

DEVELOPING AND EVALUATING A COMMUNITY SOCIAL SCIENCE  
PROGRAM FOR THE SEVENTH GRADE

(11)

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DEVELOPING AND EVALUATING A COMMUNITY SOCIAL SCIENCE  
PROGRAM FOR THE SEVENTH GRADE

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## CHAPTER I

### INTRODUCTION

#### Problem

The purpose of this study is to develop and to evaluate a community social science program for the seventh grade.

#### Delimitations

The social science program of this study was limited to two groups of seventh grade students. The control group of twenty-seven pupils was taken from the Hodges Oak Park Elementary School in Ranger, Texas, and the experimental group of twenty-seven pupils was taken from the Young Elementary School in Ranger. The group from the control school was taught in the traditional method, using the subjects of history, geography, and civics. The experimental school group was taught with the community as the basis of all the activities and with but three units or interest guides for the year's work. These three units we have called (1) Home Civics, (2) Health and Recreation, and (3) Making a Living. A chapter on each of these units or interest guides will follow in this study.

#### Sources of Data

The sources for the data were the state course of study

for social science for secondary schools, New Stanford Achievement Tests, Khulman-Anderson Intelligence Tests, Hill Civic Attitude Tests, certain materials that were obtained from a survey of the community, library books, and bulletins that were obtained from the government and business houses over the nation and from interviews of certain people by the teacher and the pupils.

#### Treatment of Data

The intelligence tests were given at the beginning of the year. The achievement tests and the civic action tests were given in September and at the end of the school year in May. The other materials were used as needs developed for their use.

#### Situation and Reason for the Study

The curriculum of the traditional school was based upon the idea that the adult knows best what is good for the child, regardless of his interest, abilities, or natural taste. The newer curriculum is based upon the idea that learning takes place only as the child participates in the selection of activities in which he is interested and for which he feels a need. This does not mean that he is not to be guided. The skilful teacher guides the child in such a way that definite skills, habits, knowledges, and attitudes are developed through activities selected by the teacher and

the child working together. This study was made with the definite idea that the child is the center of the stage in the learning process, and his interest is the basis of everything done.

"A school which draws its curriculum vitally out of the society it serves occupies a position in relation to human progress unparalleled by any institution in society."<sup>1</sup>

A curriculum is all the activities and all the experiences in which pupils engage to achieve certain educational objectives.

The subject matter for a curriculum should be selected from among those experiences that are related to life and are likely to appeal to the pupils directly as worthwhile.<sup>2</sup>

The typical newer practices in the elementary school are based upon an educational theory which has evolved from a number of hypotheses. Among these are the beliefs that the classroom is a form of democratic social life, by means of which children reconstruct their experiences, that these experiences grow from children's social activities which may be integrated around central problems suggested by the social activities, that pupils show signs and symptoms of growing powers and abilities, that interest and powers are developed by activities rather than by passive assimilation of knowledge and the education is the foundation of social progress and reform.<sup>3</sup>

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<sup>1</sup>Hugh B. Woods, "Communities Developed Programs to Meet Local Needs," Progressive Education, (February, 1938), 118-120.

<sup>2</sup>Ward G. Reader, Fundamentals of Public School Administration, p. 418.

<sup>3</sup>J. Wayne Wrightstone, Appraisal of Newer Elementary School Practices, p. 413.

A curriculum should be developed to help the child to understand the importance of the community in a democratic form of life. The important relationship of the home, the school, and the town to the nation should be brought out in this newer curriculum.

Interest in our national history and the geography of the country is not to be minimized, but the child should approach this history and geography feeling that the knowledge gained from the study of these subjects affects his daily life.

The purpose of a community social science program for the seventh grade is to obtain and to increase the interest of the students in the social science subjects. This interest should be aroused from a standpoint of purposeful need to be brought about by the creation of a democratic mode of living in the classroom and school, where the student takes his part in the building of a democratic society.

It is understood that one basic purpose of the elementary school is to teach the student to master certain fundamental skills. Some of these skills are: (1) to be able to read with interest and understanding; (2) to be able to express himself in writing with a fair degree of accuracy; (3) to be able to use numbers to meet his daily needs; (4) to be able to know something of the American

spirit behind our history; (5) to be able to know the spirit which animated our forefathers in the development of our government; and (6) to be able to understand the importance of organized government. To develop this spirit of democracy, a curriculum that will meet the needs of the times and that will lead the student to see the importance of understanding the history of our country so that he may help to develop a democratic society was undertaken.

It is hoped that the fundamental bases of this study are the needs and interest of the student, and the needs of society.

#### Purpose of Education for the Elementary Schools

In formulating the specific purposes of education for the elementary schools, the work of the Educational Policies Commission of the National Education Association was accepted as a basis from which to work. The following statements represent these purposes in this study.

1. The child should develop an inquiring mind.
2. The child should express himself clearly, correctly, and interestingly.
3. The child should read aptly and appreciate and evaluate reading material.
4. The child should develop the ability to express himself in writing with simplicity, clarity, honesty, legibility, and brevity.

5. The child should develop the ability to listen and to observe effectively.

6. The child should acquire the basic rules of good health and should establish proper health habits.

7. The child should develop ability to participate in and to appreciate many kinds of recreational activities. He should develop varied interests for the effective use of his leisure time.

8. The child should develop habits of responsibility, and the ability to face his problems and to give responsible directions to his own life.

9. The educated person puts human relationship first.

10. The educated person enjoys a rich, sincere, and varied social life.

11. The educated person can work and play with others. The elementary school should substitute cooperation for competition.

12. The educated person observes the amenities of social behavior.

13. The educated person appreciates the family as a social institution.

14. The educated person conserves family ideals.

15. The educated person is skilled in home-making.

16. The educated person maintains democratic family relationships.

17. The child should have opportunity to work in the capacity which best fits his ability.

18. The child should be taught to respect the many services he receives through the work of others. He may best understand and appreciate this through directed observation of these workers .

19. The child should accept responsibility for work undertaken and carry it out to the best of his ability.

20. The child should improve his efficiency in his work.

21. The child should learn to budget his time and money and should share in planning the economics of his group.

22. The child should develop standards for guiding his expenditures.

23. The child should become informed in buying for himself and his home and school and should share in the actual purchasing.

24. The child should be taught to use to advantage the social institutions that already exist, and to evaluate and improve the existing order.

25. The child should be so guided that he will develop an open-minded thinking, inquiring, observing, and discriminating personality.

26. The school should develop in the child an ever-growing appreciation of the significance of one's conduct as bearing upon the lives of others.

27. The school should provide situations for the purpose of leading the child to understand and participate in the democratic mode of life to which he increasingly gives his allegiance.

28. The elementary school should develop a regard for the nation's resources in the light of present and future needs.

29. The elementary school should develop a sense of economic values--particularly in regard to use of time, money, and opportunities.

