips to see actual operations, experiments with materials at hand furnished by the people of the com-
nunity, opportunities to observe and appreciate the natural world and to experience social relationships. More and more community materials were brought into the classrooms. Gradually community problems were suggested and children set about to solve them. It was significant to observe that if such programs had been tried in the earlier stages and growth of our schools, the teacher's position could not have been made secure. The people would not have subscribed to such policies. Today teachers are beginning to have the strongest support of our educational thinkers and all who wish to keep pace with the growing needs of a modern school. They are interested in the continued growth, enthusiasm and interest of the children in meeting the complex problems, and in properly adjusting themselves to the ever changing society of today.

McCaughey says:

"We believe that these school programs or curriculums will pay great dividends to the personality of the child and will be concerned with all phases of his personality, when teachers and others working directly in the schools have accepted their responsibility for putting into actual practice the general program of education which has been determined upon by the whole community."

The community school idea today can best be described by the school's community contacts and services, as they fall into five levels or divisions:

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*An Evaluation of Elementary Schools*, p. 391.
A first level is that of the "commonplace". The teacher's community contacts take the form of making friends, visiting homes for purposes of sociability, joining clubs, attending church, and respecting local roles.

At the second level, educators are interested in winning community support for the school. Teachers speak at local meetings, stage demonstrations of pupil work, write school news for the local paper, and otherwise "sell" the educational program to the community.

A third level reveals the school as a locality service institution. Pupils participate in local area life and seek to make the community a better place in which to live. Hapa has assembled description of scores of "service projects." The headings used in classifying the activities reported by the teachers as underway in their school are suggestive of project content: public safety, civic beauty, community health, agricultural improvement, industrial improvement, civic arts, and local history.

Many of these projects are poorly conceived and are of little value either as community services or as educational experiences. Others amply support the thesis that the responsible facing of life situations is the ideal unit of teacher-pupil study and action. As compared with the book learning of the average school and the "play" projects of many progressive classrooms, these efforts to guide children in the discovery and satisfaction of human needs are most commendable. Pupil achievements in social reform are readily overestimated, yet service activities are not attained.

The fourth level of school and community relations is that of comprehensive locality study. High school pupils in particular are being trained in the use of standard forms of community research. Surveys, life histories, and rating scales take the student beneath the externals of area life and provide data for local action and social planning.

The fifth is the social level. This approach recognizes that community life reaches backward in time and outward in space. After assembling data on some locality problem, such as unemployment, inquiry turns to the history of the problem and its expressions in the state, the nation, or other inclusive

Ibid., p. 281
universe. Issues are discussed as they appear within this larger framework. From this vantage point, thought is directed to a number of basic procedures and processes which are common to societies everywhere. This approach avoids the "here, lo there" type of social problems course and it provides the perspective necessary for effective community service.

In the discussion of "The Community Idea", in which both school and community play a part in the education of the child, it becomes necessary to describe the values of such a program. The community approach to the educational problems according to Loyd Allen Cook, has two outstanding types of values. He says:

From the sociological standpoint, the local social world contains in some form or another all the factors and processes found in the larger society. Unlike this more abstract concept, the community has concrete reality, not too far away nor too near at hand, to have meaning for the student. Its life and structure can be analyzed with some assurance that the lists will not slip through one's grasp. Finally, it is the place we know most about and in which we are most at home. Of course, the community does not exist as a self-contained entity, and hence it must be studied in the light of recent nation-wide trends.

From an educational standpoint, a great many people believe that the local social world is the fundamental unit of learning and teaching. It is the child's greatest educator, for in it he comes of age. In it they become forms and forms of life, its groups and associations, and thus affected his school achievements in countless ways. The community is the chief source of "life" materials for the teacher. It is also the world in which the child, teacher and parents must make their social adjustments. We know it is the area from which much of the financial

Ibid., p. 382.
support comes, and as such, all aspects of its life are of interest to the welfare of the community, state, nation and the world.\textsuperscript{5}

Teachers and other educators are beginning to realize more every day that the community can help enrich the curriculum of the schools. They realize that teachers and pupils must make use of the environment beyond the school walls in order to succeed in education's function and to meet the complex problems that confronted the world today. If the children, as they grow into maturity, are to take an increasingly active and important place in the work and play of the community, they must grow continually in their understanding of the life which goes on around them, their relation to it, and its relation to the larger world of affairs beyond. Adults have begun to realize that the girls and boys are vitally interested in the activities of the community, which provide them with food, clothing, shelter, transportation, recreation, enlightenment, and countless other commodities and services that contribute to civilized life. The school which follows up these interests provides a rich and varied plan of work for the children. They will grow in habits, attitudes, and knowledges which they will need in order to be good citizens, today as boys and

\textsuperscript{5} Cook, \textit{Community Backgrounds of Education}, p. 13-14.
girls, and tomorrow as men and women.

When the parents of the community have a part in the school activities in which the children are guided in their interests and needs, it is assured that the young will rise to the occasion and give the best they have in them.

The Community Idea involves community experiences in which many share, preferably the old along with the young. It means that the adults along with the young children shoulder the responsibilities of the community in order to make ideal conditions for learning and living. If the young could feel that they were sincerely trusted and genuinely sharing along with their elders in situations and activities where the higher ideals and finer distinctions were called into play, it is a safe prediction that such ideals would be made and accepted as never before. Paul B. Hanna says:

That an actual situation responsibly faced is the ideal unit of educative experience; and second, that of all possible situations, no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part. This is the education in which democracy can most rejoice, particularly in these times when we must learn to put the public welfare first in point of time and importance. In solem fact, cooperative activities for community improvement form the vision of the
best education yet conceived. 6

The community of Denton is rich in the materials for which many useful activities could be carried on, and it seems advisable to increase the use of these valuable materials. Denton's population should be considered a little above the average in culture, because of two large colleges, their personnel and influence. Therefore, Denton should not be the last but among the first to bring the public schools, through community cooperation, into that service for social betterment of all its people.

The elementary schools of Denton are equipped with moveable tables and chairs, work rooms, art tables, auditoriums, the latest and safest water and heat devices, and fairly large libraries. With this equipment a school program should exist in which both the children and the adults could share in trying to better the community's interests. Cook says:

Cooperative community activities constitute one line of attack. We wish activities because this means that children and youth are to learn by grappling as intelligently as we can help them do it, with situations that to them are as real as to call for vigorous, active efforts. Only as young people, young and old, are thus aroused within to put forth efforts, do they care, or really think, or really try. Only as they are confronted with some actual, tangible, challenging aims or really plan thoughtfully for attaining 6

Hanna, Youth Serves the Community, p. 18.
those aims.7

A community activity can have a reality and a challenge that no lesser activity can properly have, because it serves to bring the youthful group in the schools into desirable intimate contact with the surrounding community. To do something which others count significant ranks very high among the satisfying and steadying influences of life.

"Schools" is is said, "function at the center of a swirl of forces. They could not, if they would, stay aloof from the processes of conflict and change." All of this appears to be true, yet the school's effectiveness as builder of community morale has not been convincingly demonstrated. Either its inner motivation has been too weak or its outer pressures have been too strong, or else the intricate issues have been too little understood. Whatever the facts, the teacher's task today, as in time past, is to educate young people for a more satisfying kind of social participation. Loyd Allen Cook says:

If this is to be done in a creditable manner it will involve the assumption by the school of a greater responsibility for the child and adult life than

7 Paul R. Hanna, Youth Serves the Community, p. 13.


9 Frank Glenn, Americans Hour of Decision, p. 9.
heretofore. It will involve a greater understanding of the community influences shaping the child than is possessed by the average teacher now in service.

Schools exist as service institutions for the whole child, and if their work is to be most effective it cannot be limited to the classroom. It must extend to the type of experiences found in the community.

Consultative services is needed when parents, court officers, social workers, or others seek information and advice from the school concerning child conduct and behavior problems. 10

Many progressive schools are performing these services as a matter of routine and with a varying degree of efficiency. Other schools recognize the need for social service work of this nature and would organize if it were not for heavy teaching loads and the pressure of classroom duties. Until, and unless, a community can be educated to the view that these services are of greater value socially than many tasks which now take the teacher's time, there will be no reason to anticipate any basic change in the school program.

All of this does not mean that we should do away with our text books. It only means that a different use will be made of them, as well as of source material. It means that teachers will no longer follow the old tradition of making assignments in the text books by giving a certain number of pages to study, memorizing facts, and then hear-

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10 Loyd Allen Cook, OR CITY, PP. 110-120.
ing the children recite to see if they have memorized enough to get a passing grade. On the other hand, it will mean that the pupils, through the life situations found in their community, will develop this factual matter through real life activities.

An educational program that seeks its orientation within the activities and problems of the community life will be realistic. Being realistic means that the boys and girls will learn where their bread and butter come from by visiting the farm and the dairy. They will learn about the sanitary conditions of their community and what improvements are necessary to better the schools of their community from these field trips and excursions. To take part in the survey of our community institutions and services will cause the girls and boys, as well as the adults, to recognize the policeman who guards the street crossing as a friend rather than a person whose restrictions mar their freedom. Thus, Community education provides children with wholesome activities and opportunities for direct contact with life situations. At the same time it brings the adults into cooperative learning situations with the children.

The moment that education seeks to do what has been described in this chapter and tries to promote the best
interests of the people of the community through activities and problems of the immediate community life, the professional organization faces a complex of social, economic, political, and religious forces that will challenge the highest type of educational statesmanship. This challenge must be met.

