AN EVALUATION OF THE ACTIVITY PROGRAM

IN THE FIRST GRADE

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AN EVALUATION OF THE ACTIVITY PROGRAM
IN THE FIRST GRADE

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CHAPTER I

INTRODUCTION

Purpose of the Study

The first grade child spends about one third of his waking day in the schoolroom. Therefore, the room is perhaps the teacher's most potent instrument outside of her own training and personality in developing an activity program. It may aid and influence creative living, or it may repress the natural tendencies of the children. According to the findings of Hockett and Jacobsen, an ideal schoolroom, for modern practices in education, contains the following essentials:

1. Childlikeness. A conscious adaptation of its arrangement, materials, and atmosphere to the needs of the particular age level of the group occupying the room. The room is notably a child's world.

2. Homelikeness. A conscious building up of the atmosphere that characterizes the beautiful home --- appropriateness, comfort, convenience, and charm.

3. Interest. Materials of all sorts as mediums through which children may express feelings and thoughts, providing stimuli to growth. The paraphernalia for work, however, should not be so unlimited that ingenuity is stunted.

4. Freedom and variety. Space for construction, dramatization, and other group activities; time and opportunity for free discussion, for creative expression of many sorts, for physical activity, for talking and laughing, --- for the same kinds of things the child does outside the school.

5. Heathful conditions. Plenty of properly controlled light; fresh, moist, moving air; heat when needed; provision for rest when needed; sanitary arrangements that are suitable to children's needs and that are kept clean.¹

Very few teachers are fortunate enough to walk into a schoolroom that contains all of these functional essentials. This is due to the fact that the teacher cannot control such factors as the size and shape of the room or the heating, ventilating, and lighting arrangements, or the seating arrangement after the building has been completed and the room assigned to her. Therefore, the teacher has to make adjustments to meet the imperfect situations found in the schoolroom.

Since the conditions under which this study was made are not ideal for carrying on an activity program, it is the purpose of this study to discover whether an activity program can be developed and carried on under adverse conditions.

The Problem

Within the last ten years changes have been taking place in elementary education. Leading educators of the progressive school believe that the pupil learns most effectively by participation in appropriate learning activities. Therefore, we have witnessed the introduction of such terms as, "activity movement," "activity curriculum," and "activity program," into the educational literature. These terms have been used frequently in the educational literature; therefore some question concerning their educational value have been raised. Some are saying, "All kinds of doing and
learning are activities." Others are asking, "Can there be any program that is not a program of action?"

The trend toward an activity movement in America has grown rather rapidly. Some research has been made to try to find answers to questions that are in favor of, as well as against the movement. The soundness of the activity theory has been challenged because some things have been done in the name of activity that have little educational value. Some people have been wondering if the movement represents just another passing educational fad.

Since there were different opinions among educators, administrators, supervisors, and teachers as to the meaning of an activity program and how it should function, a study was made of the activity movement. This study was made by a committee, appointed by the Board of Directors of the National Society for the Study of Education, beginning in 1930. From this research comes a clearer conception of the word "activity" as it is applied to the newer educational practices. In trying to find a definition for an activity program, the committee submitted the following:

An activity program is one in which children's activities are determined by the exigencies of their growing experience and their significance in the development of socially desirable behavior.\(^2\)

While selecting the definition for the activity program

the committee found these theories listed as important factors in favor of the activity movement.

In a real activity school we see pupils going about their affairs, finding and solving problems, doing real things, creating, and evaluating, systematically, with the cooperation, participation, and inspiration of their teacher and their fellows. An activity curriculum for any grade of the elementary school consists of a series of activities chosen on three general grounds as follows:

(a) the interests of the children, and 
(b) the immediate needs of the children, and 
(c) the educative values and outcomes of the activity as determined by social needs . . .

The whole curriculum is divided into pieces of human experiences and not into pieces of formal knowledge.3

Through this type of curriculum the child does not study about life's problems, but he experiences them as concrete realities. Instead of studying how to be a good citizen, he is doing his best to be one. The committee also decided that

an activity that is of educational value must make desirable changes in a child. It must help him to grow, enlarge his world, increase his powers and controls, extend his sympathies, heighten his appreciation.4

From Caswell's and Campbell's Readings in Curriculum Development, we find, in the topic "The Real Objectives" that

the leaders in the activity movement are coming to see that continuity of activity is the substance of life, and that the business of education is to guide this continuity into wholesome and fruitful channels during childhood and youth, to the end that it may continue in channels of that character throughout adulthood.5

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3Ibid., pp. 60-61.  
4Ibid., p. 62.  
These educational leaders believe that "life itself properly lived and the continuity of right living" should be set up as an objective of education. The activity curriculum is proclaimed first as a step forward in discarding the artificial academic objectives and providing opportunity for each child to live an abundant and good life each day that he attends school.6

In an article, "The Trend of the Activity Curriculum," Bobbitt said,

Life is doing things. For abundance of human living we need to do a great number and variety of things. For success in human living we need to do these things, reasonably well. We shall use skills as means, and knowledges as means, but the end, or objective, is the living itself --- successful, abundant, humanistic, continuous, now, tomorrow, next year, and on through the allotted span of years.7

With these principles given to us by some of the pioneer thinkers, we still find many teachers, supervisors, and administrators who are doubting the value that may be derived from putting such a program into practice. We hear such alibis as: "My room is too crowded." "I cannot get the material and equipment necessary for carrying on such a program." "My principal does not want me to change from the formal type of instruction." "I have to prepare my pupils to meet the standards set up by my school, and I am afraid the activity program will not provide sufficient practice and drill

6Ibid., p. 232.

periods to meet these demands." "The activity program is responsible for so many poor readers in our schools today." "It is easy to talk about such a program, but the problem of developing an activity program in the school encounters many difficulties that are hard to solve.

These excuses seem to be common among many of our teachers, supervisors, and administrators. For this reason, this study has been attempted to determine the educational value that may be derived from an activity program, and to what extent such a program can function under a situation that is not ideal.

A crowded room presented many difficulties and problems while trying to develop an activity program in the first grade room in which this study was made. Forty-seven active boys and girls placed in a small room, with desks so close together that one child could hardly pass another in the same aisle, with very little floor space left not covered with desks, was far from an ideal situation for an activity program. Under this condition, many pertinent questions were listed in the hope that reasonable solutions may be found for them while attempting to develop an activity program in this room. The questions are as follows: How can these children live an abundant and good life every day during this school year in this crowded condition? Since leading educators say that "continuity of activity" is the substance of life, the next question naturally follows. Is
it possible to carry on an activity program under adverse conditions? Can these children engage in problem solving situations rather than mastering a pre-determined block of subject matter? Can the activity program provide opportunities that will make desirable changes in the children? Will the activity program provide for achievement in knowledges and skills? Is it possible to discard the artificial academic objectives and set up "life itself properly lived" as the main educational objective?

Scope of the Problem

Realizing that many difficulties will be encountered in trying to initiate an activity program under such conditions, this study has been limited to three phases of the problem. In this study, an attempt has been made: First, to show how the activity program was developed. Second, to set up criteria for evaluating what was done toward carrying on an activity program in this first grade room. Third, to evaluate the activity program in terms of the criteria set up, and the desirable solutions found for difficulties encountered.

Description of the Situation

The small rural community of Carlisle grew up over night during the East Texas oil boom in 1931. This community of about four thousand population is located in Rusk County, nine miles from the county seat, Henderson, Texas. It is typical of all oil field boom towns. It is composed principally
of what is known in the oil field as camps. The major portion of the population is composed of people who were transferred to this field by the oil companies during the early boom days. Since people came here from many different states, you would expect a varied, as well as an interesting group of people. The educational status of the people range from college graduates to those with meager educational opportunities.

Since Carlisle is located in the East Texas oil field, one would naturally expect the people to be engaged in some type of oil field work, and that there would be enough jobs for everyone. It is true that a large percent of the people are doing some type of oil field work, but like any other small community it has a varied occupational status, as well as some people without work or on relief.

The school grew from a two teacher rural school in 1931 to an affiliated high school with thirty-five teachers in 1938. As the community grew, so did the school, making it necessary to build new buildings to take care of the crowded condition. The school plant consists of a primary building with six classrooms, an office, and a building which serves as an elementary and high school combined, with offices and an auditorium which seats about four hundred.

Sources of Data
The major portion of the data for this study was gathered in the first grade room in which this study was made,
beginning with the first day of the school year and continuing until the last day. Opportunities were provided to try to bring about desirable changes in the group, therefore it was necessary to keep many records showing evidences of pupil growth. The following list shows the type of records kept during the year:

1. Needs of the pupils
2. Interests of the pupils
3. Cumulative pupil records
4. Anecdotal records
5. Test records
6. Individual pupil records of habits and traits
7. Samples of children's work
8. Records of reading and vocabulary growth
9. Class diary
10. Accounts of trips taken
11. Pictures of classroom activities
12. Reports and evaluation of interest centers

Visits were made in the homes in order to get better acquainted with the children and their interests. Case study records were made of the children presenting some problems for the teacher.

**Definition of Terms**

An activity program is one in which children's activities are determined by the interests of the children, the
immediate needs, and the social needs of the group.

Progressive schools are those schools that are in search of means for desirable adaptation to changing needs and conditions. We live in a changing world; therefore the school must change to live, for the school is a living thing and all living things must adapt or die.

Frontier thinkers are the expert leaders and writers in the field of the activity movement in elementary education.

An activity may be any learning situation which meets the natural interests and felt needs of the children and leads to better adjustments than did the traditional school organization.

Plan for Presenting the Data

Chapter I presents recent trends in favor of the activity program found in some of the newer books dealing with elementary education. In order to try to clear up some controversial issues in regard to the meaning of an activity program, the definition of an activity program given by the committee for the National Society for the Study of Education was used. Some important questions dealing with the initiation of an activity program were presented. A statement of the problem, the purpose of the study, and the scope of the problem was given in this chapter. In order for the reader to know something about the place where this study was made
it was necessary to give a description of the setting. In the setting the major difficulties encountered while developing an activity program in this study were listed. Under the topic heading, The Program in Action, a detailed discussion of the interest centers used were given. These reports attempted to show how the interests and needs of this group of children were met. The interest centers provided opportunities for the children to practice living democratically, and for them to participate in the joy of creative expression. Opportunities were provided for desirable change and for evidences of pupil growth. The children were encouraged to take part in many problem solving activities involving planning, executing, and evaluating work. The classroom work was organized around interest centers through which experiences and knowledges were integrated in relation to worthy purposes significant to children.

The criteria by which the activity program may be evaluated was set forth in Chapter III. Realizing the fact that to evaluate the work done in any program requires objectives to be used in judging the outcome of the program, therefore, the writer endeavored to formulate objectives that she accepted as desirable ones in evaluating an activity program. Realizing again the fact that the educational value derived from any school program is determined by the educational philosophy upon which the program is built, a description of the educational beliefs of the writer has been formulated. The
criteria, as given by pioneer thinkers, was selected to evaluate the interest centers used in the study. Standards set by the national norm were accepted to measure achievement in knowledges and skills. Means for checking and evaluating pupil growth were provided as described in the first part of this chapter.

The first part of Chapter IV points out some specific reasons why every school programs should be evaluated. In this chapter an attempt was made to check the outcomes of the program in terms of the objectives achieved, and to show how the educational philosophy of the writer was provided for in the program. By comparing scores on the achievement tests with the national norm, one can see whether the activity program provided opportunities for achievement in knowledges and skills. An attempt was made to determine the educational values derived from an activity program, and how the difficulties were met in developing the program.

Conclusions and recommendations are set forth in Chapter V.
CHAPTER II

HOW THE ACTIVITY PROGRAM WAS DEVELOPED

Before attempting to give a report of the development of the activity program in this study, a review should be given of the historical origin of some practices and theories that are basic factors in the activity schools today. Although we think of the activity program as something new in education, the basic theories upon which it is founded date back many years in the past. Since change in education is a slow process, it is important that we know something of the basic origin of the activity movement in order to appreciate its significance.

The newer school practices as they are being applied in the activity schools of today are not just another passing educational fad. These practices are based upon educational theories that date back to the European contributions made to education by Rousseau, Pestalozzi, Froebel, Herbart, and others. It is true that these theories and practices, given us by these pioneer thinkers are not ready-made processes of education suited to present day needs, but they can be critically adapted and interpreted to meet the modern school situations of today. Therefore, the historical origin of these newer practices shows that some of the principles and
practices included in the activity program of today were advocated by pioneer thinkers as far back as the eighteenth century.\(^1\)

In 1762 Rousseau published his book, *Emile*, which became the inspiration for many educational reforms. In this book he formulated three major doctrines of educational theory and practice. These were:

1. Education must be organized about the nature of the child; it must not attempt to fit the child into a social or theological mold, but must liberate his capacities and allow them to develop without restriction.

2. Education should proceed through concrete life experiences rather than through books. Physical activity, sensori-motor contacts with nature, perception of ways in which events are related to one another, are the materials to be emphasized before verbal accounts are provided for the child.

3. Learning must be the result of the child's own experimental exploration of his environment. Indoc- trination of political and theological concepts is to be discouraged.\(^2\)

Rousseau's contributions to education were: (1) new concepts of child nature, (2) education as a process of experience and observation using child activity, and (3) the role of education in social reconstruction. The object-teaching of Pestalozzi which employed field trips, sensory experience, and directed observation occupies an important place in the practices of most progressive schools as they develop their

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\(^2\)Ibid., p. 77.
units of work or activities. Froebel's emphasis upon the pupil's needs and interests are made an important part of the curriculum in the modern schools. The Herbartian theory that cultural history should constitute the core of the curriculum is practiced more widely in the elementary schools today than at any previous period in public education.  