30. The elementary school should teach the child to evaluate scientific advances in terms of its contribution to the general welfare.<sup>4</sup>

#### Educational Philosophy

As a basis for achieving the purposes of education in the elementary school the following principles, taken from the Activity Yearbook of the Editorial Committee of the National Society for the Study of Education, were taken as a philosophy of our educational belief. The following statements represent the author's position on this.

1. It is believed that democracy is the best fundamental pattern for group living. It is believed that the democratic

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<sup>4</sup>Educational Policies Commission, The Purposes of Education in American Democracy, (Sept., 1938), pp. 50-123.

mode of living, with all its implications, applies to school life, hence the need for a curriculum which will incorporate democratic ideals.

2. It is believed that since the school is only a part of the educational force exerted upon children it must participate in and utilize as many of the other environmental influences as possible.

It is believed that, because the school is an important contributor to the well-being of the social group, at present, and for some time to come it must make youth aware of the economic and social problems which concern the community in which he lives.

3. Education is thought of in terms of modified behavior rather than in terms of acquired knowledge, believing that stored knowledge results only accidentally in modified behavior, while desirably modified behavior inevitably results in the acquisition of knowledge.

It is believed that the purposes of education will be better attained through a unification of learning experiences which points out relationships, rather than a separation of such experiences into subject matter compartments.

4. It is believed that it is the function of the curriculum to improve the whole life situation of the student (in school and out), not forgetting that in the elementary

school the acquisition of the fundamental skills is one of the means to such an improvement.

The curriculum should be a series of carefully guided experiences which give meaning to problems of recognized social significance.

What specific enterprises to take up and their development should be the joint responsibility of teacher and pupils, thus insuring, as far as possible, that work will grow in educative value.

5. It is believed that learning is a creative process which takes place through activity of the learner, who, under the guidance of the teacher, sets up goals, makes plans, carries them out and evaluates results, incorporating those learnings which he accepts into his personality to be used in subsequent experiences.

It is believed that behavior becomes increasingly intelligent through this process of refinement of meanings, values and attitudes.

6. The teacher will need to take the initiative in adjusting the program to the needs of the group, giving attention to corrective and remedial learning as needed, and to opportunity for individual and group development.

In order that a teacher and learners may make the best use of the time allowed for various parts of the school program, the schedule should be flexible and readily adjustable to the needs of the group.

The number of enterprises at a given time and the succession of enterprises must be determined by exigencies of the situation and by the educative effect.

7. It is believed that individuals differ in interests, abilities, capacities and attitudes, and to provide the optimum situations for learning and for the welfare of the social group, the school must be so organized as to provide for a maximum understanding, development, and utilization of those individual differences.

8. Through proper guidance the present interests of the learner may be developed into better interests and thus produce worthy learnings, including those knowledges and skills necessary to a well-balanced program of work. Its method should provide enterprises designed to enrich the work through participation of the learner, as well as provide for thorough study and mastery of the formal subjects.

9. It is believed that character-building is a continually developing process, which comes about through carefully guided group activities and a growing appreciation of the rights of others and of the individual's own responsibilities.

10. The teacher should recognize the individual characteristics, special interests, and tendencies of each individual learner, and should guide and direct them in the group

life along lines that will help the individual develop to the fullest possible degree.

#### Procedure for Teaching

No one method was used to the exclusion of all other methods in presenting this work. If one method was used more than any other, it was the activity method. By this is meant that the class with the help and direction of the teacher decided upon certain activities. Whether or not he engaged in any one activity was left largely to each student. But, once he started a problem, he was to pursue it until he had reached definite ends. He knew what skills and what knowledges he was expected to gain from any one activity, and, until he had mastered these things to his own satisfaction, he was to continue with the work.

As one of the aims of the class was to learn how to find material, the student was left largely on his own to find references that would help him in solving a problem. Our library was not very complete, but each student soon learned to look under the correct heading for material. If he did not find what he was hunting, he knew to look elsewhere and to continue until the material was found.

Tests were given at different times. Objective tests were used almost exclusively. We took the position that the child learned to express himself in his written reports to the class, and tests were used to check on information

gained. Only tests that were given as a check on each unit or interest guide are given in this study.

#### Related Study

A study was made by Claudia Cagle<sup>5</sup> of the varying degrees of growth in scientific thinking and in worthy civic attitudes by students in the secondary school. She based her study on the results of work done in the Grandfalls-Royalty High School. She measured:

1. Growth in skill in scientific thinking.
2. Changes occurring in civic attitudes.
3. Relation between intelligence quotients and civic attitudes.
4. Relations between intelligence quotients and scientific thinking.
5. Relation between civic attitudes and scientific thinking.

She found that there was a consistent relation between civic attitudes and intelligence quotient, but the relation is not outstanding. The higher intelligence quotient group was distinctly higher in scientific thinking than was the lower group.

She found that there is a relatively slight relationship between civic attitudes and scientific thinking.

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<sup>5</sup>Claudia Cagle, "Growth in Worthy Civic Attitudes and in Scientific Thinking Attained by Students in the Secondary School," (Unpublished Master's Thesis, Dept. of Ed., NTSTC, 1939), p. 1.

The present study is different from the study by Miss Cagle in that the scope is different. We have tried to develop a curriculum for the social science for the seventh grade, with the community as the center of all activities.

## CHAPTER II

### HOME CIVICS

This represents one of the three distinct units used in the experimental group. Emphasis was placed upon the pupils' participating in planning and conducting class work.

This unit is divided into five headings or divisions, each division contributing its part toward the fulfillment of the purposes of the elementary school. All of the objectives and activities are listed under these headings for the unit as a whole and not under each division.

The unit is divided into these parts:

1. Exploring the beginning of Ranger.
2. Planning and operating a home room club.
3. Discovering historic shrines of America.
4. Adventuring with heroes of the air.
5. Revealing interesting facts about transportation in the United States.

The objectives of the unit are:

- A. To develop a skill in:
  1. Selecting reliable materials.
  2. Collecting reliable information.
  3. Interviewing people.

4. Writing accurately and correctly.
5. Cooperating with others.
6. Discharging efficiently the duties involved in a club.
7. Abiding by the laws of the group.
8. Meeting and solving problems coming before the group.
9. Expressing ideas accurately in speech and in writing.

B. To develop a habit of:

1. Looking for reliable materials.
2. Working with groups.
3. Adjusting one's self to his environment.

C. To develop an interest in:

1. School, community, state, and world news.
2. Duties of a good citizen.
3. Individual responsibility toward the group.
4. Historical development of our nation.
5. The progress of mankind.
6. Improving the appearance of our community.
7. Resources of the community.

D. To develop a knowledge of:

1. How the local government functions.
2. Our historical background.

3. How our forefathers laid the foundations of our present society.
4. The need of government.
5. The importance of working together.
6. Our community history.
7. The need for pioneering in any field.

E. To develop an appreciation of:

1. Advantages of group life.
2. Advantages of our country over other countries of the world.
3. Efficient government.
4. The work of our forefathers.
5. The work of all pioneers in the fields of science, aviation, cultural development.
6. Responsibility involved in holding office.
7. Need for government.
8. The protection our homes give us.
9. Health and its relations to happiness.