Dr. Samuel Everett says:

Our young people, working cooperatively with adults, must then engage in such social affairs and activities as they, at their several age levels, feel are vital to them. They will at first deal mostly with local affairs, but they will not hesitate, as developing interest may lead them, to reach out into the problems of the state, the nation, and the world. Nothing can be denied in advance. Their developing interests must decide. And in particular they must work with controversial issues, for only thus can they grow into the highest and intelligent citizenship needed by our democracy.11

It was evident in the beginning that criteria would be essential in evaluating the "School Units that Affected the Community." These criteria were formulated in two categories: educational value to the individual and significant value to the community. In this thesis only those school units which met criteria in both categories have been included. The criteria which were selected from outstanding authorities on the community and the school, are as follows:

11 Dr. Samuel Everett, The Community School, p. 37.
Individual Educational Criteria

1. The youth who participates in a school unit should sense its social significance.

2. Youth should have a part in planning the school unit.

3. Youth should have some chance of carrying the unit of work proposed through to more or less successful conclusion.

4. Youth should accept some responsibility for successful conclusion.

5. Youth should actually grow in total personality as a result of the work undertaken.

Significant Value to the Community

1. Any unit of work should culminate in the actual improvement of living in the community.

2. Units of work should clearly be an obligation of parents as well as children.

3. In so far as possible, school units should get at the basic problems of improving social welfare.

4. There should be some tangible evidence in the community that changes have been made.

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12 Paul M. Hames, *Youth Serve the Community*, pp. 35-41.

5. The problem should provide experiences that the children will repeat outside of school.

6. The people of the community should participate in some of the activities or show some interest in them.

7. The community should contain some of the content or materials.

8. Some of the activities of the children should contribute to the improvement of the community.

9. Some of the activities should contribute to improvement in the work of the tools of learning.

10. Progress should be made in developing democratic ways of living.

11. Interests and needs of children and needs of the community should help to determine the selection of the problem.

12. There should be opportunity for carrying the work to a successful conclusion.

13. Both children and adults should accept responsibility for the success or failure of the work.

14. The children should grow in personality as a result of the experiences.

15. The problem should provide an abundance of happy experiences for the children.
Some Pertinent Questions

1. Did the pupils accomplish the objectives?
2. Did the pupils show growth in using real life situations?
3. Did the pupils show growth in tool subjects?
4. Did the pupils work agreeably together?
5. Did the pupils carry over into the community any of the experiences that affected their lives?
6. What was done in the community from the results of the unit of work?
7. Did the children gain enough skill in fundamentals to compare favorably with the usual method of teaching?
8. Was the community the source from which many problems were used in the classroom?
9. Did the community show any interest in the efforts of the teacher and pupils?
10. How did the unit affect the community?
11. Did everyone that had a part in the unit of work seem to be interested and happy in their work?
12. Did the pupils show increased interest in school work?
13. How many visitors did you have while teaching

Ibid.
the unit?

14. What did the parents do to help in the unit of work?

15. From the results of teaching the unit would you recommend that the children help in solving community problems?

16. Did people of the community help in the unit of work?

This chapter has contained a definition of the community idea, a brief history of its development, and a resume of its results.

Criteria have also been included in two categories: Individual Educational Criteria, and Significant Value To the Community Criteria.

The chapters that follow will contain evaluations of school units that affected the community.
CHAPTER III

DESCRIPTION OF SCHOOL UNITS THAT AFFECTED THE COMMUNITY

The units of work described in this chapter were taught in the elementary schools of Benton during the first semester of the school year 1938-1939.

Making a Better Neighborhood

At a P. T. A. meeting in one of the elementary schools several talks were made by members, teachers, and an official of the traffic department on "Better Enforcement of the Traffic Laws". The children of the High Fourth grade were present and listened very attentively. The next day the teacher discussed with the class what was said in the meeting. One of the children said, "Let us try and do something as a class to help make our community a better place in which to live".

The teacher asked the children if they would like to find out how they could help make a better neighborhood. All decided very quickly that they would. The teacher and pupils began to plan just how they should proceed. One pupil said, "Let us find out if our community has a good traffic system". Another said, "How about the conditions for health in our community?"
When the first discussion was over the following plan had been made:

1. Find out about our traffic system.
   a. Find out how many traffic signs are in our community.
   b. Make a trip to the traffic department.
2. Find out what is done to make our community healthful.
   a. Find out what can be done to make our community a healthful place in which to live.
   b. Make survey of the needs of the community.
   c. Consult City Health Officer, doctors and others.
3. Get help outside of school.
   a. Invite parents to help in improving our neighborhood.
   b. Visit the City Health Department.
4. Make the neighborhood cleaner and safer.
   a. Write reasons why our streets should be kept clean.
   b. Keep our school grounds clean.
   c. Make rule books on safety for our community.
   d. Beautify the school building.
   e. Make health posters, safety posters, etc.

The first thing the children did was to make a survey
of the community to see what was needed. After the survey
was made, a study of the health conditions was begun.
The children made a book of rules on health. This book
contained rules on the use of alcohol, tobacco, walking,
skating, playing at home, playing in the streets, swimming,
foods, clothing, and the use of water. Traffic posters,
free-hand drawings of people breaking the traffic rules,
fire prevention posters, and talks on safety to the chil-
dren of other rooms were made. The students invited the
traffic officer to speak to their class. They collected
stories of fires, traffic accidents, and other information
needed to make a scrapbook on safety. From the daily news-
papers most of the material was secured.

The students made a visit to the community traffic
department which is located in the municipal building. It
was interesting to observe that the children enjoyed seeing
the building. When they arrived the traffic officer was
out on duty. The radio officer called "Car One-Five, Car
One Five, report at once to the officer." The children
saw how the officers contacted one another. In about two
minutes the traffic officer came into the office. The
children told him the purpose of the visit. He led the
class into a large room with chairs where they were seated.
He told them that he would do his best to answer all
questions. The following questions regarding traffic
regulations in the community and state were asked:

1. How many traffic officers does our community have?
2. What is the penalty for speeding?
3. Do the people appreciate what the traffic officers do?
4. As a rule are traffic officers courteous and kind?
5. What causes the most accidents in our community?
6. What should be done to better our traffic laws?
7. Should safety be taught in our public schools?
8. May our high fourth class help to enforce traffic rules?
9. Will you show us the safety signs made by the hand while driving?
10. On what side of the street should you ride a bicycle?
11. What are the rules for riding a bicycle?
12. What are the rules for skating on the streets?
13. What is the speed limit in our community?
14. Does our community have enough traffic signals?
15. What are the rules for driving buggies and wagons?
16. Do you think safety should be made a part of our course of study in our elementary schools?
17. Will you help our school boys patrol?

In finding out how to make our community more healthful and a safer place in which to live, the class decided to make a trip to the city health department. They prepared
a set of questions to ask the city health officer. These questions were to guide them in their convenience. One of the public pupils made an appointment with the health officer by telephoning him. His office is in the Smoot-Curtis Building. The children were taken up in the elevator to the fourth floor where the health department is located. This was the first time some of them had ridden in an elevator and they were quite excited over this experience. The City Health Officer received the children very graciously and showed them every courtesy possible. They listened carefully to all the doctor had to say. He told them of his duties and what the department was doing to make the community a better and a healthier place in which to live. The children asked the following questions:

1. How long has our community had a City Health Department?

2. What are the duties of the City Health Officer?

3. How does the City Health Officer get his pay?

4. How is the City Health Officer employed?

5. What are the rules for cutting weeds in our community?

6. What must we do to sell milk in our community?
7. What is the rule for vaccination of school children?
8. Just how does the city health officer quarantine diseases?
9. What are health rules for spitting on sidewalks?
10. How often should one be vaccinated for diseases?
11. What diseases do mosquitoes cause?
12. What is done to destroy the mosquito in our community?
13. Does one have a disease germ that can be seen?
14. How are those who cannot pay vaccinated?
15. Are all our purchased foods inspected?
16. Will you come to our school and talk to us?

The city health officer, Dr. Piner, visited the school and made a talk on "How to Make a Better Neighborhood". All who heard him were benefitted and it was only a short time until many improvements were made in the health conditions of the school children. As a result of his visit and the series of talks that were made by some of the children in the school on "Health", school rooms were made more attractive and the school grounds more beautiful. The attendance increased twenty per cent and the personal appearance of the children improved rapidly.

After the survey was made of the community, a map was made of heavy wrapping paper, three by four feet in size. The pupils placed all the streets, schools, traffic signals, fire plugs, and other important places on the map. They
made note of the places not protected in the community. While making the map one child suggested giving the traffic department the map when they had finished it. "They could hang it up on the wall and the people can see what our school is doing to make our community a safer place in which to live," he said. The map was finished and a committee was selected to take it to the city hall. The traffic department took the map and displayed it for the benefit of the public.

While the safety map of the community was being made by the class, Howard Powell, a member of the class asked the question, "Why can't we organize a boy patrol for our school?". A discussion followed, books on patrols were read, and advice on how to organize a boy's patrol was studied. The teacher and a few of the pupils in the class went to Dallas and visited the James Bowie elementary school to study the patrol in that school. The principal was very courteous to the children and had his boy's patrol show them how they did when the girls and boys were passing in and out of the building. He also put the boys on traffic duty in the streets so that the children could see how it was carried out. It was noticed that the boys admirably wore patrol caps and badges on their arms. The Denton pupils gained much information and came back to their school the next day and were ready to organize a patrol system. They
decided to have two patrols, one for the school building and one for the streets. At the meeting of the boy's sport club rules and requirements were made, officers elected, and the organization completed. The system worked efficiently and will be referred to in the chapter on "Evaluation of School Units".

Criteria for evaluating the unit were based on the following questions and their answers:

1. Has sufficient interest been aroused to transfer the child's activities into the home or community?

2. Has the community idea been carried into the children's home?

   a. Children reported observations made on trips to other communities, from their homes to town, and on coming and going to school.

   b. They brought to school samples of weeds growing in places where they should have been cut.

   c. They reported to the city health officer places where weeds were growing and the city health officer had these weeds cut and burned.

   d. They made trips of their own initiative to observe the needs of their community.

   e. They made trips with their parents, teachers, and others when observing the needs of their community in making the survey.
f. While making the survey map of their community they carried with them note books to write the names of streets, public buildings, number of fire plugs, location of traffic signs, and location of all undesirable and unsightly places.

g. They made a list of the following community needs:

1. Cleaner school grounds and buildings
2. Cleaner streets, houses, and yards
3. Cleaner city parks
4. More traffic officers
5. More traffic signs
6. The building of more sidewalks
7. More paved streets
8. Extended sewerage system
9. A better enforcement of the city ordinances
10. Keeping dogs, stock, and chickens from running loose in the streets and yards of people
11. A larger amount of money to purchase the necessary books for the library
12. Purchase of needed materials and supplies for the schools

h. They collected materials from other cities and communities through the Chamber of Commerce.

i. They wrote reports of what other communities were doing to make better neighborhoods and had their
mothers and fellow classmates to read them.

j. The children had their parents write what they thought should be done to make a better neighborhood. These reports were read for the benefits of the class.

k. They made traffic safety posters, health posters, and a survey map, showing the needs of the community. These were exhibited on the school's bulletin board and in the municipal building.

l. They made a trip to Dallas and visited the James Bowie elementary school to study the boy patrol for safety in the elementary schools of Dallas.

m. They made a set of twenty questions on the traffic rules of the community and had their mothers answer them. The lowest grade made was sixty per cent. These questions and answers were put in the scrapbook entitled "Safety in Our Neighborhood".