Our European heritage made many contributions that proved to be important aids in the development of the present-day educational practices. While we try to show our gratitude for these contributions, we must not forget the heritage that we have received from our own national reformers. Among the most noted contributions are: (1) creative expression; (2) individual differences, as emphasized by G. Stanley Hall; (3) the contribution of newer practices and theories by the University of Chicago Laboratory School, while Dewey was director; (4) the contribution of the school practices and theories by Francis W. Parker, which are used in many of the modern schools today. The origins and development of reforms in progressive education have an ancestry that is long and though the basic principles may have their roots entwined in the past, continuous change and reform in practices are necessary if these principles and theories are to be dynamic guides for classroom activities.  

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3Ibid., p. 11.  
4Ibid., p. 12.
So we see from this brief review that the basic factors, pertinent in developing an activity program, cannot be proclaimed as another passing educational fad, but it is a regeneration of some of the common sense practice that is never entirely new.

Trends Conducive to the Development of an Activity Program

There was a time when a field trip or excursion would be called an extra-curricular activity, but the progressive school takes it for granted that a school without such an activity as part of its curriculum is backward. Educators are recognizing new goals and employing new procedures in the educational program used in the development of tomorrow's citizens. Therefore, emphasis is shifting from the acquisition of skills and information to the development of understanding through experiences that build desirable interests, attitudes, and ideals. They are beginning to realize that only the most complete and wholesome development of each child will be sufficient to meet the needs of either individual or society.

Continuous evaluation and change should hold a vital place in any elementary school program. Certainly, no intelligent person can deny that change is needed and is in process in every important aspect of life. We are living in a changing world, yet our school system was founded, and most of its practices fixed, in the horse-and-buggy days. The
school was considered as an institution to which children were sent to be instructed in certain specific knowledges and skills. The teacher told them what to do and how and when to do it, and determined their success and failure. A critical evaluation of such practice has revealed the inadequacy of such type school. It has not only proven to be inefficient but in many respects miseducative.

The changing from a formal instructional type of schooling to a broad dynamic program of child development presents many difficulties, but in spite of these difficulties a new conception of the functions and objectives of elementary education is rapidly gaining acceptance. A new vision of its possibility is to promote the best development of each individual child. The child, instead of subject matter, is given foremost consideration in the newer elementary school practices.

Educators realize that the supreme function of the school is the building of wholesome, many-sided, yet integrated, personalities. They also realize that these personalities are formed by their daily practice of certain attitudes and actions. In their book, Modern Practices in the Elementary School, Hockett and Jacobsen said,

If we want socially sensitive and socially disposed individuals, school experiences must be permeated with the spirit of cooperative endeavors, in which pupils share responsibilities and successes. If we wish poised and integrated personalities, the school program must facilitate emotional stability, social adjustment in an atmosphere of security and of sympathet-
ic understanding. If we aim to develop confident self-reliant individuals, we must build confidence through a program of success, in which the child continually grows in ability to assume responsibility for his own decisions and behavior. If we value integrity of character, the school must encourage both emotional and intellectual sincerity on the part of each child, even though he may react differently from the other children or the teacher. If purposiveness, perseverance, and enthusiasm are desirable qualities, children must be permitted and helped to set up worthy purposes which they can carry through enthusiastically to successful conclusions. If open-minded respect for fact and truth is a desirable characteristic, many opportunities for practicing the scientific attitude must be provided in children's school experiences. If appreciation and enjoyment of the beautiful are worth while, the school must provide time and opportunity for these experiences. If happiness and good fellowship are constituents of the good life, the school must show the child how they can be attained.

The school should not neglect the fact that human beings possess such basic needs or drives to action as: security, recognition, successful achievement, physical and mental activity. Therefore, the school should be concerned with the whole child. It should aid him in planning and executing wisely and effectively. It should lead him to be more and more critical of the purposes he forms. It should provide experiences where the child's physical, emotional, and social needs may be met.

Comments by Leaders in the Field

Now that we have listed some trends in favor of the activity program, let us turn our attention to what some of

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5Hockett and Jacobsen, op. cit., pp. 6-7.
the leaders in the field are saying about its value. Dudley, Assistant Superintendent of Schools, Battle Creek, Michigan, says, "The activity program has brought with it a clearer vision of the responsibility of the school in the development of desirable habits of thinking and working."\(^6\)

Oberholtzer, Superintendent of Schools, Houston, Texas, says, "An activity curriculum permits greater teaching freedom for real education. It increases the pupil's interests in school and other worth while activities."\(^7\)

Palmer, Assistant Superintendent of Schools, Denver, Colorado, says, "The activity program has provided opportunity for pupil cooperation within the group and among the pupils and the other school and community groups, thus providing understanding of human relationships."\(^8\)

Lane, Assistant Superintendent, Los Angeles City Schools, says:

Since the world outside the classroom is an imperfect world, the modern schoolroom must exhibit as nearly an ideal life-situation as possible, to the end that children shall be trained in better habits and loftier ideals of living.\(^9\)

McGaughy, Professor of Education, Teachers College, Columbia University, says,

The activity program is not a method or a set of


\(^7\)Ibid., pp. 139-140. \(^8\)Ibid., p. 143.

\(^9\)Ibid., p. 119.
techniques or a different plan for arranging the content of the traditional school curriculum. It is a plan of education in itself. It 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, rather, with the developing in children the capacity to act and react in their total personalities with the forces and abilities within them and to the things and persons and situations outside of them. Happy, successful achievement under sympathetic guidance is accepted as an important achievement in the activity school.10

Freeman, Professor of Education, University of Chicago, Illinois, says, "Self-activity or wholehearted participation by the child in learning is a necessary condition of effective learning."11

The Setting

The children, forty-seven of them, were nearly all strangers to each other when they came to this first grade room for their first time. The group was varied in abilities, in maturity, as well as in experiences and interests.

When these children entered the first grade in September, 1938, their chronological ages ranged from five years six months to seven years four months, with a median of six years two months. Their I. Q.'s on the Detroit Beginning First-Grade Intelligence Test ranged from seventy-nine to one


11Thirty-third Yearbook, op. cit., p. 93.
hundred thirty-five, the median being one hundred eleven. On the Metropolitan Readiness Test, the scores ranged from thirty-two, the lowest, to one hundred eleven as the highest, with a median of sixty-nine. Thirteen children made a score below sixty on this test.

The size of the room, which is 29 feet 4 inches long and 19 feet 10 inches wide, showed that it was not planned for forty-seven active boys and girls. Playground space was limited proportionally to room space.

The furniture in the room consisted of 47 movable desks, a teacher's desk and chair, a small bookcase for library books, shelves for text books, a long shelf across the room for the children's lunches, a long blackboard on the north side of the room with cork bulletin boards above the blackboard and at each end, and a short blackboard at the front of the room. There were eighteen chairs that were used for the group reading and conferences. These had to be kept against the wall when not in use in order to save as much floor space as possible. The two work tables that were used every day during the term of 1937-38 had to be moved out early in the year to make room for desks and children. The shelves made from orange crates that were used for the science museum, had to be torn apart and placed upon the shelf in the back of the room to conserve space. The sand-table and shelves used in putting materials away had to be moved out, also.
The writer had expected to do this study under average conditions. When the adverse conditions described above were discovered she thought the study should be abandoned. It was suggested to her that a study of the activity program under such adverse conditions might be more significant than the original study.

Under such a situation one can readily see that the first difficulty encountered in developing an activity program in this study was that of a crowded room. Although the condition provided many difficult problems contrary to an ideal set up for such a program, it, also, provided many problem solving situations which proved to be an asset in pupil participation and growth. These situations are described in the interest centers in this same chapter. The next difficulty encountered was that of providing for individual differences. Forty-seven children with different experiences, different interests, different aptitudes and abilities presented a big problem in developing an activity program in this first grade room. Interest centers had to be selected that provided for a wide variety of activities to care for the individual interests, needs, and abilities found in a large group. Many laborious hours were spent in recording data that is necessary for any classroom teacher to have in hand while evaluating the year's work. This could have been a pleasure instead of drudgery if the class had been a smaller one. To plan for and make reports for forty-seven
children certainly taxed the teacher's strength, as well as had a tendency to destroy her initiative at times.

Our state has provided free education for the children six years old by September the first. Some overanxious parents were not satisfied with this provision and moved up birthdays so their children could go to school without paying tuition. Therefore, there were about twenty immature children in this group. Some of these were five years old at home and six at school. The school had allowed these children to enter the first grade without making any provision for them. In developing an activity program provisions had to be made for this immature group along with the mature group.

Another difficulty was that of providing necessary materials, activities, and experiences for different levels of ability, and at the same time meet the interests and needs of such a large group. Under such conditions group conferences and free activity were impossible except when carried out in a modified form. A large group presented a difficult problem in taking field trips and excursions. It was impossible for the teacher to observe and record pupil growth for the entire group on every occasion. With these difficulties in mind, we know that it was not an ideal situation for developing an activity program, but what was gained from this study was due to the teacher's desire to accept these difficulties and children as they were. She
tried to use their present tendencies and interest in guiding their growth toward desirable goals, rather than giving up and saying 'it can't be done' because of a crowded room.

Development of the Program

The first step.—The beginning of a school year usually brings a new group of children to the teacher; therefore, her first problem is that of getting acquainted with them. While initiating an activity program in this study, it was necessary to spend the first six weeks of school as a period of orientation. Hockett and Jacobsen believe

The members of the class, including the teacher, need to become acquainted with one another's background and interests before they can think, play, and work together as a group. A period of orientation is not time wasted but is necessary to the creation of the best group life. Through this process of exchanging points of view and discussing interests, procedures, and plans, the group attains clarification of objectives as well as mutual agreement on standards of behavior which are to be observed in living and working together.12

During this period the children were getting acquainted with one another. They were becoming adjusted to school routine. They were living with a new and larger social group. The teacher had a chance to find out something about the interests, needs, and abilities of her group. From careful observation of the children in the schoolroom, on the playground, and at home, they were found to be very active. The following lists suggest the types of activities

12Hockett and Jacobsen, op. cit., p. 23.
these children were found to be engaging in.

1. Adventuring, creating, and planning.
2. Constructing, creating, and planning.
3. Suggesting, helping, and sharing.
5. Enjoying, receiving, and accepting.
6. Obeying, following, and commanding.
7. Expressing, drawing, and playing.

The next problem was that of finding out what these children were doing enthusiastically and with enjoyment. What were these children doing when they were freed from the restraining influence of adults? Outside of school this group of children was found to be engaging in the following activities:

1. Building a playhouse and imitating the members of the family.
2. Building a train.
3. Playing with pets and toys.
4. Playing store.
5. Playing games.
6. Digging a cave.
8. Looking at picture books.
9. Listening to stories.
10. Listening to the radio.
11. Collecting rocks, string, pictures, dolls, and many
insignificant articles.

12. Coloring pictures.
15. Dramatizing stories.
17. Looking at the funny paper.

The methods used in getting acquainted with the children involved observation, visitation, and questioning the children and parents. The visits in the home, which should occupy an important place in any school program, revealed much valuable information. A visit in the home explained why James seemed to the teacher to be a stupid, backward child with a well embedded inferiority complex. His home was a one room hut, with the bare earth for a floor, which looked more like a chicken roost than a place inhabited by people. His mother had had meager educational opportunities and due to this fact had acquired the attitude that the world had turned against all poor people. His father did part time work, but the family income depended principally upon the relief office.

John was a nervous type child. The least thing unusual excited him. While talking to his mother, it was explained how his father had been killed by a hit-and-run driver, while directing traffic at a football game. As he was too young to understand why his father was taken in this manner, it
left him very nervous. Consequently he was easily excited.

These examples are two of the extreme cases found in the group, but much valuable information was gained from all the visits. They revealed information that was valuable to the teacher in guiding the children in living a wholesome life.

The testing program used during the orientation period consisted of the Detroit Beginning First-Grade Intelligence Test, and the Metropolitan Readiness-Tests. These tests were used as a means of determining the maturation and ability of the children rather than as an end in itself. Any test given to first grade children cannot be depended upon as one hundred percent reliable. However, the results from these tests furnished necessary information for a beginning in getting acquainted with the children.

The Metropolitan Readiness-Test was given September 30, 1938. The test was postponed until the latter part of the month that the children might have time to become adjusted to school routine, and to be more adapted to following directions. Table 1, on the following page, gives the results of this test. There are four columns in the table. A number is substituted for the pupil's name in the first column. The same number will be substituted for the child's name in all of the tables used throughout the study. The next column gives the pupil's chronological age in years and months. The third column contains the total score of the test, and the
### TABLE 1
The chronological age, total score, and percentile rank of forty-seven children in the first grade, section one, of the Carlisle School for the term of 1938-39, as determined by the Metropolitan Readiness Tests

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<th>Total Score</th>
<th>Percentile Rank</th>
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**Median**

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The last column gives the percentile ranking. The median is
found according to the directions given in the manual. The median is the middle score, when the scores are arranged in order from the highest score to the lowest. The results from Table 1 reveal that the median total score is 69 points and it corresponds to 39 percentile of the norms, which means that 50 percent of the pupils in the group exceed the score that is exceeded by 61 percent of the pupils in other schools. By comparing these results with the national norm in the manual of directions, this group is found to be on the average an inferior one from the standpoint of readiness for first grade work.

Since maturity is a factor in favor of readiness, the following table showing a distribution of the chronological ages may explain one reason for the lack of readiness for such a large group. Table 2 gives the distribution of the chronological ages of the forty-seven children in this first grade class according to the ages recorded upon the enrollment sheets at the beginning of school. The first column shows the ages of the children in years and months from the youngest to the oldest. The second column shows the frequency of the ages. There are eighteen children in the group who are six years six months or older, while on the other hand there are twenty-nine who are six years five months or younger. There are fourteen children six years one month old. Five of the children are under six years of age.