F. To develop an attitude of:

1. Respect for elderly people.
2. Cooperation with groups.
3. Helpfulness to serve the group.
4. A tentative mind toward a debatable question.
5. Willingness to support needed government.
6. Willingness to protect public health.
7. Pride in doing good work.

### Exploring the Beginning of Ranger

After classes were organized in September and no history, geography, or civics books were issued to the students (as had been done before this time) the class began to wonder and to ask why these books were not issued. At the first meeting of the class a general discussion was soon underway about history, civics, and geography. The class was asked what they expected to get from the study of these subjects. The usual answers came. One girl said that the class would learn about the discovery of America, but added that they had made that study in their fifth year in school. She wondered why it was necessary to repeat that work here. A boy suggested that the state required the seventh grade to study certain subjects, and he expected to get credit. Besides, he had never heard of a seventh grade not having a history, civics, and a geography book; so he expected to get them. A third child made the statement that he had not heard that the class was not to have these books, and it might be that the teacher was doing this class as they often do in the first grade, by not issuing books to the children until they had a use for them. By this time, the time allotted for this discussion was up. It was suggested to them again that they think about what they expected to get from the year's study, and that the discussion would continue the next day.

At the beginning of the class the second day these questions were asked:

1. Where do we get our first citizenship training?
2. What is the most important group in our daily lives?
3. Would it be well for the class to decide upon certain objectives for their work before they begin any definite study?

These three questions took up most of the time for the two days. It was finally agreed by most of the group that the first training a person receives is in the home. They next came to the conclusion that the family was the most important of all groups. Part of the class thought that the school, the church, or the town was the important organization. The third question aroused more interest than did the other two. None of the class had a clear idea as to what an objective is. This phase of the work was clarified and questions such as, "why should the class have certain objectives?" "why should they set up the objectives?" "are not the objectives already set up?" were made by the group. All of the group agreed that it would be a new idea for them to do these things if they had time to learn to do them and then would have time to list definite objectives. The class came to the conclusion that it would like to try to put down on paper certain things to accomplish in a definite time.

With the help and suggestions of the teacher the objectives under the heads of skills, habits, interest, knowledges, appreciations and attitudes, were arranged. The objectives that are listed on pages 15-17 were decided upon.

A question then arose. If we finally reached these objectives, would we meet the state requirements on all subject matter? It was explained to the class that very likely this would meet all requirements, but that they could take certain tests that would give a definite check. No standardized tests had been given in this school. The meaning of such tests was explained, and the tests that will be discussed in Chapter V were then given.

The activities to accomplish the desired objectives were begun. It was suggested that the study begin with Ranger. With the teacher's help the class listed about twenty activities. Other material was decided upon as the work progressed.

The following test was given as a check on this part of the unit.

Underline the correct answer.

1. We owe our first allegiance to (1) the nation, (2) the state, (3) the school, (4) the county.

2. Effective team work in a community depends upon (1) roughness, (2) poor leaders, (3) organization, (4) continual interference.

3. We get our first citizenship training in (1) the school, (2) the nation, (3) the community, (4) the home.

4. Our law-making body is (1) the judicial, (2) the executive, (3) the legislative branch of government.

5. Our first Secretary of the Treasury was (1) Henry Clay, (2) John Adams, (3) Alexander Hamilton, (4) Daniel Webster.

6. Washington's cabinet was composed of 2, 6, 4, 8, members.

7. President Roosevelt has a cabinet of 4, 8, 6, 10, 12, 14, members.

8. Members of the U. S. Senate are elected for 2, 4, 6, 8, years.

9. The members of the House of Representatives are elected for 2, 4, 6, 8, years.

10. The salaries of the senators and representatives is \$6,000, \$7,000, \$9,000, or \$10,000 a year.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. The oil situation was handled in exactly the right way during "boom" times.

2. Large companies should be allowed a free hand in developing a new field.

3. Proration is a bad thing for an oil field.

4. Pioneering in any place develops a hardy people.

5. Early settlers in Eastland County and in Texas were pioneers.

6. All homes in Ranger during the oil boom were helped by the development of the oil field.

7. Sam Houston was a pioneer in Texas.

8. The Constitution of the United States is the work of pioneers in a new country.

9. Pioneering develops individuality.

10. Law and order is easily handled in an oil boom town.

11. Home life is easily maintained in an oil boom town.

12. Each home owner is responsible for part of the cost of pavement on his street.

13. Public health is not a community problem.

14. The City-County Hospital is located in Ranger.

15. The home is the most important division of society.

16. Washington, D. C., is in the deep South.

17. Colonial people were independent of each other.

18. The South opposed our first protective tariff in 1816.

19. The welfare of a nation depends upon the happiness of its people.

20. We have carefully conserved our natural resources.

21. The cost of government is decreasing.

22. Trusts do not need to be regulated.

23. People should be educated in a democracy.

24. National development depends upon the development of small communities.

25. The assassination (?) of President Garfield led to civil service reform.

Fill in the following blanks with the appropriate words.

1. Eastland County was organized in about \_\_\_\_\_.
2. The high point in the development of Ranger was from \_\_\_\_\_ to \_\_\_\_\_.
3. The leading occupations in Ranger before 1918 were \_\_\_\_\_ and \_\_\_\_\_.
4. Four big problems facing Washington as president were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
5. A book the class read about the story of the Civil War period was \_\_\_\_\_.
6. Congress is our \_\_\_\_\_ branch of government.
7. We bought Alaska from \_\_\_\_\_.
8. Alexander Graham Bell invented the \_\_\_\_\_.
9. Factors favorable to manufacturing in the United States are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
10. President Roosevelt belongs to the \_\_\_\_\_ party.

The second part of this unit was an outgrowth of the work we were doing. The class saw (in a very few days) that, if the work was to make the progress it should, much cooperation among the members must be had. This part of the unit

was used from the time the room was organized in October until the end of school.

Since we were trying to develop a democratic society with the children forming habits of working in groups, and to develop a knowledge for the need of government and other things necessary to make good citizens, the class soon came to the conclusion that some plan should be devised whereby they could practice this work.

It seems that all children like to belong to clubs. It was suggested that they might organize a club for the room, if they cared to. The question of proper procedure for organization arose. A new reader (Mr. Chairman by Oleta Culp Hubby) was recommended to them for answers to nearly all of the questions they would need to have answered. For two days most of the class were engaged in reading to gain knowledge necessary to organize a club correctly.

There were some discussions on this book, and finally one student suggested that a temporary chairman be appointed. This met the approval of the class, and the appointment was made. Some members of the class wanted a meeting called at once to go into the organization of the club. The boy appointed as temporary chairman asked that he be given a day or two more in which to study details of his duties. He also asked the class to read in Mr. Chairman the section which tells what officers are needed for a club. He also suggested

that the class might begin to think about the type of person that would make a good leader.