Finding Out About the Foods We Eat

This unit of work originated through interest created in planning refreshments for a Halloween party in the low Second Grade. The children discussed where to get apples and cookies. They asked such questions as:

1. Where did the storekeeper get these things?
2. Where did the baker get the things to make cookies?
3. Where did the miller get the wheat to make the flour?
4. Where did the farmer get the wheat to sell?
5. *What helped the wheat to grow?*

The teacher printed a "Fact Story" for the children to read. She told them that all food comes from plants' reaction. Children did not believe this fact and so spent a great deal of time thinking of and naming foods that they thought could not possibly fit the truth told them.

In this unit the following activities were participated in:

1. Children played buying fruits at store and finding cost of certain amounts of fruit.

2. They brought different kinds of seeds for the hot bed that they made. They planted these seed to see what elements were necessary for plants to grow.

3. From a story that was read them, they worked out a play called "Vegetable Parade". This play was carried out during the study of vegetables.

4. They were told by their mothers, friends and teachers how to make attractive dinner arrangements. Several dinners were served.

5. A food chart, shown in the Appendix, was made indicating how many children in the class ate certain foods each day.

6. Pupils made charts showing different kinds of food, brought articles of food from their homes, and exchanged these foods for "make-believe" money used in their grocery store.

7. They made a vestigation of prices of foods found
in several grocery stores and were taught how to prepare and cook certain foods.

9. They read about different menus that had been served in cafeterias, hotels, and other places. From the knowledge gained of the foods in these menus and the foods served in their homes they made shopping lists.

9. They went into the school cafeteria and under the guidance of the teacher properly set a table.

10. The mothers taught the pupils how to serve meals. They received additional instructions in table service from their teacher in the cafeteria.

11. They observed that certain foods produced unnatural growth among some children in school and that a well-balanced food produced the proper growth and healthful bodies.

12. They wrote invitations to their parents to come to their dinner which was served at school.

13. They discussed other types of food not mentioned in the unit.

14. They expressed their thanks both orally and in written form to those who cooperated in this unit of work.

15. The necessity of having clean food and forming the habit of eating all of food taken on plate formed a basis for some general rules that were made about etiquette.

16. Children worked in groups planning well-balanced meals which were read and criticism before the class.
One morning the children found a great number of attractive pictures on the bulletin board. They pertained to table service and etiquette. Above the picture was the question "How many help their mothers prepare food and the table?" Voluntary answers were given. Some said they helped wash dishes and dry them. Others said they knew how to set the table. They discussed the proper method of cleaning the dishes, then different pupils volunteered to tell the class, step by step, how they set the table. One little girl told the class she had some doll dishes she could bring to school so they could actually try doing the thing they had talked about. Others clamored for a chance to bring their dishes too. All were encouraged to do so.

The next day there were two complete sets of dishes including knives, forks, and spoons. The children were divided into two groups with the owners as chairmen. Others were chosen to help act as co-hostesses and invited guests. The remainder of the children acted as critics as to correct table service and manners. Very little teacher help and criticism was needed.

The activity was very enthusiastically carried through three days. Then as some of the boys were playing eating at the table one asked, "Why can't we have a real dinner with doll dishes?" Then another added, "Let's have a Christmas dinner." By taking a vote, they found that all the chil-
drew liked the idea so much that everyone tried to make suggestions at once.

Plans for the Christmas dinner were quickly made. As they planned the dinner they decided to choose many foods that contained the Christmas colors. The children first made a list of all the red and green vegetables they could think of. From their list they chose beets, green beans, and potatoes. From discussion they learned that most of the children liked pickled beets best so they were to be prepared that way.

In following an outline worked out previously for meal planning the following menu was chosen: Meat-roast, vegetables, beets, beans, potatoes, bread, butter, milk, and lime jello.

Soon the children began preparing a program for the dinner. Each child who knew a poem or story about Christmas was asked to say it to the class. From this group two poems were chosen; one was original. Two original stories were chosen also. In music class two groups were chosen to sing Christmas songs. One song was reserved for the entire class. When the program was finished a pupil was elected to be master of ceremonies.

Minatures of Santa Claus were made for favors. Each child made one. Then programs were made in red folders with Christmas pictures on the front cover.
Time for the dinner was set for twelve o'clock noon. Each child told what part he could contribute to the dinner. A list was made and the children took a copy home as a reminder. They decided to make a trip to the grocery store and bakery, the day before the dinner, to buy the food. Plans were made for the trip. Several of the patrons, the classroom teacher and the principal furnished cars to take the children on the trip. The necessary needs for the dinner were purchased. Each group of children selected and paid for the articles bought. This gave them an experience that many had never known before. The principal and others were pleased to know that the children did so well in this undertaking.

The time for the dinner arrived. The guests included the mothers, the teacher, principal, and superintendent of schools. The pupils chosen to serve the meals did splendidly; the program was very entertaining and everyone seemed to have enjoyed the occasion very much. The principal and superintendent expressed themselves in favor of such units of work being carried out for the children and community. The mothers and their teacher were delighted and happy to know that their children had gained such useful experience while advancing in reading, writing, spelling, and other tool subjects. The children enjoyed every hour in school during the preparation for the dinner and in many ways improved in
attitudes and appreciation of what the community is trying to do for them.

Understanding Pioneer Life

In October 1958, during the Denton County Fair, a Pioneer Parade was given for all who lived in Denton county and others who wanted to participate, including many of the children in the elementary schools of Denton. During a discussion of the parade by a fifth grade class Jimmie said, "Why can't we find out something about the early pioneers of Denton county?" As a result, the unit was initiated. After reading books from the library and hearing stories by some of the older people in the community, it was decided to name the unit "Understanding Pioneer Life."

An effort was made to find out about the following:

1. Understanding that physical and geographic environment have much to do with man's food, clothing and dwelling.

2. Appreciation of American music, art and literature.

3. Understanding the problem that the early pioneers met in their changing environment and ways of living.

4. Understanding that freedom is impossible without social order and organization.

5. Learning that an abundance of cheap land in the West caused the great westward movement.
5. Understanding that all people have social and educational needs in addition to the fundamental needs.

7. Knowledge of the early pioneers that settled in Denton County.

8. Understanding and having a greater appreciation for the living pioneers who helped to settle Denton County.

9. Attitude of appreciation for pioneers of Denton County.

Some of the problems of the unit were:

1. How the frontier influenced American history.

2. Some of the present day problems which compare with those the American pioneers met.

3. How the pioneers met the needs of food, clothing, and shelter.

4. How we meet the needs of food, clothes, and shelter today.

5. Need for conservation of natural resources and wildlife today.

6. How the American pioneers lived and worked to build up a great nation.

7. How the pioneers met religious, social, and educational needs.

8. How we meet the religious, social, and educational needs of today.
Activities that the children participated in while working on the unit included:

1. Reading pioneer stories.
2. Making an outline map of the United States showing the successive American frontiers.
3. Drawing pictures showing pioneer life.
5. Making a pioneer village on sand table.
6. Making drawings to show early transportation.
7. Making drawings to show modern transportation.
8. Writing paragraphs and stories of early pioneers.
9. Writing paragraphs and stories of pioneers of Denton County.
10. Learning songs from different sections of our country.
12. Making "Horn Books"
15. Making a log cabin.
16. Making a trip to collect twigs, sticks, corn stalks, and other material.
17. Making a trip to the North Texas State Teachers College to see the museum.

Some of the activities were carried out in the following ways:

1. A very large sand table was used to show a homestead
scene. The children decided to build a sod house depicting a prairie homestead. In this scene one could see endless prairies, a coyote, prairie chickens, plowed furrows, and some corn growing in a field.

2. Other pupils made a homestead scene showing a log cabin in the woods, a barn, animals, pioneers, a stream, woods, a well, saw buck, some tools, rail fence, and a field of growing corn. They used stout twigs, corn stalks, clay, dyed saw dust, pasteboard boxes, and paper to construct the cabin. They assured dolls, toy chickens, cows, and other animals which were placed around the log cabin. They dressed the dolls to represent the pioneers and placed them in appropriate places.

3. They prepared for a museum in one corner of their school room. In this museum they put an old covered wagon made from a little play wagon by bending twigs of trees for the wagon bows and covering it with cloth, an old iron pot, and an old coffee mill. Other articles brought were a pioneer cradle, a hand corn mill, a bed comfort, and an old Dutch oven.

4. They constructed a hand movie. In this movie they showed how soap, candles, and fire were made. It showed how the pioneers cleared the forests, built their log cabins, made turf houses, tilled the soil, ground their coffee, got the water from the wells,
killed their game, and entertained themselves.

5. One group of children made a quill pen by getting some turkey feathers and with a sharp knife cutting and splitting the feathers. They wrote invitations to their mothers with this pen asking them to visit their school and see the exhibits. The reddish-purple ink used was made from boiling pokeweed berries.

Observing Weather Conditions

One morning while the teacher of the third grade in one of the elementary schools of Denton was checking the rolls, she observed that many of her pupils were late in reaching school. The children of the class seemed to be wondering with the teacher why so many pupils were late. Joyce said, "Maybe it is because of the weather."