The results from Table 2 reveal that twenty-five of the
TABLE 2
THE CHRONOLOGICAL AGES OF FORTY-SEVEN CHILDREN IN
THE FIRST GRADE, SECTION ONE OF THE CARLISLE
SCHOOL, SEPTEMBER 5, 1938

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Median: 6-----2

children out of forty-seven are six years three months or younger. Out of these twenty-five, there were twenty immature children. One can readily see that this immature group represents a large percent of the class.

The Detroit First-Grade Intelligence Test was used as an aid in grouping the children according to their level of ability in this first grade room. Table 3 shows the results obtained from this test. The first column contains the pupil’s number. The second column gives the chronological ages given in years and months. The third column gives the total score made on the test. The fourth column gives the mental ages. The intelligence quotient is given in the fifth column. The last column contains the letter rating.
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<td>4-11</td>
<td>81-</td>
<td>E</td>
</tr>
<tr>
<td>24</td>
<td>7-0</td>
<td>74</td>
<td>7-0</td>
<td>100-</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Median: 6-2  72  6-11  111  B
According to the findings in Table 3, thirty-nine children have a mental age of six years six months, which is a suggested favorable factor in determining success in first grade work. Twenty-four of these children were placed in the X group with letter ratings of A and B. Seventeen were placed in the Y group which had letter ratings of C- and C. Since one child had a letter rating of C-, he was placed in the Z group with five other children who had a letter rating of D and E. This grouping was merely a tentative one, as the children were shifted from one group to another as pertinent problems made regrouping necessary.

From these tables two outstanding needs were paramount in the mind of the writer while developing the activity program. They are as follows: first, the need for providing opportunities for developing the readiness for first grade work that was found lacking from the tests; second, to provide a program that will take care of the immature group.

Using the lists of needs, selected by the Sherman teachers as basic factors for the newer school practices, as a guide the following were found to be pertinent needs for this particular group:

1. The need for healthy bodies.
2. The need for an opportunity to be a member of a social group.
3. The need for enough success to keep the child interested.
4. The need for opportunity for the use of fundamental processes.
5. The need for worthy use of leisure time.
6. The need for an opportunity to make choices.\textsuperscript{13}

As the children participated in the development of interest centers, they realized their need for such abilities as:

1. To plan work carefully before doing it.
2. To persevere in face of difficulties.
3. To handle tools properly.
4. To select right materials.
5. To express themselves clearly to others.
6. To read to solve problems.
7. To read for pleasure.
8. To use skills relating to numbers.
9. To use the table of content.
10. To organize materials.
11. To follow directions.
12. To be a good leader.
13. To be a good follower.
14. To be a good worker.
15. To assume responsibility.
16. To cooperate with the group.
17. To share with each other.
18. To weight suggestions before drawing conclusions.
19. To make wise choices.
20. To solve problems.

The second step.—Now that the problem of getting acquainted with the children and determining their interests and immediate needs has been set forth as the first step in developing an activity program, another important step was that of organizing for living and learning. As the emphasis shifts from formal arrangements of subjects to activities, so must the program which guides the teacher be reorganized. The classroom work develops around large centers of children's interests; therefore, a flexible, changeable program is not only desirable but inevitable.

We want children to develop in initiative and self-reliance; we want them to experience life richly while in school; we want them to develop and preserve physical and mental health. These objectives demand continuity in school activities. If the children are to understand the fundamental relationships between one field of knowledge and another, they must be able to follow a vital interest through to a satisfactory conclusion.  

To accomplish this end, the program will fall into blocks of time of flexible length to be used for:

1. Conference, planning, checking up, hearing suggestions, sharing experiences.
2. Mastery of techniques and skills in getting specific knowledges as needed.
3. Discussion of problems being investigated, hearing reports, and considering matters calling for exchange of ideas or for deciding on necessary next steps.
4. Recreation.
5. Sharing and enjoying.
6. Unassigned time, making provision for (a) individual study and enterprises, (b) group and committee work, and (c) meeting responsibilities for work called for by group life.

14Hockett and Jacobsen, op. cit., p. 100.
Using the suggested daily program, set up by Robert H. Lane in his book, *A Teacher's Guide Book to the Activity Program*, as a guide, Table 4 gives the daily program as set forth to be used in this study. The first column gives the hour, the second column gives the program subject, and the last one gives the content.

Table 4, The Daily Program, has made provisions for time blocks of one hour duration, during which the pupils engage in various forms of physical and mental work related to the unit of work they are developing. These activities provide incentives for, and practice in, the mastery of the skills of reading, writing, and numbers; the techniques of art and music; and the art of living and working together harmoniously and effectively. The daily routine provides for such essential matters as health, physical welfare, and schoolroom administration.

The third step.—In developing a program of activity, the third step is initiating the unit of work. When the unit has been selected, it is the teacher's duty to prepare herself for its most fruitful development. She must try to determine which of her aims for the class can be achieved through the unit. She must take into consideration the pupil's needs for organized knowledges, skills, habits, attitudes, appreciation, and new interests. She must discover the types of experiences, subject matter and problems that may be involved in the unit. These she must organize into a
# Table 4

The daily program of the first grade, section one, Carlisle school, for the term of 1938-39*

<table>
<thead>
<tr>
<th>Hour</th>
<th>Program Subject</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20- 9:00</td>
<td>Routine factors</td>
<td>Checking roll, health inspection, greetings, and committee assignments.</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Social studies</td>
<td>Conferences, planning, hearing suggestions, various group activities relating to unit, clean up, and conference to evaluate results.</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Recreation</td>
<td>Supervised play period.</td>
</tr>
<tr>
<td>10:25-10:50</td>
<td>Rest period</td>
<td>Mid-morning lunch.</td>
</tr>
<tr>
<td>10:50-11:55</td>
<td>Reading, numbers, writing.</td>
<td>Mastery of techniques and skills and getting specific knowledges related to unit.</td>
</tr>
<tr>
<td>11:55-12:15</td>
<td>Lunch</td>
<td>Supervised lunch period.</td>
</tr>
<tr>
<td>12:15-12:55</td>
<td>Recreation</td>
<td>Supervised play.</td>
</tr>
<tr>
<td>12:55- 1:15</td>
<td>Rest period</td>
<td>Listens to stories read or told.</td>
</tr>
<tr>
<td>1:15- 2:00</td>
<td>Unassigned</td>
<td>(1) Individual study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Group work.</td>
</tr>
<tr>
<td></td>
<td>Appreciation</td>
<td>Music, art, and stories.</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Skills and drills</td>
<td>Practice period for developing techniques and skills.</td>
</tr>
<tr>
<td>2:30</td>
<td>Dismiss</td>
<td></td>
</tr>
</tbody>
</table>

*The daily program in Lane's book, *A Teacher's Guide Book to the Activity Program*, pages 93-94, was used as a guide in formulating the daily program given above.
usable outline or plan. Since the teacher is a very busy person, and has very little time to make a long drawn out plan of the unit, the following outline given by Smith and Frederick is a good one to use as a guide while planning a unit of work.

Title and Theme of the Unit

I. Introductory Study
   A. Pupil planning in getting the unit under way.
   B. Interest appeals.
   C. Background from which the unit emerges.
   D. Diagnosis of needs of pupils.

II. Objectives to be developed.
   A. Attitude objectives.
   B. Habits, skills and other special abilities.
   C. Special information.
      1. New concepts or principles.
      2. New words; use, spelling, pronunciation.
      3. Locations, men, events, trends to be developed.

III. General outline of subject matter which the teacher may be called upon to utilize in this unit.
   A. Reading materials.
      1. General readings of specific application graded as to difficulty.
      2. Special subject or topical accounts.
      3. Reading for fun.
         a. By the pupils.
         b. To be read to the pupils.
   B. Materials of instruction other than books.
      1. Local observation.
      2. Periodicals.
      4. Visual aids other than the foregoing.
      5. The bulletin board.

V. Possible Activities.
   A. Activities which might be of value for the entire class.
   B. Possible committee activities.
   C. Suggested individual activities.
   D. Suggestions for group discussions.
   E. Out of class activities which might be utilized.
VI. Concluding summary.
   A. General conclusions formed during and after the unit.
   B. Test procedures.
   C. Dramatization, displays, exhibits, assembly programs, frequently lend themselves to the work of summarization.16

All possible reference materials and sources of information relative to the unit of work must be obtained, classified and stored in a systematic manner so that the teacher and children can have ready access to them. The teacher must be alert to enrich her store of information, experiences, and interests so that she may be conscious of the possibilities for growth in the children's activities, for it is her duty to direct their interests into enterprises of greatest worth.

The following suggestions for initiating the work of a unit are given by Hockett and Jacobsen:

1. Do not let a desire for haste in beginning the unit lead to neglect of the individual and group interests that may be stimulated during the period for orientation. Many individual interests can be pursued simultaneously with the progress of the unit ...

2. Relate the new ideas or interests definitely to the previous interests, activities, or experiences of the group in a natural instead of an artificial procedure.

3. Provide an opportunity for firsthand experiences which will arouse or increase interest in the unit. This usually will involve trips or contact with materials, or both. Discuss the questions that arise during these experiences. Help children to formulate and select the problems that are to be solved.

4. Direct children to materials, particularly reading matter and pictorial materials, through which they can find answers to their questions.

5. Provide frequent discussions of the possibilities for interesting activity and study relating to the new experiences.\footnote{Hockett and Jacobsen, \textit{op. cit.}, pp. 68-69.}

The fourth step.--In the development of the program the fourth step is developing the unit of work. In this study, the term "unit of work" is used to designate the various experiences and activities that grow out of, center in, and contribute to a chosen theme which has purpose for the children. It involves the use of textbooks; but it involves also such activities and experiences as problem-solving, thoughtful questioning, the collection and organization of pertinent information, and it may also include construction work, musical interpretation or dramatics. It tends to include any materials that may be related to the center of interest. Emphasis is centered upon the child's activity and purpose, his search for information, and upon his efforts to plan and evaluate the significance and merits of his work.

While directing a unit of work, the teacher should provide her pupils with opportunities for many kinds of experiences, such as:

- Presenting reports and engaging in discussions;
- Carrying on a varied research activity; reading for pleasure as well as for information;
- Writing compositions and poems;
- Making booklets, charts, and posters;
- Making objects of wood, metal, and clay;
- Composing and presenting dramatizations;
- Designing and making costumes, scenery, and puppets;
- Composing and singing music;
- Studying various musical instruments and even making simple ones;
- Sketching, painting, and modeling;
- Designing and making things of cloth;
- Planning...
menus and preparing and serving meals; caring for and observing pets and other living creatures; experimenting with light, heat, magnetism, and barometric pressure; making collections and studying exhibits; taking trips to places of interest. All these activities, and many others, hold valuable and varied possibilities for growth.  

A period of orientation is necessary before the actual selection of a unit for several reasons. The teacher must learn the pupils' interests, needs, and capacities before a unit can offer each child opportunities for growth. The driving purpose of the unit should be the children's.

During this period the teacher may provide a variety of materials to challenge the children's interest and exploratory tendencies. She should give the children a chance to examine these materials, use them and react to them. By observing them, she can discover their strongest and most persistent interests. Trips are valuable for revealing as well as for arousing and strengthening interest. Discussion of the things the children like to do out of school or of the things they have done during the summer often reveals interests that may lead to many worthwhile activities. Reading for pleasure and sharing with the group what is read may reveal children's needs and interests. Opportunities should be provided for freedom in the selection of reading matter and the exchange of ideas. Opportunities should be provided for dramatic play. Experiences such as, taking trips about

18Ibid., p. 79.
the building and room, and improving the appearance of the
room are fruitful sources of questions and answers.

The children's interests, however trivial they
may seem, must not be ignored. The teacher must be
able to recognize in those interests opportunities
for broadening activities, developing useful habits,
and stimulating creative effort.\textsuperscript{19}

In selecting a unit of work, the teacher should consid-
er the abilities, attitudes, work habits, and social develop-
ment of her group and try to discover whether the unit she
is planning will offer adequate stimulation for growth. If
not, she should be willing to discard the plan if the inter-
est and needs of the children indicate that greater value
would be found in another plan.

\textbf{The fifth step.}--The fifth step is that of evaluating
the unit of work. In the traditional school, the work is
evaluated in terms of grades according to the amount of sub-
ject matter that could be recalled at certain intervals.
This material was designated by the school or teacher. In
the activity school, the unit of work is evaluated in terms
of pupil growth. Therefore, evaluation occupies a vital
place in the activity program. The unit of work should con-
stantly be evaluated, and especially after it has been com-
pleted. It should be evaluated, first, in regard to pupil
growth; second, abilities achieved; third, as the way in
which the unit may have been improved; and fourth, the leads
in discovering new interests.

\textsuperscript{19}Ibid., p. 73.
The Program in Action

Thus far, these five steps in the development of the program have been concerned with theoretical presentation of the guiding principles relative to the activity program. Since there is ordinarily a vast break between theory and practice, an attempt has been made to give a description of the centers of interest. The panoramic view of the interest centers suggests what was done in attempting a program of activity in this study. Realizing that all the minute details of classroom situations cannot be presented, and the potent factors of mood and atmosphere cannot be described, the reader should try to grasp the spirit of the work and the basic principles manifest, rather than fix on some realistically unimportant fact.

Exploring the school environment.—This unit was initiated and directed by the teacher. Since only a few children had visited in the primary school prior to entering school, it became necessary to spend the first week of school as an exploratory period.