The temporary chairman called a meeting of the room the second day after the appointment for the purpose of electing permanent officers. It was agreed that new officers should be elected every six weeks and that this should go into the constitution of the club. A chairman, a vice-chairman, a secretary, a treasurer, and a reporter were elected. Committees, such as recreational and social, were appointed by the chairman. A committee was also appointed to draw up a constitution for the room club. From this time on the home room club took an active part in the activities of the room.

At first some of the members thought the club was for social and recreational purposes only, but as it began to function, this idea was soon discarded. It helped on such activities as these:

1. Group class assignments by suggesting members for certain work.
2. Aided in finding materials for certain activities.
3. Lead class discussions.
4. Helped to plan club assembly programs.

The club met for its programs and business meetings on Tuesdays at 10:45. Forty-five minutes were allowed for the meetings, but more time was given if needed.

These are the program titles of the meetings that were held:

1. What can the club do for the room?
2. Columbus Day program.
3. What is the meaning of the Preamble to the Constitution of the United States?
4. Why are we separated from England?
5. The meaning of the Industrial Revolution.
6. John Smith comes to Virginia.
7. James Oglethorpe tells of his findings.
8. A meeting of President Franklin D. Roosevelt's cabinet.
9. A report of a meeting of our city council.
10. Why roadside parks?
11. How can we improve the health of our community?
12. Anniversary celebration of the oil "boom" days.
13. Washington's birthday.
14. A youth meeting.
15. A clean-up campaign.
16. Advertising our community.
17. A Kay Kyser program.
18. Some manners we need to observe.
19. President Jackson before Congress.
20. How the Civil War could have been averted.
21. The meaning of Christmas.

22. A Democratic Presidential Convention.
23. Occupations open to me.
24. Some interesting people in Ranger.
25. Texas asks to join the Union.
26. Evolution of the railways.
27. Some major problems of Ranger.
28. How a man got rich from a bridge in Ranger.
29. Some things I hope to forget about my seventh year in school.
30. Some things I hope to remember about my seventh year in school.

The materials for these programs were gleaned from many sources. The program committee for each six weeks selected the subject for each week, and members of the class were asked to do certain things to make the meeting interesting, entertaining, and informational.

Some type of a social was held each six weeks. This was usually a game party held in the auditorium of the school. However, one was a costume party, showing the change in dress since about 1890. Another was in the nature of a banquet. Most of the children brought their parents as guests. An exhibit of the year's work was on display. This was the culminating activity for the club for the year.

The following test was given as a check on this part of the unit.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. Government is needed in any well organized society.
2. Education is necessary in a democracy.
3. Mr. Chairman is a book about parliamentary procedure.
4. The Preamble to the Constitution of the U. S. tells why the constitution was written.
5. The first settlers in America had no government.
6. The chief cause for government is for protection against criminals.
7. The state government refers to our national government.
8. The Home Room Club is only for recreational purposes.
9. We have a Mayor-Commission form of government in Ranger.
10. A strong government is sometimes necessary in a democracy.
11. Social conditions in England were a big factor in the people coming to America.
12. Columbus was richly rewarded during his lifetime for his work.
13. The American youth should be carefully directed today.
14. People should have common ideals in a democracy.
15. There are definite laws or ways in reaching ends in a democracy.

16. We have a constitutional form of government.

17. All democratic forms of government have written constitutions.

18. The Articles of Confederation was a success in our early history.

19. The water supply for Ranger is carefully guarded against impurities.

20. A carefully planned recreational program is not needed for our community.

21. We have no responsibility for conditions in our homes.

22. Texas will elect a governor in 1940.

23. Horace Mann was a great educator.

24. Two or more motions can legally be before the house at one time.

25. Office holders should take their responsibility seriously.

26. Public funds should be carefully guarded.

Underline the correct answer.

1. The constitution for our club says that we must elect new officers every 4, 6, 8, 9, weeks.

2. Washington had 2, 4, 6, 7, members in his cabinet.

3. Presidential elections in the United States occur every 2, 4, 8, years.

4. Pioneering develops (1) carelessness, (2) hardiness, (3) untrustworthiness, in people.

5. Texas joined the Union in 1836, 1840, 1846, 1850.

6. The officers of our club (1) have not, (2) have, learned to conduct meetings.

7. Andrew Jackson (1) did not believe, (2) did believe, in the spoil system.

8. The success of our form of government depends upon (1) the education of our people, (2) the number of people, (3) large cities, (4) the number of farmers, (5) natural resources.

9. We have 2, 4, 5, 6, 8, 10 members of our city commission.

10. People should (1) find fault, (2) work against each other, (3) cooperate, (4) misrepresent conditions, in our form of government.

Fill in these blanks with the correct words or sentences.

1. Three weaknesses of the Articles of Confederation were: (1) \_\_\_\_\_  
(2) \_\_\_\_\_  
(3) \_\_\_\_\_

2. The object of our government is stated in the \_\_\_\_\_ to the Constitution.

3. The success of our form of government depends upon the \_\_\_\_\_ of the people.

4. We have \_\_\_\_\_ members of our city commission.
5. You must be at least \_\_\_\_\_ years old before you can vote in a Texas election.
6. John Nance Garner is \_\_\_\_\_ of the United States.
7. The Supreme Court judges are appointed by the \_\_\_\_\_.
8. Our Congressman from this district is \_\_\_\_\_.
9. Mr. Walton is \_\_\_\_\_ of the schools of Ranger.
10. There are \_\_\_\_\_ members of President Roosevelt's cabinet.

#### Discovering Historic Shrines of America

There had been a club meeting program entitled "Why Roadside Parks." In this meeting the idea was developed that the roadside parks provided clean, safe places for tourists to stop and rest. Historical markers that are placed along our highways were mentioned. Information on the time that these markers were placed here, what they represent, and some of the information they give to us was given to the class. With this club meeting as a starter, the next question was what historical places any of them had visited. Several had been to San Antonio. One had been to New York and had seen the Statue of Liberty, Mount Vernon,

and the shrines along the route. This child had kept a record of this trip. She gave an interesting account of what she had seen and showed a number of pictures of places she had visited. A group of six made a trip through the United States by picture, visiting every shrine and monument of any importance. Also in this trip all of our national parks were visited and a description of each of these parks was obtained from Washington, D. C.

In this part of the study, public lands were discussed. The children learned how our national capital was located by an agreement for the capital to be located in the South and the government to take over all public lands. Other problems that arose out of this study were:

1. Getting the nation on a sound financial basis at the time of Washington.
2. How the government encouraged railroad building by giving to the roads large tracts of public land.
3. How Texas retained her public land.
4. The problem of the need of conservation of the natural resources.

In the problem of the conservation of the natural resources a comparison of the length of the life of our oil field with that of the big East Texas oil field was made. Proration, Sunday shutdowns, and the price of oil were studied. The problem of the destruction of other natural

resources was brought in and many of the government projects, such as dams and reforestation, were discussed. The children concluded that there is a real need for many of these present-day public works. In this study they began to see the human side of the work and to understand its relation to our national needs. Civilian Conservation Corps appeared in a new light to them. Many of the students had brothers in these camps, but they had seen the C. C. C. only as a means of support of their families. They had failed to see that the work these boys are doing is helping conserve our soil and our natural resources.