It was a very cold and rainy morning, and before the discussion ended it was snowing. Some of the children were looking out of the window and wondering why such a morning would make houses look so dark. The teacher asked the question, "Would you like to find out about the weather and know more about why weather affects people?" The children said that they would, and began at once to plan with the teacher to find this information. They discussed the following problems:

1. Appreciation of the effects of weather on the activities of the home, school, and community.
2. Understanding of how rain, frost, hail, and snow are made.
3. An attitude of inquiry regarding the factors of weather conditions such as rain, wind, snow, and clouds.
4. Skill in observing weather conditions.
5. Developing the understanding of weather condition by participating in activities within their experiences.
6. Comparing the effects of weather in other lands with effects of weather in their community.
7. To gain knowledge of how to overcome some of the effects of the weather.

The major problem was to decide what were the weather conditions of each day during the months of April and May, and how they affected the surrounding community. The minor problems were:

1. What causes rain, wind, clouds, sleet, frost, dew, and fog?
2. What are the typical weather conditions of each season?
3. How do weather conditions affect the clothing?
4. How do weather conditions affect the games we play?
5. How do weather conditions affect the food we eat?

During the development of the unit, the pupils partici-
pated in the following activities:

1. They read, dramatized, and memorized poems concerning the weather.
2. They kept a weather chart on which they observed the weather temperature at intervals during the day.
3. They kept a diary of the weather and temperature of each school day.
4. They let a pan of water sit in the room and observed the results.
5. They put a wet rag in the room and one on the outside and observed the difference in the time of drying.
6. They closed the windows in the room and observed breathing.
7. They put a burning candle on the table, placed a glass over it and observed the results.
8. They made and dramatized stories of the weather.
9. They wrote and presented an original play.
10. They composed stories concerning unusual conditions of the weather.
11. They made paper dolls and dressed them for different kinds of weather.
12. They named seasons, drew pictures representing the different seasons, wrote stories concerning the seasons, and sang songs of different seasons.
13. They discussed the effect of weather conditions on
such activities as ball games, picnics, flying a kite, father's occupation, growth of plants and swimming.
14. They composed songs about the weather.
15. They made lists of foods suitable for different kinds of weather.
16. They placed a varnish can containing a small amount of water over a flame, when the water boiled vigorously, they closed the opening in the can, then let it cool, and watched the can collapse.
17. They watched the water vapor collect on the outside of a glass of ice water and watched the dew drops on objects early in the morning.
18. They worked with barometers and thermometers to know their uses.
19. They measured the rainfall from gages made of cans.

Campaigning For Health

The teacher had been talking with her pupils in the first grade for several mornings on personal appearance. The children joined in the discussions. One morning Alice said, "When one is sick it makes them look worse". Polly said, "Mother always teaches me if I want to look pretty to be healthy". Tammie said, "We can find out how to look nice and be healthful". It was decided that it would be well to find out the conditions of health in the community. Since there seemed to be an epidemic of mumps and
and diphtheria.

There were twenty-five children in the group: nine from homes with all modern conveniences, fifteen from homes of moderate circumstances, and four from homes with very meager conveniences.

The materials used in this unit of work were a sand table, seed, plants, fruits, paper, pencil, crayon, scissors, combs, soap, fishbowls, milk, pets, a white rat, and health cards. These materials were furnished by the community with the exception of the health cards, which were made by the teacher. A description of the card is given in the Appendix. The children checked their own cards under the guidance of their mothers and teacher.

The following remarks were made by Mrs. J. B. Beale: "This chart has been helpful to both Paul and his mother. He is anxious to keep his teeth clean and tries hard to drink a glass of milk every morning. He has refrained from eating between meals quite a bit."

Mrs. Lynch said, "Bobby Mack was very much interested in this card and had the idea he had to follow directions. I think it is a good idea."

Mr. Bett said, "Paul Jr. does not have to be told to brush his teeth and is more thoughtful as to his appearance."

Mr. Green said, "These rules are very nice for the children as a daily slogan and are very necessary. I will help
my child to follow them every day."

Mrs. H. W. Powell said, "I like the idea of you having Edna Fern to check these things because it seems that these are the things that are so hard for her to think of. I am for it one hundred per cent."

It is interesting to note that the children, with the help of their teacher, made the sand table. They built a health city in the sand table by cutting out paper houses. They made clean streets, clean yards for the homes, cages for their pets, and a trundle bed for their dolls. They brought little chickens to school, cared for them, and saw them grow into large frying-size chickens. Then they had a chicken dinner and invited their mothers, their teacher, and the principal.

The white rat was something that amused them very much for it ate only choice foods. An aquarium was built in which they kept lizards, turtles, fish, frogs and tadpoles. The children fed them and found that if the right kind of foods were fed them they would do well. They decided that if right kinds of food were best for these things, it would be best for children to have the proper kinds of food in order to be healthy.

The pupils made a bed large enough for two to sleep in. It was constructed from lumber furnished by their mothers and brought to school by the children. One boy
brought a mattress; a girl brought a sheet; and another
girl brought a beautiful bedspread. They played that cer-
tain pupils became sick and they gave them treatment neces-
sary to make them well. From these experiences they were
taught how and what to do when they were sick.

In the study of houses the pupils brought lumber that
was given them by persons interested in what they were do-
ing. They constructed a house large enough for several
pupils to be in at one time, papered it inside, and white-
webbed the outside. The bed was put in the house along with
some furniture the children had made. One of them suggested
that it could be used for a hospital. This brought about a
visit to a real hospital. The mothers furnished the cars
for the trip. The pupils were shown down stairs, upstairs,
and in the operating room. They talked with the nurses and
were treated with every courtesy. The next day at school
Margaret was chosen for the nurse and Billy was chosen for
the home room doctor. They used the hospital for those chil-
dren who became ill and administered first aid to one and
all, even the little pets and insects that seemed to be ill.

Later in the unit the pupils built a little store-
house over in one corner of the room. They brought food
from their homes and samples from the grocery store. They
sold only those things that would make healthful girls and
boys, because they wished to improve their personal appearance.
To show the survival of the fittest, little animals and seeds were used. The pupils watched them grow; they saw that good seed made the best plants when properly attended and that poor plants and animals developed when not properly fed. As a result, they decided that their bodies could be made stronger by the use of the right kinds of food. They made stories and dramatized these, drew pictures of pets, made drawings of homes for the pets, gathered pictures of pets, found foods for pets and themselves, and made health books. They counted lines, pictures, and pages in constructing health books, and showed the use of the ruler. They checked the height and weight of the children in their class. They kept a clean bed, made furniture, papered the house, made labels, visited the dairy, and climbed the health ladder. They memorized verses on health, sang songs and gave a health parade and luncheon for the closing activity, at which approximately forty mothers were present. They came in response to invitations made by their children.

Seeing Mexico

When the children in the low fifth grade finished studying South America, they found that the people of that country exchanged goods with Mexico and were in many ways connected in trade relations. The class also remembered that the fifth grade of 1937 studied Mexico and gave a very attractive program in the auditorium. This gave them an
interesting background and they were very anxious to study Mexico.

The class studied the map and found that the country had two main mountain ranges, one on the east and one on the west. The next thing was to find out the effects these mountains have upon the life of the people. Through reading in their geography text book, books from the library, and from having their teacher and others to talk on their visits to Mexico they found out about the climate, schools, products, principal cities, principal industries and other things of interest.

A number of activities were participated in while "seeing Mexico". A corner of the room was arranged for an exhibit. Anything the pupils had that was from Mexico was placed on exhibition. A note book which was used through the six weeks of the unit, was made to keep the most interesting facts about Mexico. Sarapes were made by each member of the class. A Mexican belt similar to that of the teacher's was made. They used wood and shoe strings or boot strings. A plaque was constructed of wood and designs were drawn and painted. Wall hangings were made of cloth and scenes of Mexico were drawn and painted on paper size twelve by eighteen inches.

Place cards and programs in form of booklets were made for the banquet. The plates were painted to show Mexican
customs. In planning for the banquet a committee was selected for the various things that needed to be taken care of. The cost was discussed and it was decided that each pupil should pay ten cents for his plate and that he should work for the money. They studied pictures by Spanish artists and papers were written about transportation, clothes, people, homes and holidays.

The pupils were not requested to make one of everything that was made in the class, therefore there were two or three different activities carried on at the same time. In making the belts the holes had to be burned so the pupils were given instructions to be careful with fire. In making the sarapes they measured the design and spaced it, then they helped each other in coloring them. In making the wall hangings the spacing and selecting of designs were very important. The pupils had to think of something that would carry across the room. This was accomplished and some very neat and interesting hangers were made.

After discussing Mexican foods, the pupils decided that they would like to have a Mexican dinner. It was suggested that maybe they could get some one to cook the food for the room. Mothers were consulted and they said they would be glad to cook the food if the class would do the other part of the work. Committees were selected
and a chairman of each committee was chosen to have charge of the following: designing the plates, making the place cards, making the program, arranging the menu, decorating the cafeteria, making and selling tickets, and arranging the flowers.

While planning the banquet, table manners were discussed and the pupils decided that they would like to have a few guests. They decided to invite those guests with a personal invitation. A committee was selected to see each of the guests personally. At the banquet the children conducted themselves in a way becoming to any adult. They carried out the program during the dinner and seemed to be very happy. Through the games that were played they showed that much information concerning Mexico could be used in achieving societies great needs.

The teacher's part in this unit of work was to serve as a guide. A list of activities were made and the pupils were allowed to choose the ones they wanted to participate in. She helped the pupils decide on the kind of material and how much was needed for different activities. She was also prepared to tell the pupils where and how to get the material. The pupils were always allowed to take the lead and the teacher was always ready to help and do the guiding.

Materials for the many activities in this unit of work
were collected by the pupils, teacher and parents. These parents showed that they were interested and wanted to cooperate. They gave the children work to do so they could earn their own money for the banquet.

A discussion of certain units initiated and carried on in the elementary schools of Denton, Texas, in 1958-59 has been given in this chapter. An effort has been made to describe the activities in detail and to emphasize some of the outcomes. Evaluations are contained in Chapter IV.
CHAPTER IV

EVALUATION OF SCHOOL UNITS THAT AFFECTED THE COMMUNITY

The evaluation of the school units that affected the community in the elementary schools of Denton interested the teachers, children, and parents. The school, home, and community were brought closer together and the community became the source of many problems discussed in the classroom. At the close of each unit of work, the teacher, children and community were brought closer together and the parents of the elementary schools agreed that children had been made happier and greatly benefitted. They became intensely interested because of the activities engaged in at school had been carried over into the community. They showed that they endorsed the new way of teaching by their almost unanimous support in helping to secure the necessary materials for the children by the use of cars for field trips, by increased visits to the schools, by expressing a greater desire to help their children in their school work, by a larger attendance at school programs, through a finer cooperation with the teachers.