The children had a chance to explore their room and to find out what everything in there was used for, such as: the blackboard, erasers, the bulletin board, the desks, the books, the thermometer, and the pencil sharpener. The correct way to use the water fountains, lavatories, and rest rooms were explained to them. A trip to the office explained the necessary routine for getting permits.
They were taken to the auditorium so they could find out how and what to do when they would go there on different occasions for programs. They saw the show, "Bunny Rabbit" which was enjoyed very much.

A trip to the cafeteria explained to them the necessary procedure to be observed while in there. They found out how to be served, and how to pay for their meals.

The correct use of the playground equipment was explained and demonstrated to the group. It was explained how careless boys and girls get hurt. The safe way to get on and off the bus was also demonstrated to them.

These trips about the school plant and campus gave the children a chance to know how to use the school tools and equipment to a better advantage, and to become adjusted to school routine sooner.

The children had a chance to face the situation found in the room, to consider its limitations, and possibilities, and to discuss ways of arranging the room. With such a large group, they decided it might be best to have definite individual seat assignments. They decided upon individual spaces for keeping personal possessions.

While they were discussing the arrangements of the room for work, their attention was directed to the following items: the factors of order, the convenience and suitability for work, and attractiveness. These discussions were factors which stimulated an interest which contributed to the initiation of the unit, Making Our Room Beautiful.
Making our room beautiful.--The initiation of this unit was directly stimulated by the discussion of the room arrangement for work and living. After mentioning the fact that "this room is our home," Jean suggested that we should try to make it beautiful. Shirley said, "Maybe if we all try to work together we could have a pretty room." The children liked Jean's idea and started planning immediately how they could make their room beautiful. After discussing the factors that contribute to beautiful homes, work was begun in cleaning the room, arranging books, furniture, and putting materials away. Since space in the room was limited, the plans had to make provisions for this problem.

In trying to decide what was needed to make the room attractive, the children presented the following suggestions: "We could find some pictures for the room." "Flowers would help make the room look pretty." "I think we need some pot flowers." "I have a canary bird. I'll see if mother will let me bring it to school." "I think some goldfish would make our room pretty." These suggestions stimulated other children to want to have a part in making the room beautiful. The room was cluttered up the next day with objects which were offered as means of beautifying the room. Therefore, they were confronted with the problem of selecting, from the many things brought in, the things to be used first. It was decided that too many things in a room had a tendency to destroy its beauty rather than add to the attractiveness.
The next problem was that of selecting the materials to be used, and finding the proper place to keep the other things. It was discovered that they had many pretty pot plants with no place to keep them. Places had to be provided for them and other collections.

As the children worked together to make their room beautiful, they were interested in bringing pictures, flowers, plants, what-nots, and nature collections to the room. They were interested in selecting materials, building shelves, planting seeds, caring for the plants, gold fish, canary bird, and solving problems. Skills were gained in judging what to display, making reports, and arranging flowers and pictures attractively. They developed a beginning habit of planning work, keeping the room neat and clean, making interesting collections for the room, and cooperating with the group.

They were showing growth in such attitudes as: assuming responsibility in making and keeping the room attractive, taking pleasure in sharing with each other and joy in showing respect for the rights of others.

The children gained knowledge of how to arrange the room attractively, how to make interesting reports, how to work in groups, how to follow directions, how to be good workers, and how to read from left to right on the charts and make the proper return sweep of the eyes. They learned how to care for plants, goldfish, and the canary bird.
Observing our pets.--The first month of school was spent in helping the children adjust themselves to school routine. They were carefully observed during that time in order to get a lead toward developing a larger activity in which they showed an interest. Pictures of pets were posted in the room. One afternoon during the fifth week of school, a little brown and white shaggy dog walked into the room. This event was the lead that started off the pet unit with great enthusiasm and interest. The children spent the remaining part of the afternoon talking about pets. The timid children lost their timidity when it came their time to tell the group about their pets. During the discussion period that afternoon, the children discovered that it was necessary to make plans if they were to accomplish much toward the pet study. During their conference period, they discussed some important things to keep in mind, such as: how to be a good speaker, how to be a good listener, how they could improve in being polite, how to work with the group, how to wait for one's turn, and how to keep the room neat and clean by putting materials away. These reports were copied on charts to be referred to in case someone forgot.

After the children understood what a good worker was expected to do, they were ready to do better work on the unit. During the morning health inspection, they talked about the health habits they would need to keep in order to be strong and healthy boys and girls. They compared our health habits
to the ones they would need to keep in mind while caring for their pets. A health chart was used in connection with the morning inspection.

Picture books were placed in the bookcase and were enjoyed by the children. During the free period, the children hunted for pictures of animals that would make good pets.

The first reading was developed from charts. The charts were made from the Spot pre-primer, since this was a splendid book to use along with the pet unit. Many experience charts were used also. The stories that the children made about their pets were read from charts. Seatwork that was built in connection with the unit was an aid in developing the reading vocabulary. Pictures of pets with the word to match gave the children a chance to associate the word with the picture. The bulletin board was used as an intrinsic device in providing opportunities for functional reading.

The activities used in connection with this unit were:

1. Shared stories about pets with the group.
2. Observed and cared for a canary bird.
3. Listened to stories read about pets.
4. Sang songs about pets.
5. Counted pictures of pets.
6. Made a number booklet of pets, developing the number concepts from 1-10.
7. Wrote sentences about pets.
8. Drew pictures of pets.
9. Made a booklet called, "My Pet Book".
11. Brought pets to school.
12. Used "Good Work Corner" to display neat and correct papers.
13. Read supplementary material about pets in "Our Weekly Reader".
14. Used pictures of colored ducks as an aid in developing color words.
15. Used pet toys as illustrative material.
17. Dramatized stories about pets.
18. Made a miniature pet shop. This took the place of keeping the pets in the room because of crowded conditions.
19. Worked in groups.
20. Planned, executed, and evaluated the work carried on.

As the children worked together in observing and studying pets, they became interested in stories that were read about pets, collecting materials about pets, finding out how the mother cares for her baby, watching their progress in reading, making booklets about pets, observing and caring for pets, and caring for a canary bird. Figure I shows the miniature pet shop which was placed on a long shelf at the rear of the room.
Fig. 1.—The First Grade Miniature Pet Shop, utilizing wall shelf as a space saving device.
Habits were begun in planning before beginning work, following plans and directions, doing work well, and finishing work begun. Evidences of growth were shown in habits of asking questions and looking for helps in solving problems, sharing tools and working quietly in groups. Habits were begun in putting materials away, and cleaning up after work periods.

While observing the pets the children gained an appreciation of their pets, and of the things that were made during the unit. Increased skills were developed in recognizing sentences about pets, in reading charts about pets, in recognizing words and phrases and in recognizing likeness and difference in words. The children showed growth in skill in writing sentences about pets, in coloring pictures of pets, in counting pets, in drawing pictures of pets, and in talking in an audience situation.

The children gained knowledges of what animal is best suited for a pet, how to care for pets, how an animal mother cares for her baby, how to care for a canary bird, and what health measures are necessary in caring for the pets. They learned how to form good letters in writing sentences, how to draw a large picture and color smoothly, how to take care of books, how to be a good speaker and a good listener, how to take turns in working with the group, and what a good worker is expected to do.
Making and using our library corner.--During a discussion conference the children talked about the things they would like to do in school now that the holidays were over and they had completed their study of pets. The following suggestions were made:

1. Make a train.
2. Build a gas station.
3. Build a playhouse.
4. Build a toy store.
5. Make furniture for the playhouse.
6. Build a bus station.
7. Build a fire station.
8. Build a library corner.

These suggestions were evaluated in terms of which would be most helpful in getting ready for our assembly program which would come in February. The group discussed each activity and decided that the library would be more helpful in planning a program, because they could get part of their material for the program there, such as: stories to be read and dramatized, and songs, poems, and short plays.

As the planning for the library got under way, the group recognized the need to set up standards for a good worker.

A Good Worker

1. Listens and follows directions.
2. Keeps his voice low.
3. Waits for his turn.
4. Works with the group.
5. Knows what to do.

As the work on the unit continued, it became necessary to set up standards for work periods, such as:

1. Finish what has been started.
2. Get help when necessary.
3. Get suggestions from teacher and pupils.
4. Talk only when necessary.
5. Move about the room quietly.
6. Keep to your own task.
7. Put materials back where they belong.
8. Clean tools and put them into place after using them.
9. Clean brushes and other materials.
10. Pick up all scraps and put away finished or unfinished work at end of period.

When they began to plan the library, it was discovered that they were not sure about how a library should look. A visit was made to the elementary school library located in the brick building, and many interesting things were discovered. After the visit the group discussed things needed, duties of a librarian, how books were kept, and how people act when they use a library.

As the library unit got under way, some of the children
were becoming "word conscious" in their reading. They were slowing down in reading and some of them were having difficulty because of lack of word recognition. Therefore, they were beginning to realize a need for word study. The following list gives the reasons suggested by the children for improving their reading.

Reasons for Improving Our Reading

1. We want to read our charts about the library.
2. We want to read library books.
3. We want to read the funny papers.
4. We want to read our class newspaper.
5. We want to read for our father and mother.
6. We want to read to our friends.
7. We can learn many things by reading.

After discussing ways to improve their reading, the children decided upon a plan of attacking a new word.

1. Look at the word carefully.
   a. Do you know any part of the word?
   b. Does the picture suggest what the word may be?
   c. Do you know what sound the word starts or ends with?
   d. Does the sentence suggest to you what the word may be?
2. Ask someone near you if they know the word.
3. Ask the teacher.
4. Spell the word.
A few days were spent in special practice on reading, while work on the library was discontinued. Growth was evident in their reading. Oulda said, "I like the way we read today. I believe we can start working on the library again Monday."

The children chose the committee in which they wanted to work. The actual construction of the library got started off in a good way, but each committee met with problems that were necessary to find solutions for. Figure 2 shows a group of children using the classroom library after its completion.

Plans were made for the assembly program, materials were selected, and characters were chosen. Plans were discussed and suggestions were made for the costumes. Suggestions were given for improving the program. Shirley suggested that each child should speak slower and pronounce the words more distinctly. Gloria Ann suggested that they needed to use more expression in speaking their lines. Sonny was not careful enough in pulling the curtain at the right time. All of these suggestions were aids in making the program a success.

The children invited their parents to the program. Guides directed them to the room and showed the library to the visitors. The parents left their hosts very proud of their work.

The activities used in connection with this unit were:
Fig. 2.--Using the classroom library.
1. Collected materials to be used in building the library.

2. Made, painted, and arranged the furniture in the library.

3. Planned the library rules.

4. Made posters, signs, and booklets for the library.

5. Read many easy stories and books.

6. Kept a record of books read.

7. Kept an account of the money spent on materials for the library.

8. Divided the class into groups to work on the unit.

9. Wrote letters to parents inviting them to the program.

10. Explained the library to them.

11. Made and used markers.

12. Gave a program.

13. Kept a diary of the progress made each day.

14. Made stories about the library and read them from charts.

15. Wrote letters to Miss Gallaway thanking her for the invitation to visit the elementary library.

As the children worked together to make and use their library, they gained knowledges of how to handle books, and use book marks. They learned that a good librarian is courteous and helpful to library visitors, and that to use the library one must be quiet, considerate of others, and must
observe necessary library restrictions. They learned the necessity for cleanliness in the library, and the correct posture and way to hold their books while reading.

They gained increased skill in collecting materials, writing sentences, reading easy books, and using the saw, hammer, and plane.

They acquired the habit of putting books in the right place, waiting one's turn to be served, keeping the library clean, and staying with a task until it was finished.

The children were interested in visiting the elementary library, in planning, building, and operating their library, reading the books, being librarian, and keeping records of books read. The children showed an intense interest in planning and giving their program. Figure 3 shows a committee enjoying a social hour while planning the assembly program.

While working to make and operate their library the children gained appreciation of books that help us solve our problems, of the service rendered by the librarian, and the borrowed books from the County Library. The children grew in attitudes of unselfishness while working with others, helpfulness toward members of the group, and respectfulness for the rights of others while using the library. They were more courteous and friendly toward each other and toward visitors, more responsible toward completing work, taking part in planning and discussing activities and caring for
Fig. 3.—Planning and Getting ready for the first grade, section one, assembly program.
books. The children expressed feelings of joy and happiness as they entertained their visitors and used their library.

Organizing the first grade reading club.—Recognizing the need for better oral reading, the children decided to try to do something about it. They had heard some of the older children talking about their club activities; so it was suggested by one of the children that we organize a reading club. After some discussion and planning, the club was organized and a president was elected. It was decided that the club should be called, The First Grade Reading Club. The club met three times a week, on Monday, Wednesday, and Friday from 9:00 to 9:30 a.m. The president selected three children to read stories for the club meetings for the following week. The teacher acted as a guide in these selections in order to include a child from the slow, medium, and fast moving groups. These names were printed on the blackboard by the day on which they were to read. The president called the meeting to order, introduced the speaker, and announced the title of the story. Each reader selected the story that he wanted to read. He read and re-read the story until he was able to present it in an acceptable manner.

In order that the program might be improved, rules were made by the group to govern the conduct of the club. These were as follows:
A Good Oral Reader

1. Needs to know his story.
2. Needs to pronounce words clearly.
3. Needs to read loud enough to be heard.
4. Needs to hold his book so the audience can see his face.

A Good Listener

1. Needs to sit quietly.
2. Needs to listen carefully.
3. Needs to be courteous.

At the conclusion of the story, the president asked, "What did you like about Elaine's story?" After the children had given their responses, the president asked, "What can she do to improve?"