The class came to see that there were many phases of this study. They developed a keener appreciation of monuments commemorating the lives of our great men. Historic shrines became more significant. They understood more about the purposes of our national parks. The group gave thought to government spending and to why, as we demand more of the government, we must pay more taxes. Pioneering mounted to new heights in importance as a result of their discussion, and the class concluded that a far-sighted planning program must be worked out or future generations will suffer from the serious mistakes of this age.

As a culminating activity of this part of the work a report, by pictures and stories, of a visit to the Will Rogers Memorial Hall in Fort Worth was made. A brief history

of Rogers' life was given. This was the lead-out to "Adventuring with Heroes of the Air."

The following test was given as a check on this part of the unit.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. A new country has many historical shrines.
2. The Alamo is a historical shrine in Texas.
3. Most of our historical shrines are built to commemorate the lives of early leaders of our government.
4. The site for our national capital was selected by George Washington.
5. Texas gave up her public lands when she joined the Union.
6. We have carefully conserved our natural resources.
7. The C. C. C. is helping to replace our forests and to conserve other natural resources.
8. Our national parks are not needed.
9. Beauty of surroundings does not help to make pupils contented.
10. Will Rogers did much to make people happy during his lifetime.
11. The Grand Canyon is partly located in Colorado.
12. The Statue of Liberty was given to us by France.

13. We gave early railroad builders much public land to encourage them to build railroads.

14. Our historical markers in our counties tell us something of our early history.

15. The lives of our great leaders should not be commemorated.

16. The Statue of Liberty is in New York harbor.

17. Abraham Lincoln was called the emancipator.

18. A Will Rogers Memorial Building is located in Fort Worth.

19. We should not have statues of soldiers of the Southern Confederacy.

20. The South fought for a cause they believed was right during the Civil War.

21. We have a proposed national park in Texas.

22. Our towns should not spend money on parks.

23. George Washington helped to get the Constitution of the United States accepted.

Underline the correct answers.

1. The first capital of Texas was (1) Houston, (2) Austin, (3) Washington on the Brazos, (4) San Antonio, (5) Nacogdoches.

2. Monuments are the results of (1) work poorly done, (2) work well done, (3) the families wanting them erected.

3. Proration of oil production (1) helps to conserve

our oil, (2) causes our oil to be wasted, (3) causes our oil to be shipped out without being taxed.

4. Thomas Jefferson was the (1) second, (2) third, (3) fourth, (4) fifth, president of the United States.

5. Robert E. Lee was (1) President of the U. S. after the Civil War, (2) Governor of Virginia, (3) Political out-cast, (4) President of a large university.

Fill in these blanks with the correct word.

1. The Alamo is in \_\_\_\_\_, Texas.
2. The Statue of Liberty is in \_\_\_\_\_.
3. The Golden Gate is in \_\_\_\_\_.
4. George Washington's home is called \_\_\_\_\_.
5. A large tract of land bought when Jefferson was president is called the \_\_\_\_\_.
6. Abraham Lincoln was president during the \_\_\_\_\_ War.
7. Robert E. Lee was a great \_\_\_\_\_ general.

#### Adventuring with Heroes of the Air

This part of the work was approached through the study of Will Rogers and Wiley Post. All of the children knew something of the life of Rogers. A member of the class reported that there was a reader in the reserve book room entitled The Lone Scout of the Sky which described Charles Lindbergh's plans to make his trip across the Atlantic Ocean, the story of the trip, and of many of the things

that came to him as a result of this trip. Each member of the class got a copy of this book and read for one class period (forty minutes). After this forty minute period it was left up to each member whether he continued to read the book. Most of the class read the entire book.

From the reading of this book, many different problems developed. A comparison was made of the length of time it took Lindbergh to cross the Atlantic Ocean with that of Columbus. It was learned how each of the trips were financed. Some of the results of each trip were brought out. The class brought out that a new continent was discovered by Columbus which finally lead to a new nation and a free government. The class thought that the chief results of the work of Lindbergh were to create more friendly relationships between the countries of Europe and the United States, and to give impetus to the cause of aviation.

Other things were discussed about Lindbergh. His training, his family, his self-reliance, his ability to work out difficult problems, and his apparent desire to avoid publicity were brought out.

The work of other aviators and the development of flying was studied at this point. These problems were discussed:

1. The need for pioneering in any field.
2. Some of our early pioneers in government.

3. Some pioneers of Eastland County.
4. The work of the following men in aviation:
  - a. Orville and Wilbur Wright.
  - b. Eddie Rickenbacker.
  - c. Richard E. Byrd.
  - d. Floyd Bennett.
  - e. Wiley G. Post.
  - f. Frank M. Hawks.
  - g. Clarence D. Chamberlain.
  - h. Lincoln Ellsworth.
  - i. Douglas Corrigan.
  - j. Amelia Earhart.

The following test was given as a check on this part of the unit.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. Charles Lindbergh's trip to Paris was a testing flight for aviation, (1927).
2. There is no comparison in Lindbergh's trip across the Atlantic and the trips Christopher Columbus made.
3. Self-discipline is necessary to accomplish anything worthwhile.
4. It is necessary to desire public acclaim to be a hero.

5. Aviation has gone through a long period of experimentation.
6. There are no new fields to pioneer in today.
7. Alexander Hamilton was a pioneer in our historical development.
8. Government should not give financial aid in pioneering.
9. Aviation has helped to draw the world closer together.
10. Airplanes have been built to fly three hundred miles an hour.
11. Sam Houston was a pioneer in Texas history.
12. The value of the airplane as a weapon of war was proven during the World War.
13. Much United States mail is carried by airplane today.
14. Endurance flights have no value to aviation.
15. Helium is a good type of fuel used in airplanes.
16. The radio is necessary for modern airplane transportation.
17. Admiral Byrd is a famous flier.
18. Wiley Post and Will Rogers were killed in a plane accident in Alaska.
19. A nation or a people can forge ahead without keeping up with modern transportation and communication.

20. Amelia Earhart ranked as one of our great aviators.

21. Ranger airport facilities are being used by the government to train aviators.

22. The Wright Brothers were the first to experiment in flying.

23. The United States Government trains most of our passenger plane pilots.

24. Admiral Byrd has been an Arctic explorer as well as a famous aviator.

25. Admiral Byrd is now on an expedition to the Antarctic Region.

Fill in these blanks with the correct word or words.

1. The main work of Lindbergh was to create \_\_\_\_\_ between nations.
2. A new world was the result of the work of \_\_\_\_\_.
3. Two commercial airline companies are \_\_\_\_\_ and \_\_\_\_\_.
4. Airplane hostesses must be trained graduate \_\_\_\_\_.
5. The cost of an air-mail letter is \_\_\_\_\_ cents an ounce.
6. Magellan, one of history's great navigators, made the first trip around the world.
7. The order of the development of horseless transportation has been (1) the \_\_\_\_\_, (2) the \_\_\_\_\_, and (3) the \_\_\_\_\_.