In discussing pupil benefits with the principal, the teachers and patrons of the elementary schools reached the following conclusions:

Children showed increased joy in their work day by
day. They had greater interest in going to school, and were happy to make their community a better place in which to live.

Evaluation of the Unit, "Making a Better Neighborhood"

The principal considered the following evaluations of the unit entitled "Making a Better Neighborhood", discussed in Chapter III:

1. Has the community shown any interest in the efforts of the teacher and children?

2. Has there been any desirable outcomes?

   a. The city health officer asked the class to report to him any weeds more than one foot high found in out of way places in the community.

   b. The city food inspector made a visit to the cafeterias in the elementary schools and carefully inspected for unsanitary conditions.

   c. State health inspectors made visits to the schools. He gave health lectures and made eyes, nose, hearing tests.

   d. A dentist made an inspection of all the children's teeth and many of the pupils had the necessary corrections made as a result of the examination.

   e. The P. T. A. became interested and were success-
ful in having stop signs installed on streets near the school buildings.

f. One of the traffic officers visited the elementary schools and made talks on safety.

g. As a result of these visits, the girls and boys appear to be more safety conscious; and they are unified in their purpose to make the community a better neighborhood in which to live.

h. The school board installed first-class sanitary drinking fountains in the schools.

i. The girls and boys who had no clothes to wear to school and no food for lunches were provided for by the United Charities of the community.

Tests

Children were given the following tests. Results are shown in Table 2.

True-False Test for Pupils

Write true or false in left-hand margin

1. Failing to cooperate with traffic officers make a better neighborhood.

2. Teachers, pupils, and parents working together help make a better neighborhood.

3. Radio programs have played a big part in getting the people of communities to make better neighborhoods.

4. Children should not make any effort, while in school, to better their neighborhood.

5. Making surveys for the needs of a community is a waste of time.

6. More can be done to make a better neighborhood by working.
7. Children should play in the streets.
8. Nests should be grown along the streets, in the yards and on the highways.
9. Mosquitoes should not be destroyed.
10. Cleanup campaigns are not worth what they cost to the community.
11. Patrolmen in the school building should be kind and help the boys and girls to pass out of the house quietly.
12. The boys who patrol the girls and boys across the street should stand in the middle of the street.
13. The school children should not help in clean-up campaigns.
14. Mothers and fathers should not help in clean-up campaigns.
15. There is no need of traffic rules.
16. The P.T.A. and other organizations could help make a better neighborhood.
17. The school should be a place just to learn books.
18. The school should not have to furnish materials and supplies for the girls and boys.
19. The girls and boys in this class would have known more about making a better neighborhood if they had studied only books.
20. As a result of this unit of work our community has been improved both in healthful conditions and in safety for the girls and boys in the elementary schools.
21. Boys are better than girls for patrolmen in the streets; girls make good patrolmen in the school building.
22. The parents were glad to help in the study of this unit.
23. Some of the children in the class did not cooperate as they should have.
24. The children of the class improved in their reading, spelling and writing.
25. There was never a dull moment during the time work was done on this unit.
26. This type of school work should not be done.

Another test included the following activities:
Something to Do

Draw a ring around the right answer

The traffic officer says, "Speed, cars, speed."  
Yes  No

The traffic officer is our friend.  
Yes  No

The traffic officer helps children across  
street.  
Yes  No

Some girls and boys are traffic officers, too.  
Yes  No

It is safe to play in the street.  
Yes  No

You must cross the street when the light is red.  
Yes  No

Weeds should be grown in the streets.  
Yes  No

Children should pass out of school building  
quietly  
Yes  No

The green light says, "stop".  
Yes  No

The red light says, "go".  
Yes  No

The yellow light says, "wait and look".  
Yes  No

Boys and girls should be careful at all times.  
Yes  No

Boys should play with sharp knives.  
Yes  No

Boys and girls should eat much candy.  
Yes  No

Boys and girls should chew gum in school  
Yes  No

Underline the correct answer:
1. We should play in 
   streets  trees  house tops  yards  
   Yes  No
2. You should be 
   honest  impolite  cheater  
   Yes  No
3. We should buy vegetables that are 
   fresh  bruised  dirty  wilted  
   Yes  No
4. You should throw tin cans in 
   streets  yards  sacks  
   Yes  No
5. On Sunday morning you should go to 
   the lake  swimming-pool  Sunday School  
   Yes  No

Some evidence of pupils' growth was noted by the teachers and according to the criteria as given in Chapter II, page 23 by which these units of work were evaluated, the following evidences of pupil growth were observed:

1. Before the teaching of the unit many of the pupils were disinterested. They now are very happy and earnestly trying to understand more about the needs of the community.
2. They made a survey of the community and found out-of-way places that needed to be beautified, weeds to be cut, cess pools to be drained, and the need of more traffic cops, more stop signals, and traffic rules to be better enforced.

3. Finding out the requirements of a school boy patrolman made the children have a greater respect for the traffic officers and their duties.

4. The children are very desirous to help in clean-up campaigns as indicated in the activity of counting the number of cans collected from their homes. They are more careful in crossing the streets and assist the smaller children across the streets.

5. They can now find their materials with less help.

6. They invite traffic officers, dentists, doctors, and others to speak in assembly programs.

7. Various subjective and objective tests show that they have increased their efficiency.

8. They tried projects that failed without help from the community.

9. School attendance is better and the children seem to be happier in their work.

Finding Out About Things We Eat

The following evaluation was made of the unit of
work "Finding Out About the Foods We Eat" which is discussed in Chapter III, page 36:

The teacher's evaluation included the following:

1. Have the children shown an interest in reading, reporting, writing, planning, drawing, visiting, collecting, building, listening, making things and finding out about things?

2. Is there an increased skill in the use of tools, measuring, writing, collecting, judging, expressing ideas, making change, use of the tool subjects, finding answers to our questions, and living together happily?

3. Is there a growing desire to be a better citizen, staying with a task until it is finished, consideration for others, observing table manners, and doing work well?

4. Have the children shown appreciation for those who helped to make this work possible, that boys and girls are citizens, that people should work together, and help one another?

5. Have the children begun to acquire attitudes of friendliness, respect for workers, joy in living together, cheerfulness, cooperation, questioning, and responsibility for our part in the community life?

6. Do they have an increased knowledge of the funda-
mental processes of the helper studies, such as addition and subtraction? Do they know how to write, how to spell, how to express ideas of the foods they were finding out about?

7. Do they know how to buy foods, make the proper change, choose for sanitary foods, help cook, set the table, use the fork, knife, spoon, and use table manners?

8. Do the children know from what sources all foods come from, how some foods are prepared for table use, and did they seem to be happy in having a part in finding out about our foods?

9. Do the children have the attitudes of:
   a. Responsibility in doing their part to make the room more beautiful and attractive?
   b. Friendliness as they work together in selecting the menu for the dinner?
   c. Respect for rights of others as they work together?
   d. Pleasure in doing work well?
   e. Respect for the people who helped them have a nice, clean assortment of foods?
   f. Right kind of attitude for those who made the trips to the bakery and grocery store possible?
   g. Pleasure in showing visitors the exhibits during the open house?
h. Pleasure in carrying out the program during the lunch hour?

i. Experimenting to find out the things they needed to know when planning for the dinner?

j. Happiness in selecting, preparing, cooking, serving the foods, and adjusting themselves after the dinner program was over?

10. Do the children have knowledge of:

   a. How to recognize the kinds of foods?
   b. How to economize in the purchase of foods?
   c. How to make an attractive dinner arrangement?
   d. How to make out an expense account?

An evaluation by test was made by the teachers and the following test was administered and served as an index to the growth of the pupils as a result of the unit:

Write Yes or No

1. All our foods come from plants.
2. Plants must have air, sunshine and water.
3. Food does not help us to grow.
4. We should eat candy between every meal?
5. We should drink milk three times a day.
6. Grapefruit is a vegetable.
7. A pecan is a seed.
8. Apples are vegetables.
9. Potatoes are fruits.
10. Corn is a seed.
11. Eggs come from chickens.
12. Milk comes from a bottle.
13. Tomatoes are seeds.
14. Asparagus is a vegetable.
15. We get ham from cows.
16. Some fish we buy in cans.
17. The farmer and stockman help us get the foods we need.
Matching Test

Draw a line under the words that belong together.

1. apple  2. cauliflower  3. beef  4. pecan
   milk    wheat    grapefruit  corn
   orange  cabbage  ham    lemon

5. potato  6. milk    7. dates   8. beets
   lamb    water   pineapple  onion
   spinach  butter  turnip  lemon

9. tomato 10. bread
    pepper  butter
    potato  crackers

True or False Test

Draw a ring around the right answer.

1. We get milk from the iceman - dairyman.
2. The food we eat should be dirty - clean.
3. We should drink 3 - 1 glasses milk each day.
4. We should have 0 - 2 vegetables besides potatoes.
5. We should drink 4 - 8 glasses of water every day.
6. Our bread comes from the bakery - dairy.
7. We should wash our hands before - after eating.
8. The forks go on the right - left side of the plate.
9. The knife and spoon go on the left - right side of the plate.

The community's response was exceedingly pleasing and about thirty of the children's parents were present at the dinner prepared and served by the pupils. Several talks were made approving the results of the unit of work. The mothers expressed satisfaction and enjoyment in having a part in helping their children by furnishing the necessary materials in "Finding Out How We Get Our Foods."

The superintendent of schools said, "We are beginning
to do more worthwhile things in our schools today. The time is near at hand when a fuller and richer program of school work will be done."

The principal said, "The children were happy in their work, parents cooperated to the fullest extent, and much more skill in the tool subjects were accomplished by and through doing worthwhile activities. Not only was their skill in the tool subjects improved, but worthwhile understanding of how to select the proper foods and of how to be useful little helpers in bettering our life situations today was gained."