After the evaluation period the children were free to ask questions of the reader about the story. At the conclusion of the meeting the president said, "The meeting is adjourned," and the children went on with their regular work.

The reading club gave the children a genuine opportunity to grow in self-control, poise, independence, alertness, and consideration for others. They always tried to say something kind and helpful, about even the poorest reader. The club aided in ending tardiness as the children were eager to get to school on time to hear the first part of the story. Interest in library reading was stimulated.
Growth was evident in vocabulary and the use of expressions, such as:

1. Characters in the story.
2. The meeting will come to order.
3. The meeting is adjourned.
4. Are there any suggestions?

**Living in our playhouse.**—The following factors contributed to the initial stimulation of interest in a playhouse from which this activity grew. Some of the girls brought their dolls to school. When they were brought into the room there was no place to keep them. This led to the suggestion that we need a playhouse in the room to provide a home for the dolls. By sharing with the group the story of *The Family Playhouse*, Shirley explained how some children had planned, built, and used their playhouse. This stimulated the group to start discussing and making plans for the playhouse.

While discussing the best way to build a playhouse, the children discovered that they would have to do some careful planning before the actual work of constructing the house could begin. Some of the problems that arose in connection with the building were:

1. What kind of house shall we build?
2. Where shall we place the house?
3. Do we have space available to build a large house?
4. What kinds of materials will be needed?
5. Are these materials available?
6. Where shall we get them?
7. How do carpenters know where to put windows and doors?
8. Shall we draw a workable plan of the house?
9. What kinds of tools will be needed?
10. Are these tools available?
11. What kind of furniture shall we need?

After careful consideration and planning, the group voted to build a bedroom large enough to really live and play in. The group decided the most desirable place for the playhouse would be the front left corner of the room. It was to be five feet wide and six feet long. They would have enjoyed a larger house but this was all the space available. Since there were immature children in this group, the teacher had to avoid attempting too difficult kind of building; therefore, she had to guide the children in selecting the type of material that would insure success in building.

After a few days of work it became evident that certain behavior improvements were necessary. Therefore, the following standards were set up as a guide to remind them how people should work together. These were printed on a chart and posted in the room.

Be polite.
Wait your turn.
Talk softly.

Walk quietly.

As the work progressed many stories were composed of their experiences. These stories were read during their reading periods.

Some of the smaller activities that grew out of this unit of work were:

1. Carrying on household activities through free play, such as: playing keeping house and reproducing activities of father, mother, and children. With such a large group, it became necessary to take turns in playing in the house. The group decided that four children would be a practical number to use the playhouse at one time since it was not very large. They decided one group should play in the house on Monday, another on Tuesday, and another on Wednesday until every group had had its turn. They selected the groups and determined the time when they should play. Each group selected the one to be the papa and the mama; then the other two were the children.

2. Keeping the house clean.

3. Discussing what members of the family do and what each contributes to the welfare of the home.

4. Practicing being a good helper in the playhouse activities.

5. Enjoying pictures, songs, and stories related to home and family life.

This unit was not planned for the purpose of "covering subject matter," but the following list will show how much was used in carrying through the planned activity:

I. Industrial Arts:
   A. Construction of house.
   B. Construction of furniture.
      1. Bed
      2. Table and chairs
      3. Dressing table
      4. Floor lamp
   C. Making curtains.
   D. Making mattress and pillow.
   E. Making sheets, quilts, and pillow cases.
   F. Making awning.
   G. Publishing a class newspaper.

II. Reading:
   A. Charts made up about common experiences.
   B. Class newspaper.
   C. Individual records of stories
   D. Simple articles on bulletin board.
   E. Individual book reading (this varied with abilities of individuals).
   F. Simple stories in pre-primers, primers, and first readers.
   G. Current events of interest to child.
III. Composition:
   A. Dictation of articles of interest for newspaper.
   B. Stories of accounts to be used in individual books.
   C. Letters of thanks to people who helped during the activity.
   D. Invitations for open house.

IV. Numbers:
   A. Measuring in construction of house and furniture.
   B. Accounts of expenses for house materials.
   D. Value of money, buying materials for house.
   E. Understanding such terms as: larger than, smaller than, rectangle, heavier, lighter, broad, narrow, square, round, feet, yards, and inches.
   F. Experiencing that 3 feet and 1 yard are the same, and that 12 inches and 1 foot are the same.

V. Fine Arts:
   A. Drawing.
      1. House plans.
      2. Illustrations for charts, booklets, etc.
   B. Arrangements.
      1. Stories and pictures in booklet.
      2. Furniture in house
      3. Flowers in vases and bowls.
C. Creative expression in any form or medium of art.

VI. Music:

A. Simple songs suitable for children's voices.
B. Original songs and rhythms.
C. Appreciation through the use of victrola the music of artists from time to time.

VII. Dramatics:

A. Dramatization of stories told or read.

While working and playing together in the playhouse the children developed attitudes of responsibility for their part of the work, willingness to share materials, joy in cooperation, and pleasure in doing work well. They expressed appreciation of the work of members of the family, and of their finished playhouse. Many of the children gained appreciation of the fact that families must work together and help each other. In Figure three of the children are seated comfortably in the new playhouse.

The children were interested in building the playhouse and furniture. They were interested in playing in the playhouse. They showed an intense interest in selecting groups, the mother and father, and in determining which group should use the playhouse. Increased interest was shown in writing invitations, in preparing for open house, in entertaining visitors. They showed an intense interest as they dictated stories, poems and riddles of their own
Fig. 4.—Living in the first grade playhouse.
experiences for charts. From these experiences came the development of beginning skills in drawing plans, building the house and furniture, making curtains, and in drawing pictures. Increased skill was gained as the children wrote labels, sentences, invitations, and directions concerning their experiences. They showed growth in their ability to make reports to the group concerning their work. They gained skill in reading from left to right and recognizing sentences, phrases, and words while reading their experience charts.

The children developed a beginning habit of sharing tools, observing standards of group behavior, and asking questions or looking in books to find the answer to problems. They began habits of planning before starting work, listening to reports given, reporting work accomplished, and saying "thank you" for help rendered the group.

As the children worked and played in their playhouse, they gained the following knowledges: How to

1. Use the yard stick and ruler while building the house and furniture.

2. Compose a good story from group experiences.


5. Arrange stories and pictures in booklets.

6. Arrange furniture in the house, and flowers in vases and bowls.
7. Dramatic stories.
8. Write letters of thanks.
10. Write invitations.
11. Dictate articles for newspaper.
12. Make a good report.
13. Use table of content in searching for material.
14. Make curtains, mattress, sheets, quilts, and pillow cases.
15. Build the house and furniture.

They gained knowledges of the foods that make their bodies grow, of the ways in which members of the family help each other, and the proper foods to eat for breakfast, luncheon, and dinner.

Building and operating the Piggly Wiggly Store.--As the children's understandings of situations, appreciations, and attitudes toward community activities gradually widened through experiences, their attention was directed to larger conceptions of their environment. Before the playhouse unit was completed a child made the suggestion, "We need to build a store now so that papa will have a place to work." This suggestion directed a lead into another interest where the children were eager to use community activities in meaningful situations, which provided pupil growth in many desirable avenues.

After the playhouse unit was completed the children
started immediately planning for the store. They faced many problems during their first conference period, such as:

1. Where shall we place the store?
2. What kind of store shall we build?
3. What materials will be needed?
4. Where shall we get the materials to stock the store?

This discussion period led to the suggestion that a grocery store would be the most desirable type to build because they could use empty cans, cereal boxes, and other boxes in stocking a grocery store.

A visit to Croft's Piggly Wiggly Store was planned enthusiastically. The children were divided into groups and a leader was chosen for each group. Questions were suggested for securing necessary information. Each group selected some of the questions to be responsible for in securing needed information.

After the visit to the store, committees were selected and group work was set up. The plans of the store were drawn and a plan selected by the group. Materials were brought in and construction work was begun. Because of lack of space, the store had to be placed next to the playhouse. It was five feet long and four feet wide. The shelves were made from orange crates and planks which were five feet long and ten inches wide. The counter was made from apple boxes and a plank four feet long and ten inches wide. Furniture paper was used in constructing the walls of the store.
After the construction work was finished the next problem which the children were confronted with was that of stocking the store with groceries. The children discussed this problem and decided to bring these things from home. The mothers cooperated in solving this problem by saving empty cans, boxes, cartons, and sacks. Through this means the store was soon stocked with a variety of groceries. Figure 5 shows the groceries arranged upon the shelves and the store in operation.

While discussing the type of foods that were in the store, the children became interested in finding out how foods are related to the development of healthy bodies.

To be able to operate the store the children realized the need for finding out how to make change, how the clerks wait on customers, how to read price tags, and how to use the store.

Some of the activities used in carrying this unit through to completion are:

1. Visited Groft's Piggly Wiggly Store.
2. Wrote letters to grocer.
3. Discussed and reported the trip to the store.
4. Collected pictures of things sold in a grocery store.
5. Decided where to place the store.
6. Drew plans for the store.
7. Collected materials for building the store.
8. Built the store.
Fig. 5.--Operating the Piggly Wiggly Store.
9. Composed stories about the store.
10. Read stories about the store, fruits, and vegetables.
11. Arranged items on the shelves.
12. Made price tags for groceries.
13. Made toy money to be used in operating the store.
15. Operated the grocery store.
16. Wrote original poems and riddles.
17. Selected a name for the store.
18. Kept a height and weight record to show the children were growing.
19. Drew pictures of fruits that are healthful.
20. Drew pictures to illustrate stories on the charts.
21. Used number concepts necessary for the construction work.
22. Wrote letters of thanks and invitations.
23. Wrote sentences about the store.
24. Explained the store to visitors.

While working together in building and operating the Piggly Wiggly Store, the children expressed an appreciation of the groceryman's efforts to give service, of the people to whom we are dependent for our groceries, and of the groceryman's efforts in providing sanitation. They experienced joy in visiting the grocery store and in operating their store.
The children gained increased skill in measuring, using the saw, hammer, painting, arranging groceries on the shelves, making small change, following directions, and sharing with the class materials read. They showed growth in the habit of being courteous toward others, working quietly in groups without disturbing others, organizing thoughts and materials before presenting them to the group, cooperating with the group in planning reports, respecting other people's property, and in keeping things in place. There was strong evidence of willingness on the part of the group to accept responsibility. They showed an attitude of friendliness toward others, unselfishness through the sharing of tools, friendliness toward constructive criticism, individual responsibility in finishing work and reporting to the group worthwhile things, questioning attitude about where the grocer gets his supplies for the store.

Through the work on the interest center, the children gained such knowledges as: how to do careful planning, how to write letters of thanks, how to give an interesting report, how to draw a plan of a store, how to use measurements necessary in building the store, how to build a store, how to print signs for the store, how to find stories about the store, how to arrange items on the shelves, how to make price tags, how to make change, and how to operate the grocery store.
CHAPTER III

CRITERIA FOR THE EVALUATION
OF THE ACTIVITY PROGRAM

The progressive schools of today are beginning to realize that it is the whole child that goes to school. Since the child is an organic whole, his development cannot be farmed out in a piecemeal fashion. Whatever is done for him from any angle affects the whole. Therefore, it is obvious that the development of the whole child is just as important as gaining knowledges and skills. In this connection there is dissatisfaction with standardized tests and a feeling that they do not help to measure some of the larger values that are obtained. Furthermore, there are certain types of outcomes that cannot be measured objectively because of lack of instruments. These conditions present the problem of how to supplement standardized measurements for evaluating an activity program. To evaluate the work done in any program, it is necessary to set up objectives and judge the outcomes in the light of these objectives. In order to establish objectives the teacher must consider the following factors:

1. The teacher must consider the needs of her particular group.

2. She must be familiar with the demands of the society for which the children are being trained. Under these
conditions a statement of objectives cannot be a pre-deter-
mined block of subject matter to be learned, or skills to be
acquired, but they must be broad enough to embrace the en-
tire child in his social setting.

Formulating Objectives

Objectives have been formulated to be used in evaluat-
ing the work done toward carrying on an activity program in
this study. The objectives, submitted by pioneer thinkers,
are accepted as desirable ones for evaluating the activity
program. Through a program of activities, it is the teach-
er's duty to help each child:

1. To understand and practice desirable social
   relationships.
2. To discover and develop his own desirable in-
dividual aptitudes.
3. To develop the habit of critical thinking.
4. To appreciate and desire worthwhile activities.
5. To gain command of the common integrating
   knowledges and skills.
6. To develop a sound body and normal mental at-
titudes.1

In analyzing the needs of the group, these objectives
were found to be sufficient to evaluate the whole personali-
ity of the child. Understanding and practicing desirable so-
cial relationships may be defined as the pupil's practice in
trustworthiness, cooperation, initiative, courtesy and the
like. It may, also, mean the pupil's increasing interest in
human affairs, his attainment of right social relationships,
his development of attitudes toward local, state, national,

1Smith and Frederick, op. cit. pp. 56-58.
affairs. Practices in the progressive schools of today tend to stress concrete experiences and materials which encourage the collection and interpretation of facts. The children are given a large share in making plans, in making adjustments, and in coming to decisions. Field trips are made to places of interest. Pupils are encouraged to engage in classroom activities which lead to the development of cooperation, responsibility, initiative, and the like. Through group discussion they form a basis for their group standards, ideals, and attitudes. It is true that objective instruments of appraisal for this type of objective is lacking, but should we sacrifice this important development of the child for the sake of a test? The anecdotal record technique may be used to show pupil growth for this objective.