Revealing Interesting Facts about  
Transportation in the  
United States

The approach to the study of interesting facts about transportation in the United States was made through the club meeting entitled "Evolution of the Railway." At this meeting the class dramatized certain important happenings in the building of the railroads into the western part of the United States.

Pony Express stories were read and other stories depicting means of traveling in our early history were reviewed. Indian modes of travel, travel by camel across the desert countries, and other slow ways of going from one place to another were studied. Travel across Europe and Asia down to India to get certain things which India had that Europe wanted were studied. Boats that Columbus used in his first voyage were compared in size and speed to a modern steamship. Many inventions were learned about through this study. The invention of the steam engine and its influence on modern society were studied.

As the study of the development of transportation continued, other problems developed. Among them were big business, trusts, monopolies, and the Industrial Revolution. The need for large fortunes was considered and the class came to the conclusion that large amounts of capital needed to be centralized so that industries might grow and the country, with its natural resources, might develop, but

that capital must be regulated. The children decided that government is necessary to regulate organized capital as well as organized labor. The class acquired a better understanding of the meaning of interstate commerce. They also learned why the Interstate Commerce Commission was formed and what some of the duties of the commission are. The need for organized labor was also brought out. Why it is necessary that the government should take a part in the regulation of labor unions was studied. The class discussed the importance of labor unions to the people of Ranger, and came to the conclusion that the standard of living of all working people of America had been raised through the efforts of organized labor, even though many people did not belong to a union and did not believe in many of the things which labor unions did to gain their points.

The following things were other points which were studied in this part of the work:

1. Development of the automobile.
2. Development of good roads.
3. A modern steamboat.
4. Industries closely connected to transportation.
5. Establishing of the Secretary of Labor post in the president's cabinet.
6. Building of the Panama Canal.

## Lead Out

As a lead out to this unit and as an introduction to the next unit, the following questions were asked:

1. What are some things which people must have to be happy?
2. What are some advantages our country has over countries in Europe?
3. Why should we commemorate the lives of many of our early forefathers?
4. What are some of the things our community does to protect our health?
5. How could modern methods of transportation help to break down the health and otherwise endanger the lives of people?

The following test was given as a check on this part of the unit.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. Our government has given much aid to railroad building in the United States.
2. The development of the automobile has led to the improvements of roads.
3. The Indians' ways of travel was not suited to his civilization.

4. The railroad played an important role in the development of the United States.

5. The cattle industry has been helped by the building of railroads into the cattle country.

6. Water transportation rates are cheaper than rail rates.

7. Modern steamship transportation has aided trade between countries of the world.

8. Poor methods of transportation in the fifteenth century was an indirect cause of the discovery of America.

9. Camels were never used as a means of transportation in the United States.

10. Railroads have helped to make the people of the United States a united people.

11. Railroads have not given aid to people in their movements into the west.

12. The laborers on railroads have developed strong unions.

13. The United States has less mileage of railroads than other leading countries of the world.

14. During the oil boom in Ranger railroad building grew rapidly in Eastland County.

15. Truck transportation should not be allowed to compete with railroads.

16. The Interstate Commerce Commission regulates trade between states.

17. Airplanes do not carry anything that railroads can carry.

18. The industrial revolution and railroad development went along together.

19. The regulation of capital by the government became necessary during the latter part of the nineteenth century.

20. There are no relationships between industrial development and transportation.

21. The percentage of people owning automobiles in the United States is less than some other countries of the world.

22. As automobile production has increased, the price of automobiles has risen.

23. Transcontinental highways often follow the paths laid out by the stage coach and pony express.

24. Cheaper transportation means less cost of automobiles.

25. Mining, rubber industry, and good roads are closely allied to the automobile industry.

26. The Secretary of Labor's post in the president's cabinet is to give aid to capital and labor in settling their disputes.

Fill in these blanks with the correct word or words.

1. The center of the automobile industry is in \_\_\_\_\_

2. Three other industries closely connected with the automobile industry are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

3. Four motor driven transportation facilities are the \_\_\_\_\_, the \_\_\_\_\_, the \_\_\_\_\_, and the \_\_\_\_\_.

4. The Erie Canal is in the state of \_\_\_\_\_.

5. The steam engine was invented by \_\_\_\_\_.

6. A great pioneer in navigation by water was \_\_\_\_\_.

7. A pioneer in aviation was \_\_\_\_\_.

8. A tract of land that was bought by the government so that a railroad might not have to go over the mountains was the \_\_\_\_\_.

9. A tract of land bought when Thomas Jefferson was president and which gave aid to river transportation was the \_\_\_\_\_.

10. By air it is about \_\_\_\_\_ miles from New York to San Francisco.

Activities of the unit are:

1. Collect materials about the community of Ranger.
2. Draw a map of the town of Ranger.
3. Draw a map of Eastland County.
4. Collect stories of "oil boom" days in Ranger.
5. Build an oil derrick.
6. Read stories of pioneer life in Texas.
7. Make scrap book of early life in Ranger and early life in America.
8. Determine what a community is.

9. List the principal agricultural crops of Eastland County.
10. Find out the assessed valuation of property in Ranger.
11. Make a trip to oil refinery in community.
12. Make reports on trips.
13. Find out what is meant by oil proration.
14. Interview old settlers of community.
15. Read and report to the class the story of the bee.
16. Read and report to the class the story of the ant.
17. Compare property valuation in Ranger now with 1925.
18. On map show location of all churches in Ranger.
19. Show all paved streets in Ranger.
20. Determine approximate cost of paved streets in Ranger.
21. Determine how streets are paid for in Ranger.
22. Make survey to determine how public health is guarded in the community.
23. Determine where we market most of our surplus products from Ranger.
24. Make a scrap book showing development of Ranger from 1870 to 1940.
25. Write a story of the development of Ranger; act this story out.
26. Read to get information on how to organize a club.
27. Organize a home room club.
28. Write a constitution for home room club.

29. Conduct a club meeting.
30. Read the story of the history of our nation from 1774 to 1779.
31. Discuss ways in which we, as individuals, are influenced by groups.
32. Discuss ways in which the colonial people were dependent upon each other.
33. Read stories of colonial life.
34. Learn the principle divisions of the Constitution of the United States.
35. Read the bibliography of George Washington, Patrick Henry, James Otis, Samuel Adams, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, George Rogers Clark, Alexander Hamilton, and John Jay.
36. Make a list of the big problems that faced George Washington when he became president.
37. Read the story of how our national capital was located.
38. Make a list of the leading historical monuments and shrines in America.
39. On a map of the United States locate all of these shrines or monuments, also national parks.
40. Visit the Will Rogers Memorial Building and make a report to the class.
41. Make a report of a visit to the Alamo or some other historic shrine.