A number of parents said, "We are doing a better part by selecting the proper foods for our children. The children are so interested that such be provided we just feel a little more like helping than we did before."

The teacher's evaluation was purely subjective and unscientific. The teacher in evaluating the growth in the attitudes of her pupils observed from day to day and recorded in each instance the child's attitude in kininess, cheerfulness, honesty, insight, growth, stickability, cooperation, interest, efforts, initiative, courtesy, and dependability. At the close of the unit of work she gave each child a score of (1) where there was growth and zero (0) where no improvement was shown. Table 3 shows the results of the evaluation.
A summary of evaluations shows the following:

1. There is a growing desire on the part of the pupils to be better citizens.

2. The children show a greater interest in reading, reporting, writing, planning, drawing, visiting, and finding out about things.

3. The children show more consideration for others, and stay with a task until it is finished.

4. Since the unit of work has been finished, the children work better together, help each other, and show more appreciation for those who made it possible for the work to be done.

5. The children have begun to acquire attitudes of friendliness, respect for workers, joy in living together, cheerfulness, cooperation, and responsibility for our part in the community life.

6. They have an increased knowledge of the fundamental processes such as writing, spelling, reading and other tool subjects.

7. They know how to express ideas of the foods they were finding out about.

8. They knew more about how to buy foods, make the proper change, and then they knew when foods are sanitary.

9. The people of the community participated in the unit of work by visiting the school, furnishing materials,
and cooperating with the teacher and pupils in the work.

Understanding Pioneer Life

This unit followed a unit on transportation and it was only natural that the children would like to find out about the homes, food, clothing, schools and social life of the people. The children were interested in finding out about the pioneers, how they lived, worked, and built up a great country. In doing this piece of work the children developed a better understanding of homes, food, clothing, schools, and the social life of people today. They not only gained this information but received ideas of the development of our democracy and how to appreciate our government. Their attitudes and appreciations for others increased; their abilities to understand the necessity of doing things for themselves, and the desire to help do something for those who are trying to make a better community were noticeable.

Evidences of approval from the people of the community were very noticeable. They gave every assistance in providing materials. They visited the school, gave of their time and encouraged both the children and teachers to develop right attitudes.

A "Boys Dad's Club" was organized, and the P. T. A.
provided funds to buy pictures of pioneers. These were placed in the room of the school not only to beautify the building but to encourage the children to be the right kind of pioneers, so that they may be great factors in making the community an outstanding example and that they may encourage others to come and live in Denton.

Continued evaluation tests proved to be helpful.

The following test for pupils showed evidences of growth:

Multiple Choice — Underline the correct word:

1. The pioneers lived in cabins, brick houses, trees.
2. The log cabins were lighted by electricity, gas, candles.
3. The clothing of the pioneers were made of silk, cotton, homespun.
4. The pioneers traveled in trains, busses, covered wagons.
5. The most important subject in school was reading, music, history.
6. The schoolhouses were made of stones, bricks, logs.
7. The pioneers cooked on coal stoves, an open fire, or gas stoves.
8. The shoes were made at home, in a factory, at the store.
9. The flat boats went very fast, slowly.
10. The mail was carried by airplane, train, pony express.
11. The log cabins had much furniture, little furniture, comfortable furniture.
12. The furniture was made of bark, puncheons, plank.
13. The pioneers lighted fires with matches, flint and steel.
14. Windows in the homes were made of glass, oiled paper, cloth.
15. People sometimes traveled in the stagecoach, cars, airplanes.
16. Kettles were hung on puncheons, cranes, trenchers.
17. Johnnycakes were made of oats, corn, wheat.
18. On Sunday the Pioneers went fishing or to church.

Completion Test

1. The roofs of the cabins were made of bark shingles or ________.
2. Roads were made of __________.
3. Kettles were hung in the fireplace on an iron ______.
4. Fruits and vegetables were ____ for winter.
5. The _______ only source for heat.
6. To get a fire started quickly they used a _____ box.
7. Cider was made from ____________.
8. The locks on the doors were called ____________.
9. The two sources of sugar were ____ and ________.
10. Much of the clothing was made of _______ skins.
11. The pioneers traveled on water in ______ and ______.
12. They traveled on land in ________.
13. Home-made woolen cloth was called ____________.
14. The mail delivery system was called the ________.
15. Around each fort there was a ____________.

Matching Text

1. punchcons  
2. thatch  
3. venison  
4. pony-express  
5. tavern  
6. flat-boat  
7. tallow  
8. lye  
9. stockade  
10. clearing  
11. carded  
12. Johnycake  
A. matted grass, straw, and leaves  
B. hotel  
C. split logs for floors  
D. candles  
E. mail  
F. soap-making  
G. deer meat  
H. raft of logs  
I. field for growing grain  
J. grain  
K. wool  
L. cornbread

A summary of evaluations indicated that:

1. As the result of the development of this unit on "Pioneer Life" the people of the community had a better understanding of their country. This was made possible by getting the parents of the children interested in helping to supply the needed materials and having them to take a part in the development of the unit.

2. The growth of the children toward a better understanding of our pioneers and a greater love for our community was manifested by their placing pictures of pioneers in the
schools, the planting of trees, taking part in patriotic programs, and helping to cheer the older people of the community by visiting them, talking with them, and trying to make life happier for them.

3. The tangible evidences that the children's activities in this unit of work were carried over into the community are as follows:

a. Having beautiful Texas and United States flags purchased for use in the school.

b. Taking part in the Denton County Parade at the county fair.

c. Presenting programs honoring the present day pioneers, as well as the pioneer in the past.

4. Evidence of approval by the people of the community was demonstrated by their wanting to help in developing a similar unit for another year should conditions be favorable.

Observing Weather Conditions

The effect of the unit on the community was manifested in the following activities:

1. Through the efforts of the children and teacher the people of the community put gravel in low wet places so the pupils could get to school without having to wade in the mud and water.

2. The children's interest in reading thermometers
caused all their mothers to get them for their homes so that they could keep the temperature more nearly the same throughout the day.

3. The parents were more interested in seeing that their children were better provided with suitable clothing so that they could be in school every day.

4. Through reports made by the children to their parents about damp wet places under the houses and around their homes, the people used disinfectants, cleaned up the dirty places and provided for the water to drain off in order to combat diseases.

5. The parents of the community seemed glad to furnish materials for carrying out the unit of work.

6. The parents expressed their approval of the work of the children by visiting the school and observing them while at work.

7. One of the school board members who had a child in the class said, "I am glad that this unit of work was taught. I believe that such a school program is much better for our children and community."

Various types of tests were given at intervals and the following tests served as a check-up on the desirable outcomes of the unit:

**Something to Do**

**Draw a ring around the right answer**

1. The temperature does not fall at night.  Yes  No
2. Frost is formed on objects instead of in the air.  
3. Dew is moisture which collects on objects.  
4. Warm air holds more moisture than cold.  
5. Wet clothes dry faster in winter.  
6. A windmill will tell the direction of the wind.  
7. There are five seasons.  
8. Plants grow best in the spring.  
9. Weather affects the attendance in school.  
10. In rainy weather you should wear a raincoat to school.  
11. Clothing is affected by the weather.  

Completion Test

Fill in the following blanks:

1. ______ from the clouds.  
2. The seasons are spring, ______, autumn, ______.  
4. Plants need ______.  
5. Picnics, kite flying, and growth of plants are affected by the ______.  
6. A wet rag in the air will dry faster than one in the ______.  
7. We kept a ______ of the ______ and ______ each school day.  
8. We wrote stories about the ______.  
9. We raised the windows and saw the difference in ______.  
10. You should keep ______ when it is raining.  

Write true or false in left hand margin:

1. Snowflakes are black.  
2. You should eat a lot of snow.  
3. Children like to play in the snow.  
4. Some birds like to play in the snow.  
5. Snow melts and gives moisture to the ground.  
6. Children should wear overshoes in the snow.  
7. It sometime gets too cold to snow.  
8. Frozen vapor makes snow.  
9. Snow protects shrubs, trees, and grains from the very cold weather.  
10. Children can come to school in the snow.  
11. The rain comes from clouds.  
12. The rain gives us water to drink.  
13. The rain gives life and growth to plants.
14. You should not come to school in the rain.
15. You should be careful and not keep your feet dry.
16. The changes in the weather can give you colds.
17. You should dress all the same in hot and cold weather.
18. Sunshine is not good for girls and boys.
19. The air has pressure.
20. The weather remains the same all the time.
21. Children should come to school only in good weather.
22. The changes in the weather make our seasons.
23. We should not have thermometers in our schoolroom.
24. Thermometers are used to tell how hot and cold it is.
25. Thermometers should be kept in the homes.
26. Children should learn to read thermometers.

A summary of evaluation indicates that:

1. A follow-up inspection of the living conditions in the community was made after the unit of work was finished. This check was made by the principal, teacher, and the Parent Teachers Association. It was found that actual improvements of living conditions were being carried out. Some of the improvements were the building of sidewalks for children to walk on to school, installing sanitary drinking fountains, beautifying the school grounds, and keeping health records of the children.

2. The parents of the community have begun to realize that units of work in school are clearly an obligation for themselves as well as the children.

3. In the teaching of this unit the people of the community were brought in closer contact with the school and hence, the school was able to improve the social welfare of the community.
4. Certain changes in attitudes of the people towards their school were outstanding. Now many more patrons visit the school, the school board is more liberal in purchasing needed supplies and materials, and the average attendance of the pupils is twenty per cent greater.

5. From observing the right temperatures during the development of this unit in school, the children encouraged their mothers to place thermometers in their homes so that they could keep the right temperature in their homes.

Campaigning for Health

The children in the first grade could not write well enough to take written tests and these results are more from the subjective tests and opinions of the teacher and others.