The second objective, to help each child to discover and develop his own desirable individual aptitudes, makes a provision for individual differences. The progressive schools have realized that every child has some creative ability; therefore, they advocate that a function of the elementary school is to develop each child according to his talents or his abilities. To develop his power to express his ideas through such activities as, drawing and painting, dramatization, telling and writing stories, music, dancing, games, social contacts, and personal conversation is desirable. This objective is lacking also in objective instruments for appraisal, but records of pupil growth in discovering and
developing individual aptitudes may be recorded by the teacher in a class diary which gives a description and evaluation of the activities carried on each day.

The third objective, developing the habit of critical thinking, helps the child to realize the need for testing his own thinking, and to develop his power to recognize problems; to organize facts and information; to weigh the evidence; and to draw conclusions. It is necessary for him to have a part in the planning, selecting and evaluating the activities of an activity program. Their curriculum should be made up of problem solving situations rather than the memorizing of subject matter. Wrightstone says,

Youth should be taught how to weigh evidence; how to think clearly, how to reason; how to be constructively critical. According to modern educators this is a major task of education. Young people thus trained should be better able to meet new situations, because they have learned not what to think but how to think; not what to believe but how to earn a belief; not what the answer is but how to find an answer.²

Another function of the school is to help every child to appreciate and desire worthwhile activities. This objective may help the child to develop interests and abilities which will contribute to his leisure time pursuits, both now and in the future. Activities to be encouraged are art, music, travel, games, and sports, reading, and experimentation. Positive answers to these questions indicate that a school is

¹Wrightstone, op. cit., p. 125.
achieving this objective. Do the children read more wisely, widely, and well in books, newspapers, and magazines? Do they engage in sports for the sake of recreation? Do they experiment more widely with ideas and materials? Do they show growth in the use and appreciation of music?

The gaining command of the common integrating knowledges and skills in the progressive schools of today, is used as a means to an end rather than as an end in itself. This objective has sufficient instruments of appraisal in the form of standardized tests.

The last objective, developing a sound body and normal mental attitudes, has shown that it has been achieved in part by our present day school. They have accepted their obligation for contributing to proper habits and attitudes toward physical health, but few schools have provided an adequate program for mental health. Mental health in the progressive school is related to every educational function in developing individual personality and in producing harmonious adjustment. Wrightstone says, "This adjustment is made possible by the emphasis which the modern school places on the individual pupil in his personal and social relationships, and his maturation in normal, developmental sequences, rather than on formal lessons or subjects of instruction."³

Since instruments for appraising the activity program by these objectives are lacking, the writer has endeavored

³Ibid., p. 132.
to formulate questions relative to the objectives to use in evaluating her work for the year. If these questions can be answered in the affirmative this is evidence that the objectives are being achieved. The objective instruments that are available will be used in appraising the activity program. The questions to be used are as follows:

I. To understand and practice social relationship.
   1. Do the children have an opportunity to experience democratic living in the classroom?
   2. Do they cooperate in solving behavior problems?
   3. Does the group recognize that the majority rules; have they a sense of self government?
   4. Do they as a group realize minority rights and opinions?
   5. Are they interested in managing their own group?
   6. Do they freely participate in class discussion?
   7. Do they engage in classroom activities which lead to initiative?
   8. Do they assume responsibility?
   9. Do they engage in activities that lead to cooperation?
  10. Do they show an interest in their community?
  11. Do they have an opportunity to experience real life and challenging situations?
  12. Do they share in making plans, in making judgments, and in coming to decisions?

II. To help each child to discover his own desirable individual aptitudes.
   1. Do the children have an opportunity to experience the joy of creative expression?
   2. Do they have an opportunity to express their ideas through such activities as, telling stories, dramatizing stories, drawing and painting, music, dancing, games, through group discussion, and social contacts?
   3. Do they have an opportunity to succeed in some task?
   4. Do they have an opportunity to work in accordance with their ability level?

III. To develop the habit of critical thinking.
1. Do the children realize the need of testing their thinking?
2. Can they recognize problems?
3. Do they know how to organize facts and information?
4. Do they know how to weigh evidence and draw conclusions?
5. Do they know how to find, select, and reject evidence bearing upon these problems?

IV. Appreciating and desiring worthwhile activities.
1. Do the children engage in creative and appreciative art activities?
2. Do they read widely and wisely?
3. Do they experiment with ideas and materials?
4. Do they engage in sports for the sake of recreation?
5. Do they enjoy participating in new interests?
6. Do they grow in the use and appreciation of music?
7. Do they enjoy selecting and participating in hobbies?
8. Do they show a worthy use of leisure time?

V. Gaining command of the common integrating knowledges and skills.
1. Do the children speak easily with freedom from gross errors?
2. Do they read silently or orally with ease, speed, and comprehension?
3. Do they understand and use common arithmetic concepts?
4. Do they use good form in writing?

VI. Developing a sound body and normal mental attitudes.
1. Do the children have an opportunity to develop a sound body?
2. Do they have a desire to develop proper health habits?
3. Do the children have an opportunity to develop normal mental attitudes?

Criteria for Evaluating the Larger Activities

The criteria for evaluating the interest centers was chosen from the California Curriculum Commission, Teachers Guide to Child Development. The following questions are

\footnote{Ibid., pp. 121-132.}
to be used as guides in evaluating the units used in this study:

1. Is the activity closely related to the child's life so as to lead him to want to carry it through?
2. Is the activity sufficiently within the range of accomplishment of the learner to insure a satisfactory degree of success?
3. Is the activity so varied from previous activities as to permit the child's all-round development?
4. Does the activity furnish opportunities for many kinds of endeavor?
5. Does the subject matter involved in the activity present major fields of human achievement?
6. Does the activity involve an extension of present insights and abilities?
7. Does the activity provide an opportunity for social contacts?
8. Will the activity lead into other profitable activities?5

Some Hypotheses of the Activity Program

Underlying educational practices are various expressed or implied hypotheses, which serve as guideposts for directing educational activities. Therefore, the following assumptions have been formulated from readings and observations relative to the activity program.

1. The school should be a place of actual living.
2. The school should provide opportunities for the children to experience democratic living.
3. The school should be a place where children are actively pursuing their own interests and growing in new interests.

4. Learning demands actual experiencing in a social situation.

5. Subject matter should be used extensively when it is needed. It is more important that children grow in their ability to make wise choices, to solve their own problems, than to master a predetermined block of subject matter.

6. Interests and powers are developed by activities, and not alone by passive assimilation of knowledge.

7. The curriculum is a succession of experiences which will bring about a continuous reconstruction of experiences.

8. The teacher is responsible for guiding the children in those experiences which will give them a fuller understanding of life.

These hypotheses, along with the following basic factors, have been accepted as the guide to be used in determining the value derived from a program of activity.

1. A worthwhile activity may be any learning situation which meets the natural interests and felt needs of the children and leads to better adjustments. The activity may develop in any of the following ways: (a) It may be chosen by the children from a number of suggestions which have been submitted by the teacher and pupils. (b) It may be conceived by the teacher who considers the needs and interests of the group and stimulates them to become interested in the problem. (c) It may grow directly or spontaneously out of some situation arising inside or outside the classroom.
2. The methods employed in the development of an activity should encourage critical thinking, investigating, experimenting, and should emphasize initiative, self-reliance, sustained effort, and assumption of responsibility.

3. Cooperation and social adjustment should be maximized in the activity program.

4. In order that each child may have as well balanced educational experience as possible, he should have an opportunity to participate in all learning situations which develop in the school.

5. The freedom and self-expression of each child should be encouraged as long as it is profitable to the child and the group.

6. Although a considerable proportion of the work in the classroom may center about a major activity, other learning situations which are unrelated to the major activity may develop simultaneously.

7. It is desirable that children see the need for drill as a result of the development of an activity. The use of the skill and its practice should be closely related.

Plan of Appraisal

The main purpose of the newer practices in the elementary school is to discover better ways of guiding the development of the pupils. With this purpose in mind, the chief problem that confronts the teacher is how to evaluate effectively. In the past, the results of educational
experiments have been judged in terms of scores made by pupils on standardized tests and marks received on report cards. Most tests and teachers' marks measure only a limited aspect of the educational development of boys and girls. Progressive schools are not only interested in these outcomes but are also concerned with other phases of the pupil's growth. An adequate evaluation of the effectiveness of these progressive schools must furnish evidence as to the progress the pupil is making in these various directions. Since objective instruments are lacking for evaluating all the values of the activity program, the procedures used in this study will be based upon the following hypotheses.

Hypotheses of evaluation.--If we accept the importance of the purposes of progressive schools, we must enlarge our concepts of evaluation. This concept makes it apparent that no one uniform program of evaluation can be used in all schools which call themselves progressive. In so far as the purposes of individual schools differ, the plan for evaluation will differ correspondingly. Therefore, in the following paragraph there are presented a number of hypotheses upon which the evaluation of this program is based wherever possible.

The first hypothesis is that an adequate evaluation for the activity school involves the collection of appropriate evidence as to the changes taking place in the pupils in
the various directions which are important for educational development.

A second hypothesis is that an adequate evaluation will indicate the degree to which the school is achieving the purposes which it has set out to accomplish.

A third hypothesis is that provisions should be made not only for the intellectual development of children, but for their social, emotional, and physical development.

A fourth hypothesis is that there are certain changes found in students that are too difficult to measure directly, but which can be appraised through other types of behavior that have been found to serve as satisfactory indexes.

A fifth hypothesis is that by making the appraisal an integral part of the learning process, by encouraging the pupil to make his own evaluations, by utilizing situations for evaluation which throw light upon the pupil's development in several directions, a comprehensive program of appraisal can be developed.

A sixth hypothesis is that a program of evaluation must involve a continuous program of research, measurement, and record keeping.

A seventh hypothesis is that the activity program, although it is developed under adverse conditions, can offer opportunities for many phases of pupil development.6

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The evaluation of the activity program has been as comprehensive as time and resources permitted. The evaluation procedures used in this study have been built wherever possible upon the hypotheses which have been enumerated.

Principles of evidence.--The principles of evidence in study are several.

1. Pupils are persons. It is the purpose of the activity school to aid in developing each pupil in ways most desirable for that individual and for the society in which he lives.

2. The activity school accepts the fact that each pupil differs from every other. If we recognize pupils as persons and treat them as human beings we are forced to realize that they are unique, individual human beings.

3. The school should be a place in which the children have an opportunity to meet and help solve problems which are real and vital to them at their present stage of experience and maturity.

4. Each pupil is a social being and lives in a changing society. Children must have guidance and experience in learning to respect the rights of others, to work with others, and to observe the courtesies and pleasures of life which make it possible for people to live and work together successfully and happily.\(^7\)

Objectives have been formulated to be used in determining whether the purpose of the program was being accomplished; changes taking place have been recorded to show pupil growth; records showing provisions made for social, emotional, physical, and intellectual development of the children have been kept; by continually evaluating the work, appraisal was made a part of the learning process; constant

\(^7\)McGaughy, *op. cit.*, pp. 22-35.
record keeping and measuring outcomes of the work were used throughout the program; and through the interest centers many phases of pupil development were evident.

Limitations.—There are certain limitations in such a study as this one. There is the lack at the present time of adequate measuring instruments to evaluate many outcomes that are significant to the activity program. Due to this fact it became necessary to base a large portion of evidence for this study upon subjective judgment.

Evaluation should utilize the most reliable methods which are practicable and appropriate in the particular school situation. No single method will fit all situations and often a combination of methods is desirable. It is neither necessary nor possible to apply rigidly scientific technics to all problems of evaluation. The most important thing is the scientific method of thinking, in which the appraiser tries honestly and impartially to obtain as accurate evidence as possible on the problem before him, and then draws only such conclusions as are clearly warranted by the evidence obtained. Careful subjective judgment of a school procedure in light of accepted criteria is better than a conclusion based on objective data which were obtained through an ill-conceived or poorly executed experiment.8

The limitations of this study are not to be interpreted as barriers to the activity program; rather, they are challenges that may be instrumental in providing better means of appraising school programs.

8Sixteenth Yearbook, National Elementary Principals, XVI, no. 6, (July, 1937), 235.
CHAPTER IV

THE EVALUATION OF THE ACTIVITY PROGRAM

"School appraisal is not only desirable; it is unavoidable,"¹ declared the committee in preparing the National Elementary Principal Sixteenth Yearbook. Judgments of some kind are usually formed each year by parents, children, teachers, and administrators with respect to the success of the school and the adequacy of its various elements. Sometimes these judgments are based on hearsay and observation, while some conclusions are reached through careful collection and interpretation of objective evidence. Since the progressive school is more concerned about pupil growth and development, it is obvious that little can be done to improve the program without knowing specifically at what points it is strong and at what points weak. Therefore, every aspect of the school program needs evaluation.

It seems to be a common practice to think of school appraisal as merely periodic administration of standardized tests. It is true that such a procedure has a place in a comprehensive plan of evaluation but it has been found to be inadequate because: 1. They do not measure all aspects

¹Sixteenth Yearbook, National Elementary Principal, XVI, no. 6, (July, 1937), p. 233.
of pupil development. 2. Test norms are insufficient criteria for judging achievement of pupils in all schools, and 3. Average scores reveal too little about the causes of good or poor achievement.

School appraisal should be carried on continuously, and the evaluation should utilize the most reliable methods which are practicable in the particular school situation. The results of appraisal should be used to improve the school program. Only as the findings are used in this manner can a program of school appraisal be justified.

Outcomes of the Year's Work

Now that some specific reasons for school appraisal have been given, an attempt will be made in appraising the outcomes of the year's work. Since evaluation consists in judging an object, a procedure, or an institution according to a set of values held by the person who is doing the evaluating, some important results observed by the teacher will be summarized here.