42. Write letters to Washington, D. C., for materials on national parks and historical shrines and monuments.
43. Learn what a natural resource is.
44. Make a list of our principle natural resources.
45. Determine the number of acres of lumber in Texas today.
46. Determine how Texas taxes her natural resources.
47. Read the story of Charles Lindbergh and his flight to Paris.
48. Make a model of the "Spirit of St. Louis."
49. Read the story of Will Rogers and Wiley Post.
50. Make a map of the United States showing principal air routes of the nation.
51. Make a scrap book about air transportation.
52. Read the story of the Wright Brothers' first airplane.
53. Visit the Ranger airport.
54. By pictures show the development of the modern passenger plane from the first planes to the large ships we have today.
55. Discuss how the airplane has brought the countries of the world closer together.
56. Discuss ways in which the airplane is a means of destruction.
57. Determine necessary commodities which Eastland County supplies to the world.

58. Determine the source of our food supplies.
59. Trace cotton goods from the raw materials to the finished goods.
60. Trace the development of silk goods.
61. Trace the steps in making a pair of shoes.
62. Show why we have a protective tariff.
63. Determine why the South is opposed to a tariff.
64. Determine how slavery was introduced in America.
65. Trace the development of slavery, and the problems that arose from the institution of slavery: (1) divisions of churches; (2) unwillingness of people to abide by certain laws; (3) Civil War; (4) Reconstruction.
66. Make industrial map of the United States.
67. Make a chart showing the products we would have to do without if the United States were suddenly cut off from the rest of the world--(exports).
68. Draw a map of the United States. Locate on it:  
(1) Transcontinental Railroad; (2) leading air routes;  
(3) canals; (4) other waterways.
69. On a map of Texas trace national and state highways that pass through Ranger.
70. Trace Lindbergh's flight from New York to Paris, France, on the map.
71. Compare the work of Lindbergh with that of Columbus.

## CHAPTER III

### HEALTH AND RECREATION

According to this study, the main purpose of a health and recreation program is to lead the child to a real interest in the subject. The approach to this subject should create a feeling of need. It should stimulate interests that will impel the student to attack definite problems with a desire to come to certain conclusions.

A school health program should:

1. Provide a healthful environment, including attention to the arrangement of the school program and the social and emotional tone of the classroom as well as attention to school sanitation.
2. Have a planned program for the care of accidents occurring at school and sickness.
3. Have a planned program to assist the community program for the prevention and control of communicable diseases.
4. Provide a planned, coordinated, graded program of health instruction.
5. Encourage a periodic health examination.
6. Encourage special attention to those in need of medical or dental care.

7. Provide special education programs for handicapped pupils.<sup>1</sup>

The approach to this unit was made, as was stated in the previous chapter, by asking these questions:

1. What are some things which people must have to be a happy people?
2. What are some things our community does to protect our health?
3. Why should we have organized recreation in our community? These questions were given at the end of a class period.

The class knew the title of this unit, and, of course, certain ideas came to various members of the class. The group discussed a health program that their parents had studied when they were in school. They had discussed this with their parents and these are some of the activities which they said had been engaged in by them:

1. Trace the blood through the body.
2. Name the bones of the arm; the leg.
3. Learn how many bones are in the body.
4. Trace digestion of food in the body.

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<sup>1</sup>L. A. Woods, "Suggested School Health Policies," Report of the Joint Committee on Health Problems in Education of the National Education Association and American Medical Association, Texas Outlook, (April, 1940), 23.

These, and various other fact questions were brought out in the class.

As an organized form of recreation, the class was having a party at least once each six weeks. It was suggested by a member that he thought this could be used as a part of our recreational study. Another child asked how this could be done. The first student said that he thought for a person to be healthy and happy he must know how to play with other people, and the parties would be an activity where they would consciously try to cooperate. Another child whose parents thought that the purpose of all schools was to gather facts, and little else, thought that we should stay with the study of physiology. By this time of the year most of the class had developed a rather inquiring mind, and they at once wanted to know what he expected to get from such a study. The whole class, with one or two exceptions, said that they thought the best thing to do was to list the objectives of a health and recreation course and then to make a list of activities which would help them to realize these objectives. A group of six was selected to work on the objectives. They read from the health text for the seventh grade and from the book Safely On We Go by J. C. Matthews, Joe L. Risinger, and Jimmie Wilson, and then talked with their parents about the recreational program which the government has been

working on for the past several years. The objectives that are listed under that heading in this unit were decided upon by the group (with the teacher's help) and with suggestions from other members of the class.

The objectives of the unit are:

A. To develop a skill in:

1. Selecting materials on this particular subject.
2. Expressing ideas accurately that are learned through research and study.
3. Practicing health habits.
4. Recognizing a wholesome recreational activity.
5. Overcoming physical handicaps and defects.
6. Practicing activities that will develop the body as a whole.
7. Giving first aid.
8. Acquiring a scientific viewpoint.
9. Cooperating with a group.
10. Self-control.

B. To develop a habit of:

1. Caring for personal health.
2. Taking proper precautions to avoid accidents.
3. Wanting to take part in wholesome recreation.
4. Acquiring a scientific viewpoint.
5. Cultivating correct health habits.
6. Making proper adjustments to one's environment.

7. Adopting desirable attitude toward health.

8. Acquiring the play spirit.

C. To develop an interest in:

1. Rules that govern good health.

2. Importance of personal and community recreation.

3. Public health.

4. Progress made in control of diseases.

5. Taking part in outdoor activities.

6. Training as a leader for recreational activities.

7. Play.

8. New ways of recreation.

9. Safety measures.

10. Leisure and recreational activities.

D. To develop a knowledge of:

1. Public facilities for caring for health of the community.

2. How the state helps to control public health.

3. How undesirable recreation places are controlled.

4. Duties of a good citizen toward health and recreation in a community.

5. Desirable places of recreation in our community.

6. Proper health habits.

7. Working conditions for women and children in large factories.

8. Child labor laws.

9. Purposes of organized labor in regard to health and recreation of its members.
10. Signs of disease.
11. Recognizing and evaluating personal weakness.
12. Relation of mental, spiritual, and emotional conditions to physical health.
13. Need for recreational facilities.
14. Developing grace and control.
15. Importance of personal rest.
16. Activities that aid people to relax.
17. Activities that will develop the body as a whole.
18. Scientific viewpoint.

E. To develop an appreciation of:

1. Importance of good health.
2. Efforts of community to provide conditions that are favorable to good health.
3. Pioneering in the field of science.
4. A scientific viewpoint.
5. The relationship of medical science and health.
6. Desirable attitudes toward health.
7. The value of safety in the machine age.
8. Efforts of society to take care of unfortunate members.
9. Protection of women and children in industry.

10. Importance of all working conditions.
11. Opportunities to become trained recreational leader.
12. Play interest.
13. Activities that aid people to relax.
14. A healthy body and a healthy mind go together.