The teacher's questions included the following:

1. Do the pupils know why they should have strong and healthful bodies?

2. Do the children realize that they can have a part in making the community a more healthful place to live?

3. Have the children learned to appreciate what the people of the community are doing to make a more desirable community in which to live?
4. Do the pupils care for themselves better, clean their hands, take care of their clothes, and try to improve their personal appearance?
5. Did the children work together happily and realize the necessity for doing so?
6. Are there less accidents and sickness among the children?
7. Do the pupils know what to do in case of accidents since studying first aid?
8. How many more first aid kits are in the elementary schools of Denton since making this campaign?
9. Can the pupils express their thoughts better?
10. Do the children like to do things that will help make their rooms more attractive?
11. Have the children improved in their personal appearances?
12. Do the children realize the benefit of making health talks in other rooms, and do they like to do so?
13. Are there any improvements in bad behavior traits of the children as the result of this study?
14. Can the children help themselves more in finding things?
15. Do the pupils seem to appreciate what the people of the community are doing for them?
16. Do pupils show the right attitude towards the teachers?

17. Do the children try very hard to keep the schoolroom clean and attractive?

18. Have the children developed the attitude that their homes should be made attractive and a more healthful place in which to live?

19. Do they observe the health rules taught them while in school and at home?

20. Have they improved in speech, manners, and right attitudes towards others?

21. Do they want to stop and play before they have finished the work assigned them to do?

22. Do the children know better how to choose school lunches?

23. Have they improved in waiting their time to be asked to talk or do they all wish to speak at the same time?

24. Do the children play more like they should on the school ground and at their home?

Evidences of Pupils' Growth

The following evidences of pupil growth were observed by the teacher, principal, and parents:

10. They had learned how to respect other people.
2. They learned to work together without becoming angry.

3. They were happy in their work.

4. They can find things for themselves.

5. They improved in their personal appearance.

6. They know how to keep a clean bed.

7. They enjoy having a part in making their school-room more attractive.

8. They are very anxious to have a part in the beautifying of their homes.

9. Their desire to come to school was increased.

10. Their attitudes and appreciation of others were much better.

11. They have a desire to read, write, spell, and make figures.

12. They kept clean health cards and formed good health habits.

13. They were not so forgetful and showed improvement in working together.

14. They were glad to keep the health rules that had been taught them at school.

15. They were taught many useful things to do in first aid.

16. After visiting the hospital they made bandages and used them in first aid treatment of the
children that were injured on the school ground.

17. They quit biting their finger nails and kept their hands clean.

18. They know and observe much better the food that growing children should eat.

19. They know what foods children should eat while sick.

20. Evidences show that they enjoy helping keep their community in a healthful condition.

21. The children are more kind to animals and have a right kind of feeling for all wild life.

Signs of community approval were appreciated by the pupils. The following evidences of approval by the people of the community were manifested:

1. The children's parents were very glad to help furnish the necessary materials for carrying on the unit.

2. Every mother visited the class during the development of the unit of work, and expressed great satisfaction of the children's achievements.

3. The teacher invited the mothers to the school for a conference and discussed with them their plans for the health campaign. The mothers attended one hundred per cent and offered every assistance possible to the teacher and pupils.
4. The mothers were quick to say that due to the growing interest, and the result of teaching this unit of work, the people of the community began to make repairs around the homes and clean up unsightly places in the community.

5. The people of the community did more to keep their children in school.

Seeing Mexico

The following benefits resulted:

1. The pupils were extremely interested at all times during the development of the unit.

2. The pupils gained skill in subject matter as well as general information that will help them socially.

3. The pupils gained the ability to work together and accomplish much more than if they had worked on the task individually.

4. They now know how to appreciate more fully what their community has to offer them in the ways of making a living.

5. They can have a better feeling towards the Mexicans that live in their community.

6. The pupils gained a better knowledge of affairs in their own community.
7. The pupils gained a better knowledge of how other people lived.

8. The pupils were trained to make their own research for materials and information in their school work.

9. The pupils succeeded in getting their parents interested in the needs of their community.

10. The pupils gained information of what could be done to better living conditions in their community.

11. The parents helped in every way possible to make the teaching of the unit a success.

The community's response was shown by the following:

a. Mrs. Ben Smith and Mr. Wilbur Crane, home room mothers, assisted in serving at the banquet.

b. The mothers cooked the food for the children that was served at the banquet.

c. Some forty or fifty mothers and fathers visited the Mexican exhibit and expressed satisfaction of the work being done by the children.

d. The people of the community has a better feeling for the Mexican children who attend the schools in Denton.

e. Some of the parents who had been in Mexico wrote about their trips and gave them to the children to read to the class.
Dr. J. W. Matthews, Director of the North Texas State Teachers College Demonstration School, visited the class. He spoke very favorably of the exhibits and work of the pupils.

The principal was well pleased with the achievements and progress made by the class.

Mr. R. C. Patterson, superintendent of the Public Schools of Denton, visited the class and attended the banquet given at the close of the unit.

He said, "I am delighted and pleased to know that our elementary schools are making and carrying on worthwhile activity programs."

The Denton Record and Chronicle daily newspaper gave the following report:

A Mexican banquet was given by the children of the low fifth grade class in the San Houston Elementary School, Thursday evening at 3 P.M. This was the culminating activity used in the unit of work "Seeing Mexico." The program consisted of:

- An address by the Toast Master, Jack Crain.
- A game with Spanish words.
- A dance by Mary Katherine Wisely.
- The word finding game.
- Songs by the class.
Chairmen of the different committees were introduced and they told of the work of each committee. Mr. R. C. Patterson, J. L. Yearbough, Mrs. Carl Matthews, and Mrs. Ben L. Smith, made talks.

Mrs. Ben L. Smith and Mrs. Wilbur Crane, who are the two Fifth-mothers, had charge of preparing the menu which was:

Tamales, fríoles, enchiladas, tortillas, arroz, tostadas, and Dulce Mexicano.

Those at the class present were as follows: Mary Brady, Norma Jean Barnett, Dorothy Bridges, Jack Crane, Ruth Crenshaw, Bob Crenshaw, Robert Faulkenburg, Roy Ford, Jerry Nell Harper, Sidney Hickman, R. J. Huggins, Suzanne Lancaster, Karl Latham, Dorothy Marjory, Jerry Graham, Linton Payne, Joe Shelton, Billy Shields, Jack Heredia, Russell Hinsley, Joe Kermicle, Otis Howard Price, Clifton Sadler, Rebecca Smith, Dora Ли Smith, Rynell Stiff, Mary Kathrion Wiseley, Lanelle Whiteside, and Irene Whiteside.

Evaluation by tests, again proved helpful. Certain results of the following tests showed evidences of pupil development as a result of the unit.

**Something to Do**

Draw a ring around the right answer:

1. The Mexican people are very friendly. **Yes** **No**
2. The capital city of Mexico is very modern. **Yes** **No**
3. The Mexican games are very interesting. **Yes** **No**
4. Our state was at one time controlled by Mexico. **Yes** **No**
5. Mexican schools are more modern than ours. **Yes** **No**
6. Mexico has recently taken over the oil and lands of foreign countries. Yes No
7. The Mexicans are cheerful and like to play games. Yes No
8. Mexico has more good roads than we do. Yes No
9. We exchange many goods with Mexico. Yes No
10. The Mexican people are very friendly. Yes No
11. We enjoyed the unit, "Seeing Mexico". Yes No

Completion Test

Fill in the blanks:

1. The Gulf of Mexico is on the east and the ____ is on the west.
2. I ____ studying Mexico.
3. Mexico exports coffee, oil and ____.
4. Mexico is in the ____ direction from the U. S.
5. There are two mountain regions in Mexico: one on the east and one on the ____.
6. Two principal industries are ____ and ____.
7. The Mexican people speak mostly ____.
8. We made belts ____ and ____.
9. We get from Mexico ____.
10. The climate of Mexico ____.

A summary of evaluation showed that:

1. The unit of work provided an abundance of happy experiences for the children. They enjoyed finding the ways of making a living in the community, and were benefitted by the research for materials and information. A better feeling for the Mexicans in our community now exists.

2. The teacher and pupils expressed a feeling that the people of the community helped in every way possible to make the teaching of the unit a success.

3. The children grew in personality by making talks to their parents, expressing themselves freely in class, and taking part in the closing program.
4. Some tangible evidence that the unit of work was carried over into the community can be established because a better feeling between the Mexicans existed in our community, the Mexican children in school were taken into the working groups, the P. T. A. invited the Mexican patrons to come into their organization, and the Denton Record and Chronicle, a daily and weekly newspaper, gave supporting articles of the unit of work done in the schools.

5. The pupils became more interested in their school work. They found that a group working together could do much more work than each individual pupil trying the work alone.

6. Many of the patrons and teachers said, "The people of the community must have a part in developing the best program for our public schools."

Evaluations of certain units taught in the elementary schools of Denton during 1938-39 and discussed in Chapter III of this study, have been made in this chapter. The evaluations were based on criteria set up for measuring the desirability of the units.

Comparision of Results

Table I shows the scores made by pupils who had the unit of work, "Making a Better Neighborhood," and the scores of those who did not participate in the activities used in the unit.
TABLE 1

<table>
<thead>
<tr>
<th>Group Who Had the Unit of Work</th>
<th>Score</th>
<th>Group Who Did not Have the Unit</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td></td>
<td>Pupil</td>
<td></td>
</tr>
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<td>A</td>
<td>68</td>
</tr>
<tr>
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<tr>
<td>Q</td>
<td>92</td>
<td>Q</td>
<td>84</td>
</tr>
</tbody>
</table>

Average 93 77

Both groups had the Unit of Work, but only one group had the experience in the activities used in the Unit of Work.