Some important outcomes.---What are some important outcomes derived from the activity program in this crowded first grade room? To be able to answer this question, it will be necessary to check the objectives set forth in Chapter III to see in what way these aims were achieved. Therefore each objective will be discussed in the order in which they were given in Chapter III, pages 76 through 81.
I. Did a program of activities help the children to understand and practice social relationships? Wrightstone says:

Social understanding means knowing and feeling how life in a group is actually lived, being able to recognize and to identify the forces in conflict in determining procedures, knowing how these procedures move forward, and being inclined to participate in them.²

With this factor in mind, the classroom work was organized around centers of interest through which experiences and knowledges were integrated in relation to worthy purposes significant to the children. Through this medium the children had a chance to execute, plan, solve, and evaluate problems which provided many opportunities for experiencing democratic living in the classroom. Many opportunities were provided where the children gained much experience in leadership, cooperation, courtesy, initiative, following directions, and working harmoniously together. Desirable traits were developed because of the group consciousness for the need of correcting undesirable ones. These traits were set forth as desirable ones by the group.

A Good Worker

1. Is courteous towards others.

2. Puts away materials.

3. Takes turns.

4. Depends upon himself.

²Wrightstone, op. cit., p. 122.
5. Follows directions.
6. Does work on time.
7. Speaks and moves quietly.
8. Shares tools and materials.
9. Listens attentively.

These traits were placed on a score sheet and checked "s" for satisfactory evidence that the trait had been improved, and "u" for unsatisfactory evidence in accomplishing the desired trait. Table 5 indicates the teacher's evaluation for pupil growth in habits and attitudes. In the first column of Table 5, the pupil's number is given instead of the name. Columns two to ten contain the desirable traits to be achieved. The total number of traits achieved by each child are listed in the last column. These traits were evaluated near the beginning of the school term, and the findings were indicated on the table in the column containing the number one. The second evaluation findings were indicated in the column containing the number two. The plus sign by the "u" indicates that some improvement had been made but not enough to warrant giving "s" on the trait.

The findings from Table 5 show that all the children showed growth in one or more traits. One child showed growth in eight traits; five children showed growth in seven traits; nine showed growth in six traits; eleven showed growth in five traits; twelve showed growth in four traits;
TABLE 5
THE TEACHER'S FIRST AND SECOND EVALUATION FOR PUPIL GROWTH IN HABITS AND ATTITUDES, AND TOTAL SATISFACTORY EVALUATIONS, FOR FORTY-SEVEN CHILDREN IN THE FIRST GRADE, SECTION ONE, CARLISLE SCHOOL, FOR THE TERM OF 1938-1939

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four showed growth in three traits; four showed growth in two traits; and one showed growth in one trait. The pupil growth in these traits were determined by keeping anecdotal records of the pupils, and by observation. A few examples of the anecdotal records will be given to show the conditions, activities, and incidents which influenced pupil adjustment and development.

Anecdotal records.—The following record is one that was kept for Elaine over a period of three months. She was observed by the teacher, and any strong evidence of change was recorded.

Anecdotal Record for Elaine

September 15, 1938. Elaine wants to be first in everything. She tries to do all the talking. She insists on being the leader every time.

September 30, 1938. Elaine is showing growth in waiting her turn. She took an active part in setting up standards for "A Good Worker" to abide by. She has been striving hard to live up to these standards.

October 5, 1938. Elaine had to be taken to the office for telling a story about breaking Jean's bracelet. The children did not approve of this story, so they refused to let Elaine work with them any more during the day. Thus humiliated her so much that she has not been willing to be deprived of this privilege again.

December 5, 1938. Elaine is a good leader. She plans well and cooperates with the group in carrying out the plans.
Anecdotal Record for Ethelda

September 6, 1938. Ethelda is a very immature child. She has to have help in putting on her coat and getting her materials ready. She uses "me" for "I".

October 3, 1938. Ethelda is showing growth in taking care of herself and materials. She does not need help in putting on her coat. She is using the word "I" correctly.

October 10, 1938. Ethelda shows a happy attitude toward her work in school.

Anecdotal Record for Wade

September 5, 1938. Wade told his mother that he did not want to go to school because all they do at school is study.

September 30, 1938. Wade's mother wanted him to go to town with her after dinner. He told her that he had to wait until school was out because he had to help build the pet shop. He told his mother that he liked school better every day because we do so many things.

Anecdotal Record for Barbara Ann

October 14, 1938. Barbara Ann is a very immature child. She has to have help in finding her bus. She can not take care of herself or materials. She is a very quiet and timid child.

January 4, 1939. Barbara Ann is overcoming her timidity by working with the group on some activity. She has made some good suggestions during the planning period. She can
take care of herself and materials. She can find and get on her bus without help. She shows growth in expressing ideas. She has a happy attitude toward school.

These are a few of the anecdotal records kept during the year. They are merely illustrative examples of what can be done toward showing how pupil growth may be recorded in the activity school. Due to limited time and space, it was impossible to give such records for the entire class.

Through cooperative effort for a purpose, the pupils improved the morale of the room. With this improvement, there developed a sense of responsibility for the attitude of other pupils in the class. The children cooperated in solving behavior problems. While they were working together building the "Piggly Wiggly Store" many opportunities for experiencing social relationships arose. The children had to learn to wait for the tools that they wanted to use until someone else had finished with them. They found that they had to work for the good of the group instead of merely for their own pleasure if anything was to be accomplished. They had to keep working at their job until it was finished to get anything worth while done. One child asked to be the "boss" of the construction job, and he was allowed to do so for a short time, but as he was undependable the group fired him. When the pupils gained a better understanding of their environment they were better able to work in groups and for each to do his share of the work without friction, without seeking to
dominate the entire group, and without subordinating himself
to the suggestion of others. While they were working in the
library, the pupils gained a knowledge and appreciation of
the fact that books help us solve our problems. They showed
growth in the attitudes of unselfishness while working with
other, helpfulness toward members of the group, and respect
for the rights of others while using the library. They were
more courteous and friendly toward each other and visitors.

From the interest center, "Living in Our Playhouse," as
reported in Chapter II, the teacher observed and recorded the
results of her observation of the growth of the children in
useful habits and attitudes that were developed during the
activity. It was found that the following habits were defi-
nitely strengthened.

1. Assuming responsibility.
2. Giving self criticism.
3. Exerting initiative.
4. Being thrifty in the use of materials and time.
5. Putting forth all effort.
7. Expressing courtesy.
8. Being honest with self and others.
10. Exercising perseverance.
11. Exercising self-control.

The development of the following attitudes was evident:
1. Cooperation, whether as leader or follower.
2. Desire to excel own records of improvement.
4. Favorable attitude toward high standards of work and behavior.
5. Eager to learn.
7. Respect for the rights of others.
8. Sense of the independence of man.
9. Favorable attitude toward good music and books.

While trying to decide the best possible way of solving some of their problems, the children used the voting method. By voting they learned that the majority rules; yet we must respect the minority rights and opinions.

II. Did the program of activities help the children to discover their own individual aptitudes? Through the activities used in connection with the interest centers, each child had many opportunities to experience the joy of creative expression. While working on the pet unit, the children composed poems and riddles about their pets, such as:

\[\text{Rabbit}\]
\[
\text{Rabbit, Rabbit,} \\
\text{Hop, hop, hop,} \\
\text{Make your ears go} \\
\text{Flop, flop, flop.}
\]

\[\text{Little Bird}\]
\[
\text{One little bird} \\
\text{Sitting in a tree,} \\
\text{Singing and singing} \\
\text{A song to me.}\]
These poems were printed on large sheets of paper, and pictures were drawn to illustrate them. The children selected the best and most appropriate pictures to paste on the sheets. A large frieze, illustrating springtime, was made while they were working on the nature unit during the spring. Many occasions were presented for the children to participate in dramatizing stories, telling stories, drawing, painting, dancing, singing, and playing games. A keen desire to express themselves was stimulated through gradual widening experiences. They began to draw pictures illustrating their ideas, to compose jingles and rhymes, expressing new thoughts and to write letters expressing new ideas and to dramatize vital experiences. The teacher encouraged the children in their creative efforts and sought to guide them to express themselves successfully in many different mediums.

Success, as the child progresses, stimulates him to proceed further and encourages him. With this factor in mind, the children were guided in selecting activities that assured success in some task. Since there was a large group in this room, a wide variety of activities had to be chosen to provide for the different ability levels.

III. Did the program of activities help the children to develop the habit of critical thinking? Through the interest centers that were developed throughout the year, the children had many opportunities to develop their powers to recognize problems; to find, select, and reject evidence bearing upon
these problems; to organize facts and information; to weigh the evidence; and to draw conclusions. After the children had made several mistakes, such as: 1. misjudging the size of the playhouse, and 2. misrepresenting some informational material, they realized the need for testing their thinking. They also saw the need for being able to organize facts and information.

The pet shop had been planned by the group, but due to the lack of space the plans were difficult to carry out. When everyone had about given up, Shirley came to school one morning with the following suggestion, "Why can't we build a small pet shop somewhere in our room?" This suggestion renewed the interest and a miniature pet shop was built on a shelf in the back of the room. After it was finished, Shirley said, "I wasn't ready to give up our plan just because we did not have enough room." Through the units of work the children were provided opportunities to weigh evidence, draw conclusions, to find, select, and reject evidence bearing upon certain problems.

IV. Did the program of activities help the children to appreciate and desire worthwhile activities? While working together in "Making and Using Our Library Corner," the children showed an appreciation of their library and books. Through the development of this unit the children spent their leisure time reading many books. Some of the books were read to obtain information pertinent to a problem in mind, while
on the other hand many books were read for the pleasure that may be obtained through reading. In this way, the classroom library was made functional. The county supervisor gives a reading certificate to all first grade pupils in the county who read and report on fifteen library books during the year. When the check was made to determine who would get reading certificates, it was found that thirty-two children had read and reported on fifteen or more books. Some of the children had read as many as thirty and forty books. Table 6 shows the number of library books that were read and reported on by each pupil during the term of 1938-39. This table reveals that three children read forty books; five children read thirty-six books; one child read thirty-four books; five children read thirty books; five children read twenty-five books; three children read twenty books; one child read eighteen books; one child read sixteen books; eight children read fifteen books; five children read twelve books; one child read eleven books; seven children read ten books; and two children read five books. According to the results found in Table 6, thirty-two children read fifteen or more books, and the other fifteen children read from five to twelve books. From these findings it may be safe to say that the library was made a functional part of the classroom procedures of the activity school.

The units set the stage of learning in a natural, free and open setting where the children learned by doing. Thus,
### TABLE 6

THE NUMBER OF LIBRARY BOOKS READ BY EACH OF THE FORTY-SEVEN CHILDREN IN THE FIRST GRADE, SECTION ONE, CARLISLE SCHOOL, FOR THE TERM OF 1938-39

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<tr>
<th>Pupil</th>
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they learned to read by reading. They were given an opportunity to manipulate and display their accomplishments. The pupils were stimulated in this manner to set their own goals. The problem-solving situation afforded an opportunity for the pupils' learning to be active rather than passive. They became eager to investigate in order to solve problems, and were guided in discovering new interests. Some of the children became interested in hobbies. The unit, "Making Our Room Beautiful," caused some of the children to become interested in beautifying their own homes. The library unit directed the interest of the group in organizing the reading club.

An appreciation of the fine arts was gained through pictures and other forms of art. While participating in music activities, the pupils' interest in music increased. The pupils' expression in poetry, songs, painting, games, and dramatization showed that they had acquired an intrinsic interest in their environment and their work.

V. Did the activity program help the children to gain command of the common integrating knowledges and skills?
Through the interest centers the children gained skill in basic tools by using them in meaningful situations. The building of a playhouse in this first grade room was not carried on for the purpose of covering subject matter, but it might be interesting to note how much subject matter was needed and used to solve their problems and carry through the planned activity.

1. Industrial Arts
   A. Construction work.
   B. Making things for the house.

2. Reading
   A. Charts.
   B. Simple stories from pre-primers, primers, and first readers.
   C. Class newspaper.
   D. Simple articles on the bulletin board.
   E. Individual library reading.
   F. Current events of interest to child.

3. Composition
   A. Dictation of stories.
   B. Letters of thanks.
   C. Invitation for open house.

4. Numbers
   A. Using number concepts necessary for building house.

5. Fine Arts
   A. Drawing.
B. Arranging things.
C. Creative expression.

6. Music
A. Simple songs.
B. Original songs.
C. Music appreciation.

7. Dramatics
A. Dramatization.

From the amount of subject matter used in this unit, one can readily see that it is not neglected in the activity school. Subject matter is used very extensively when it is needed, but it is not made an end in itself. The activity school makes provisions for the children to grow in their abilities to make wise choices, to direct their own activities, and to solve their own problems. Therefore, their curriculum is a succession of experiences which will bring about a continuous reconstruction of experiences rather than a predetermined block of subject matter. Through the development of an activity the children see the need for drill so the skill and practice are closely related and much time is saved in achieving the skill.

Through the activity program many opportunities were provided for the children to gain command of the integrating knowledges and skills. Not only did they have an opportunity to read with ease, speed, and comprehension, they were encouraged to interpret, evaluate, and apply the facts. As
they comprehended accurately what they read, they acquired new understandings, broader interests, and deeper apprecia-
tions.

The practical minded school person will be wondering what progress the pupils made in the traditional subjects, as determined by objective tests. This report will be given later on in the chapter.