Evaluation of Second Grade Pupils' Attitudes

Pupils' attitudes appeared to be affected by the unit, "Finding Out About Our Foods". Certain attitudes were checked as to extent of improvement. Table 2 is a subjective evaluation made by the teacher after the unit was taught. It indicates, however, that a majority of the pupils showed an improvement in the attitudes under consideration.
### Table 2

**Teacher's Evaluation on Low Second Grade Pupils' Attitudes**

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Kindness</th>
<th>Cooperativeness</th>
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<th>Initiative</th>
<th>Growth</th>
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</tbody>
</table>

* 0 indicates no improvement

**Measurements of Units to Criteria**

The contributions of units were checked against criteria in Table 3. This table shows to what extent the teachers felt that the units measured up to criteria quoted for determining the value of units. Six units were used in this study and 15 items of criteria were selected.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>MAKING A BETTER NEIGHBORHOOD</th>
<th>OBSERVING WEATHER CONDITIONS</th>
<th>COMPASSION FOR HEALTH</th>
<th>FINDING OUT ABOUT FOODS WE EAT</th>
<th>SEEING MEXICO</th>
<th>UNDERSTANDING LIFE &amp; PEERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any unit of work should culminate in the actual improvement of living in the community.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Units of work should clearly be an obligation of parents as well as children.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>In so far as possible, school units should get at the basic problem of improving social welfare.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>There should be some tangible evidence in the community that changes have been made.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The problem should provide experiences that the children will repeat outside of school.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The people of the community should participate in some of the activities or show some interest in them.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The community should contain some of the content or material.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Some of the activities of the children should contribute to the improvement in the work of the tools of learning.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Some of the activities of the children should contribute to the improvement of the community.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Progress should be made in developing democratic ways of living.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Interests and needs of children and needs of the community should help determine the selection of the problem.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>There should be opportunity for carrying the work to a successful conclusion.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Both children and adults should accept responsibility for the success or failure of the work.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The children should grow in personality as a result of the experiences.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>The problem should provide an abundance of happy experiences for the children.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Contribution of Units to Levels

Table 4 shows to what extent the teachers felt that the units measured up to the 5 levels which were quoted by McCaughey as being desirable. "Making a Better Neighborhood" checked "yes" to all items in the criteria; "Observing Weather Conditions" to 3 items; "Campaigning For Health to 4 items; "Finding Out About the Foods We Eat" to 4 items; "Seeing Mexico" to 5 items; and "Understanding Pioneer Life" to 4 items.

"Making a Better Neighborhood" checked "yes" to providing the teacher with opportunities for making community contacts, to winning community support, to designating the school as a locality service institution, to providing situations in which the pupils were trained in the use of standard forms of community research, and to the social level which not only assembles data on problems of the community but inquires into the social reactions to the problems.

"Observing Weather Conditions" checked "yes" to affording opportunity for the school to be used as a locality service institution in which the pupils participate in local area life, to giving the pupils opportunities to become trained in using, surveys, histories, and rating scales to provide data for local action and social planning, and to making provision for social level in which pupils inquire into social problems. This unit on weather conditions checked "no" to giving the teacher an opportunity to make contacts in the community.
"Campaigning for Health" checked "yes" to the "commonplace" level in which the community was contacted by the teacher and to the second level in which community support was won. This unit checked "no" to the fourth level which provided for the pupils to be trained in community research.

"Finding Out About Foods We Eat" checked "yes" to giving the teacher an opportunity of contacting the community through various avenues. This unit also provided situations in which the pupils participated in local activities and sought to make the community a better place to live. It also helped the children to discover human needs and therefore it made the school a locality service institution.

"Seeing Mexico" checked "yes" to meeting the requirements of the social level. The pupils were given an opportunity to assemble data on certain community problems. Then they analyzed the problems from the social standpoint and found the causes and results that affected, not only their local community, but also the state, nation, and world. This unit checked "no" to winning community support and to using standard forms of community research.

"Understanding Pioneer Life" checked "yes" to all the levels except that of winning community support. It made provision for the teacher to make community contacts, to help the pupils make the school a locality service institution, for training pupils in the use of standard forms of community research, and for effective community social service.
<table>
<thead>
<tr>
<th>LEVELS</th>
<th>MAKING A BETTER NEIGHBORHOOD</th>
<th>OBSERVING WEATHER CONDITIONS</th>
<th>COLLECTING DATA FOR HEALTH</th>
<th>FINDING OUT ABOUT FOOD IN EAT</th>
<th>STUDYING PUBLIC HEALTH</th>
<th>UNDERSTANDING FOREB RUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' raising community contacts ('commonplace').</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Handling community support.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>The school as a locality service institution.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Pupils trained in the use of standard forms of community research. (Comprehensive locality study).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOCIAL LEVEL</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

From a description of the units of work given in Chapter III and evaluated in Chapter IV the following conclusions were drawn:

1. The children were exceedingly happy as they participated in problem-solving activities that affected their lives in the community.

2. Classroom work was organized around interest centers through which experiences and knowledge were integrated in relation to worthy purposes significant to children.

3. Children were encouraged to take part in community problems, such as, health campaigns, community cleanups, safety in community traffic, beautification of the school grounds, the homes, and out-of-the-way places.

4. Children continued to help in many problem-solving activities in the community after the units were completed.

As a result of the school units that affected the community. They had more traffic officers employed, more stop signals installed, weeds cut on vacant lots, streets cleaned, and sidewalks built.

5. Children were encouraged to take part in many problem-solving activities, including planning, executing, and evaluating work.
7. It was observed during the teaching of the units of work that affected the community, that, in a world of change, the home and family are still basic socially. The teachers were true to their public duty and attempted to develop not only ideas, but habits which will make home membership more desirable for all.

8. The children developed desirable attitudes and appreciation while participating in these new experiences. They became more conscious of their obligations to the school, home and community. They tried to keep them clean, to make them attractive and to meet problems of actual living.

9. Children gained skill in basic tools as there were used in meaningful and life-like situations.

10. It was found that the community type of education is based on the fundamental concept that children learn to do by doing; that they must have purposes in their school activity which have real meaning and importance for them; that education is not mainly learning about things, but is concerned with developing children’s capacity to act and reach in their total personalities with the forces and abilities within them and to the things, persons, and situations outside them.

11. It was found that the community in which Denton’s three elementary schools are located can be used as a laboratory; that it can furnish first-hand evidence for developing and formulating generalizations about the world in
which the children live.

Recommendations

By comparing the results obtained from teaching
school units that affected the community with the methods,
procedures, and the type of school program used before
these units were taught, the following suggestions and
recommendations are made:

1. The home and community should use the school to
help in solving its problems.

2. The school program should gradually move toward a
more vital place in the community.

3. Proper committees should be formed to make surveys
of the needs of the community.

4. More complete and professional libraries should
be purchased for the elementary schools of Denton.

5. Adult educational groups should be formed to study
the needs of the community and work cooperatively with the
public schools of Denton.

6. Lectures and needed information regarding the com-
munity should be given to the public from those that are
qualified in the two colleges located in Denton. Not
only should this advice come from the two colleges but
from outstanding civic-minded men and women of Denton.

7. The mothers and fathers of the children in the
elementary schools should become more educated in the
methods and procedures of the present day teaching.
8. A better system of reporting what the schools are doing for the people of the community should be used.

9. The school's activity in the improvement of the community should be carried on in cooperation with the program as planned by the school and community.

10. It appears that, from the desirable attitudes exhibited by the children, the skill developed in the tool subjects, and the favorable reactions from the people of the community, there should be a more complete and carefully planned community type program of education in the elementary schools of Denton.

11. The elementary school program should continue and improve as experiences and situations demand it because of the actual experiences gained in teaching these units that affected the community are encouraging and very helpful to the children.

12. The schools of our community should be made to serve as an educative center where solutions to problems concerning school, home, and community are sought.

13. The schools must provide more first-hand contact with the community if the children are to be made aware of the social changes in the community and if they are to develop the understanding necessary for full participation in society.

14. The community should provide a type of education where all people can receive the kind of education they need since it has been found that the community is com-
posed of people of all ages working and living together. Like other educative forces, the schools must educate from childhood throughout life. Changes are being made very rapidly and education should be continuous or people will become uneducated as they grow older.

16. Since the school-community activity method has been proved to be worthwhile, more consideration should be given to such a school program in our community.

16. Each community school should move at its own pace. Much improvement is needed in our community: Our teachers need more training; suitable school equipment is needed; and more information should be given to the public about the community-school program.

17. The people of the community should know that the teaching of these units included more than the mere listing and locating various industrial plants and public buildings. They should know that it meant actual contact of a personal kind.

18. Properly planned field trips should be made and information that will be useful in carrying out the activity for the betterment of the school and community should be disseminated.

19. Teachers should be able to guide the children in their research and trying to find out those things that will help them to be useful citizens for their community. Teacher preparation cannot be made from books alone.
20. It is best to select the simplest and most needed activities first, doing each as well as possible, and then moving by sound stages to other larger activities that are suitable.

21. The school and the community should accept the principle that learning comes through personal experiences and that it demands a closer contact of school work with actual community life.
This health card was checked by each child. The mother, as well as the teacher, re-checked the card each day the unit of work was being developed. The child represented in the card slept ten hours each day, took three baths each week, brushed teeth each day, and was present every school day.
TABLE 5
SECOND GRADE FOOD CHART

<table>
<thead>
<tr>
<th>Date</th>
<th>Pupils Present</th>
<th>Milk</th>
<th>Vegetable</th>
<th>White Bread</th>
<th>Meat</th>
<th>Dried Beans</th>
<th>Whole Wheat Bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 6</td>
<td>31</td>
<td>21</td>
<td>24</td>
<td>31</td>
<td>23</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>26</td>
<td>20</td>
<td>15</td>
<td>26</td>
<td>21</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>29</td>
<td>23</td>
<td>20</td>
<td>29</td>
<td>25</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>29</td>
<td>29</td>
<td>22</td>
<td>24</td>
<td>21</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Dec. 12</td>
<td>29</td>
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<td>19</td>
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<tr>
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<td>16</td>
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<td>Dec. 19</td>
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<td>17</td>
<td>26</td>
<td>20</td>
<td>9</td>
<td>1</td>
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<tr>
<td>Dec. 23</td>
<td>28</td>
<td>25</td>
<td>23</td>
<td>28</td>
<td>23</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

The second grade food chart was made by the pupils as a means of emphasizing the proper foods for good health.

A record was kept for the month of December, 1939.

Each day a check was made to find out how many pupils ate certain foods.
<table>
<thead>
<tr>
<th>Date</th>
<th>Pupils Present</th>
<th>Dessert</th>
<th>Candy</th>
<th>Eggs</th>
<th>Butter</th>
<th>Cereals</th>
<th>Fruits</th>
<th>Coffee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 6</td>
<td>31</td>
<td>12</td>
<td>12</td>
<td>16</td>
<td>21</td>
<td>25</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>26</td>
<td>15</td>
<td>14</td>
<td>9</td>
<td>21</td>
<td>25</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
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