VI. Did the activity program help the children to develop a sound body and normal mental attitudes? The development of the physical and mental health certainly is not neglected in the activity school. Instead of studying about how to have healthy bodies, the development of proper health habits and attitudes were given a vital place in the activity program. Through the interest centers many opportunities provided for adequate knowledges which helped to establish proper habits and attitudes with respect to the following, fresh air, cleanliness, rest and sleep, posture, care of the eyes, teeth, hands and nails, avoidance of preventable accidents, and foods. Health inspections encouraged the children to form proper health habits. While they were working together in the library unit, the children decided to make a health booklet. They formulated some health rules. These rules were duplicated on the ditto machine and put into a book. A door was cut in the front cover, and the child's picture was pasted in the door. When a health rule was broken by a child, his door was closed for the day. Much
interest was shown in keeping these health rules. Through such devices as this one, proper attitudes were developed toward health standards. While working on the Piggly Wiggly Store, a chart, "Watch us grow," was used to record the gain in weight and height observed over a period of six weeks. This chart helped the children to become health conscious, and they gained much knowledge about the importance of healthy bodies through actual experience. Through functional activities, the children were stimulated to participate in situations what were aids to their physical, mental, and emotional development. One mother reported, "I did not have any trouble getting Sonny to rest yesterday afternoon. He wanted to be ready to act as usher for open house last night." Another mother replied, "My boy was sick last week-end and he took his medicine so nicely. He told me that he just had to get well by Monday because he was on the building committee for the playhouse, and the group could not finish it without him."

Mental health and adjustment are important in any functional program of education. Therefore, through the interest centers, opportunities were provided where the children could develop the proper attitudes of cheerfulness, desire to cooperate, tolerance of ideas, interest in people, interest in many things, willingness to work, satisfaction with accomplishment but dissatisfaction with failure, and self control. Each child had a chance to work in accordance
with his ability level. In order to try to guide the development of the children in an emotional way, the group work was so planned by the teacher that a nervous, slow, timid child was placed in contact with a strong, well balanced one; a passive with an active child. Good results were evident in a short time. The slow child became enthusiastic while the agitated one became more calm. Through a careful organization of the working groups, most satisfactory responses were obtained from the children.

Reaction of parents to the activity program.--The parents of the pupils manifested much interest in their children's work during the term. They were invited to visit the classroom at any time to see the work that was in progress. Many of the parents visited the classroom to observe the work. Statements from them suggested that they were no longer satisfied with a school in which children are trained to solve certain problems in reading, writing, and arithmetic.

The following statements were made to the teacher by various parents after visits to the first grade classroom:

I enjoy visiting this first grade room so much because you are doing so many interesting things. I fully approve of this method of teaching because the children show such great interest in their work. Mr. McCracken and I wanted to take Sonny to Tyler with us last Thursday, and he told us that he could not go. He said that he had some work started at school that he just had to finish. So consequently, we put our visit off.

I think your room is very attractive, and the
work you are doing is very constructive. You seem so much interested in what you are doing that I am sure you will be able to accomplish lots this year.

The type of work that is being done in this room is marvelous. Thelma Jean enjoys school so much that she can hardly wait for Monday to come. She wishes she could go to school on Saturday and Sunday also. She is learning so many interesting things. The children have many advantages for wholesome growth in a program of this kind.

Words can’t express my appreciation for the wonderful inspiration and help you have given Thelma Jean. I think her experiences in this first grade room have been grand.

This is one of the most interesting rooms I have ever visited.

Everything is so interesting and everyone is so busy all the time. I think this is an ideal room.

You can look around in this room and tell that some worth while work has been going on in here.

These examples represent only a few of the statements made by the parents. A large per cent of them offered favorable comments regarding the activity program.

Children’s reactions toward the activity program.—During the year’s work the children made statements at different times which give an insight to their attitude toward their work under an activity program.

I didn’t think I’d like school because all I thought you had to do at school was study. I like this school for we do something besides study all the time.—Wade

We have so many interesting books to read. I like to read library books.—Nell Ruth

It’s lots of fun to go on field trips. You learn so many interesting things.—Billy Wayne
It is fun to collect things for our nature museum. We enjoy taking care of the things in it.---Gene

Mother likes our room because we fix it up so pretty.---Elaine

Everyone in our room tries to be nice. When everyone tries to be good, it makes us feel happy.---Ouida

We like to write letters. We wrote a letter to Mr. Croft telling him that we enjoyed visiting his store.---Thelma Jean

I hope I don't pass so I can be in this room again next year.---Buddy

I wish I could be in this room. They have lots of fun building things in their room. We don't get to do anything like that.---A child from the Primary Building.

These statements illustrate a few of the children's reactions toward the activity program. On many occasions members of the class made similar statements.

Evidences of Change that Denote Pupil Growth and Development

When the activity program began, the pupils did not work well together. The teacher realized that there were many causes for these conditions, lack of understanding of the activity program, lack of material with which to work, and a scarcity of ideas for constructive work and play. There had to be a widening of interests and growth in appreciations. The pupils needed to grow in their ability to work and play, so that they could enjoy pleasurable experiences which would enhance their curiosity. It was neces-
necessary to develop certain skills and desirable habits. The teacher attempted to develop these skills and habits through interest centers. As these interest centers developed pupil growth was evident from time to time.

The class diary has an important place in the program of activity. It not only reveals the progress of the group, but shows subject matter and experiential lacks as the unit progresses. Sometimes these entries relate to general needs of the group, but very often they are comments on individual pupil needs or progress. Such entries help the teacher individualize her instruction for each member of the group. While working together on "Making and Using Our Library Corner" the following entries were recorded by the teacher:

Class Diary, Grade 1
Thursday, January 5, 1939

Ramon made a good suggestion during the planning period. He said, "We should thank Miss Gallaway for showing us through the library." The group decided to write her a letter thanking her for this visit.

Bobby Wayne showed much interest in the visit to the library.

Ernestine answered many questions for the librarian, such as: There are fourteen days in two weeks. Over-due means you have kept a book out too long.

Jean, Shirley, Bob Ross, Vernon, Jack, and Ernestine asked many questions about the use of the library.
We discovered many problems that we shall need to solve in order to be efficient librarians:

1. Learning the meaning of dates.
2. Adding simple numbers.
3. Finding out how to use the calendar.
4. Finding out how to use the dater.

The children did fairly well in experiencing their first excursion of this type. The group was too large to handle in an efficient manner. It might be better to divide them into groups and let a leader be responsible for each group. They talked about their visit to the library and the ways in which they could have improved their conduct.

Monday, January 9, 1939

Barbara Ann made a good suggestion in selecting a place in the room for the Library Corner. She said, "I think we should place the library in the corner next to the door. It would not take up so much room there.

In making our plans for the day, Vernon said, "If we are all going to talk at the same time, we will have to quit planning. Mrs. Smith and the children can not hear what we have to say when so many are trying to talk at the same time!"

Margaret was not a good worker, and had to be taken out of the group.

The children are showing some progress in being courteous, assuming responsibility, planning, purposing, judging,
executing, exercising self-control, and following directions. They enjoy working together.

Monday, January 16, 1939

Shirley's committee did some good planning during their committee meeting this afternoon. Shirley said, "I wish the class would offer some suggestion for making the front cover for our booklet." Jean Hudnall suggested that they find a pretty picture of the quintuplets and paste it on the front cover. She said, "When the children see that picture, I am sure they will want to look at the book."

The painting committee gave a good report on the work they had completed, which showed that they had done some thoughtful planning and evaluating during their committee meeting.

There is strong evidence of growth in listening to plans, following directions, and carrying out plans.

Tuesday, January 17, 1939

The painting committee did excellent work painting the boxes to use in making the bookshelves for the library. Billy Wayne is an excellent leader. He sees that his group knows what to do and has something to do.

The committee making bookmarks worked well. They are putting original designs on them. Nell Ruth was a good chairman. She took Ouida's place while she was absent.

The picture book committee wasted some of their time due to the lack of a good leader and poor planning.
The group, as a whole, is depending more upon themselves in solving their problems.

The children were very happy while they were working this afternoon.

Wednesday, January 18, 1939

Many of the children are slowing down in their speed in reading. They are stumbling over new words. They are becoming word conscious. The children felt the need for some special work on reading; therefore, the study period was directed with a purpose.

These examples, copied from the class diary kept during the year, seem rather sketchy, but they indicate the teacher's attempt to analyze her pupils and provide learning opportunities for them.

Advantages Derived from the Activity Program by the Pupils

As the children worked together during the year, the teacher recorded at different intervals the evidence of benefits that the pupils received from a program of activity. They are as follows:

1. The children have been exceedingly happy.
2. They have a greater interest in school and school work.
3. They have overcome much of their timidity by working together.
4. They have developed an attitude of cooperation toward each other, school, and community.
5. They have developed an ability to speak before the group.

6. They have developed a greater responsibility toward their tasks.

7. They have participated in creative expression.

8. They have developed a questioning attitude.

9. They have increased their ability to do independent research.

10. They have cultivated a sense of order; they have kept things in their proper places, and cleaned up after construction work.

11. They have learned how to use freedom without abusing it.

12. They have cultivated high ideals, such as, self respect, unselfishness, honesty, and respect for others.

13. They have learned to give constructive criticism.

14. They have accepted the teacher as a member of the group and have looked to her for guidance.

15. Through a better understanding of processes the children have gained more practical knowledge.

16. Through the necessity to write many letters and keep records, and through a recognition of creative efforts, the children gained much skill in the use of writing.

17. Through many situations involving reports, discussions, and interviews, the children gained in ability to speak freely and easily, and increased in language skill.
18. Through meaningful situations, the children gained skill in the use of common number concepts.

19. Through a definite purpose for reading, the children became more skilled in reading rapidly and accurately and in organizing the materials read.

20. Through functional situations, the children developed emotional stability.

Objective measurements of progress.--The following table on page 119 was made of the reading achievement as determined by The Gates Primary Reading Test, Type 3, Forms 1 and 2. In Table 7 the pupil's number is substituted for the name in the first column. The second column shows the grade status of each child as was derived from Form 2 of the Gates Primary Test, Type 3, which was administered the first week in February. The third column gives the grade status of the children for Form 1 of the same type test as the one given in February. This test was administered the second week in May. The grade progress that was achieved from the time the first test was given in February until the second one was given in May, is indicated in the fourth column. The class average for the first test, the second test, and the grade progress has been shown at the bottom of the table.

The results exhibited in the grade progress table indicate that thirty-nine children scored second grade or better in reading ability on the test that was given in May. Seventeen children scored third grade or more, twenty-two scored
### Table 7

The grade status and grade progress of forty-seven children in the first grade, section one, of the Carlisle School, for the term 1938-39, as determined by the Gates Primary Reading Test, type 3, form 2, for February, type 3, form 1, for May.

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<th>Pupil</th>
<th>Grade Status First Test, February, '39</th>
<th>Grade Status Second Test, May, '39</th>
<th>Grade Progress</th>
<th>Pupil</th>
<th>Grade Status First Test, February, '39</th>
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Class Average: 1.80, 2.50, 0.60
second grade or better, two scored 1.95, one scored 1.85, three scored 1.75, and the lowest score was 1.65, which is more than half a year's work according to the norm given for the test.

The group average for the first test showed an increase of 0.30 achievement above that expected of a normal group of children as set forth by the norm for this type test. The second test showed an increase of 0.60 from February to May. The progress on the part of the pupils in the so-called reading subject matter from the first of February until May was 0.60 of a year's work, which indicates that the reading achievement is above that expected of a normal group of children when compared with the norm for the test.

The highest grade progress that was made by an individual pupil from February to May was 1.85 and the lowest was 0.35.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

From the evaluation of the activity program in this first grade room, as reported in Chapter II and evaluated in Chapter IV, the following conclusions were drawn:

Notwithstanding the fact that this study was made under conditions that were far from being ideal for carrying on such a program, and in a small room crowded with many immature children, it is evident that the following outcomes were derived from the year's work.

1. Many worthwhile activities that are in keeping with progressive education were engaged in even though conditions were not favorable for this type of program.

2. Even under unfavorable circumstances, classroom work was organized around interest centers through which experiences and knowledges were integrated in relation to worthy purposes significant to children.

3. The parents showed an increased interest in the work the children were doing and they did not impede the progress of the work.

4. The children had a chance to take part in many problem solving activities, including planning, executing, and evaluating work.
5. A large number of young children can be happy as they participate in problem solving activities and functional situations.

6. Opportunities can be given for each child to develop in the way most desirable for him and the society in which he lives.

7. Many opportunities were provided for the children to experience democratic living in the crowded classroom.

8. Many desirable attitudes and habits were strengthened and developed.

9. The classroom library was made functional.

10. Much of the curriculum represented a succession of experiences which brought about a continuous reconstruction of experiences.

11. Functional situations stimulated physical, mental, and emotional development.

12. Subject matter was used extensively when needed, and was used only as a means to an end. While previous training and out of school experiences have something to do with progress in achievement, it is safe to say, that on the basis of the results shown in Table 7, the progress in the fundamentals of reading was not hindered in an activity program.

After reviewing the difficulties encountered in developing and carrying on an activity program in this study, the following suggestions and recommendations are made:
1. Some means should be provided for checking the correct age of six year old children as they are enumerated on the census roll.

2. If a school system is going to allow children who are under six years of age before September the first to enter school, some provisions should be made for this immature group.

3. In planning building programs, more consideration should be given to the use of the rooms and provisions should be made for adequate space and equipment for carrying on an activity program.

4. Forty-seven pupils, in a small room, are too many for the first grade. A group of twenty-five is more desirable.

5. Some of the educational associations may be able to use their influence in making some provision for prohibiting over-crowded classrooms.

Intangible and subjective as some of the evidence in this study may seem, it is sufficiently definite to indicate that the outcomes of the year's work in the activity program were distinctly favorable to the growth and development of the pupils in many desirable avenues.

There is need for further study in providing objective measurements to be used in evaluating the activity program.
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