The next work that was taken up was the unit on "Making a Living." As a lead out to this unit and an introduction to the next, the class discussed the importance of good health program to the efficiency of a person in his work. In this discussion a child asked if there was not a much greater likelihood of a person's failing in life if he did not have a bright outlook on things. This lead to the discussion of what is meant by a healthy mind. Some other things that were discussed are: (1) why do some people have a grumbling disposition? and (2) how can a person help to improve his relations with other people?

The final question on this work was: what do you consider the most important thing for a person to make a success in life? Some thought training in a certain field and others thought other things, but most of the class came to the conclusion that a healthy mind helps to make a healthy body, and that both of these are essential to successful living.

We engaged in the following activities in this unit:

1. Made a survey of community to determine public recreation facilities.

2. Defined recreation.
3. Defined leisure time.
4. Gave a definition of vacation.
5. Made a survey to determine recreation centers of the county.
6. Made a survey to determine private recreation playgrounds, such as tennis courts, volley ball courts, etc.
7. Determined what a wholesome recreation is.
8. Made a survey of state to determine:
  - a. State parks.
  - b. Large city parks.
  - c. National parks located in state.
9. Wrote a letter to our Congressman for materials on national parks.
10. Wrote letters to large cities requesting information on city parks.
11. Determined why recreation is a bigger problem now than during previous centuries. We considered these points:
  - a. Influence of machinery.
  - b. Industrial Revolution.
  - c. Influence of radio.
  - d. Influence of good roads.
  - e. Use of automobiles.

- f. Causes of shorter working hours.
12. Drew a map of community and located:
    - a. Public recreation centers.
    - b. Outstanding private playgrounds.
  13. Drew a map of the United States showing:
    - a. All national parks.
    - b. Outstanding resorts of the nation.
  14. Drew a map of county showing parks and playgrounds, both private and public.
  15. Determined influence of climate on sports.
  16. Determined what some unwholesome recreations are in our community, state, and nation.
  17. Determined some of the recreations of the colonial period.
  18. Determined some recreations of Washington's time.
  19. Determined some recreations of Civil War period.
  20. Determined number of national parks in all the nation.
  21. Determined the best location of city parks with regards to residential sections, highways, and industrial centers.
  22. Determined some wholesome recreations for:
    - a. Seventh grade students.
    - b. Factory workers or oil field men.
    - c. Business men or women.
    - d. A farmer or stockman.

23. Made a scrap book depicting recreation of different periods of our history.
24. Determined the sources of our community water supply.
25. Determined precautions taken by schools for protection of health of students.
26. Showed how health is guarded in Ranger schools.
27. Determined what provisions are made for school recreations.
28. Determined what is meant by State Department of Health, City Health Department, County Health Department.
29. Determined how companies of the community encourage safety.
30. Determined how the United States cleared the Panama Canal Zone of malaria fever.
31. Studied and practiced the accident precautions taught by the Red Cross.
32. Determined where accidents are most likely to happen on Ranger streets.
33. Learned the history of smallpox vaccination and diphtheria immunization.
34. Learned the meaning of such terms as intemperance, sanitation, epidemic, narcotic, quarantine, pollution, fire trap, fatigue, and malnutrition.

35. Determined the progress that has been made in fighting tuberculosis.
36. Read about the work and the lives of:
  - a. Florence Nightingale.
  - b. Robert Koch.
  - c. Walter Reed.
  - d. Louis Pasteur.
  - e. Edward L. Trudeau.
37. Determined how this state cares for orphans, feeble-minded, insane, destitute old people, blind, deaf, and dumb.
38. Located all state prisons.
39. Located all state institutions to take care of the people in the above activity.
40. Determined the states that assess the death penalty for crimes.
41. Located our principal Federal prisons.
42. Drew posters showing:
  - a. A person crossing the street the correct way.
  - b. Some hazards in our homes.
  - c. Fire prevention.
  - d. Correct side of road for bicycle riding.
43. Checked Red Cross list for dangerous possibilities in our homes.
44. Made a scrap book showing safe ways of playing.

45. Made a circle graph showing the way one spends the hours of the day:
- a. Sleeping.
  - b. Working.
  - c. Recreation.
  - d. Personal care.
46. Made a list of the ways you can guard personal health. Included:
- a. At home.
  - b. At school.
  - c. At public places.
47. Made a list of precautions needed to be taken in swimming.
48. Made a list of games suitable for seventh grade students.
49. Gave an account of the work being done to study and check infantile paralysis.
50. Determined how tuberculosis is being fought in Texas today.

The following test was given as a check on this unit.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. A healthy body helps to keep a healthy mind.
2. Intemperance is possible in any activity of life.
3. Recreation should not be a community problem.

4. Our State Health Department has no duties to perform in Ranger.

5. Smallpox has been decreased by the use of vaccination.

6. Our school board has passed an order that all school children must be vaccinated for smallpox.

7. There are few dangers of accidents in our homes.

8. Railroad crossings have been improved in the last few years.

9. It is a law in Texas that you must stop at a railroad before crossing.

10. Children should be allowed to work long hours in factories.

11. The invention of machinery has caused people to have more leisure time.

12. Recreation is of less importance now than at the time of Washington.

13. Preventing typhoid fever was a problem in building the Panama Canal.

14. Louis Pasteur found a treatment for rabies.

15. People should learn to play as well as to work.

16. Farmers and business men should have the same type of recreation.

17. Working conditions have improved in factories in the United States.

18. Health conditions in our prisons should be carefully guarded.

19. President Roosevelt has encouraged the study of the cause and treatment of infantile paralysis.

20. Texas carried on a program for the prevention and cure of tuberculosis.

21. The industrial revolution helped to bring about problems in leisure time.

22. The oil companies in our community pay very little attention to accidents in their plants and on highways.

23. Labor unions have lowered the standard of living of its members.

24. Our prisons are tending toward more sanitary and humane conditions in them.

25. All people should be permitted to earn a good living.

Underline the correct answer.

1. National parks are under the care of (1) city government, (2) national government, (3) county government, (4) state government.

2. Intemperance means (1) self-denial, (2) not taking sufficient nourishment, (3) over-indulgence.

3. The main purpose of recreational centers is to (1) prevent crimes, (2) provide wholesome recreation for people, (3) give people jobs.

4. Our laws for punishment of crimes should be (1) uncertain, (2) certain, (3) severe.

5. The laws regarding children under sixteen working in certain places have (1) been repealed, (2) forced employers to pay better wages, (3) lowered wages so that they would not work, (4) stopped children from working.

6. Labor unions have (1) lowered the standard of living of its members, (2) made working conditions worse, (3) caused better wages to be paid its members, (4) charged excessive membership fees.

7. When you are walking on a road or street you should (1) walk on the left side, (2) walk on the right side.

8. Ventilation in a bed-room causes (1) less colds, (2) more colds, (3) makes no difference.

9. Fire traps means a place where (1) fires are not apt to break out, (2) there is danger of fire breaking out, (3) fire is easily controlled.

10. When swimming in a new place you should (1) dive before determining the depth of the water, (2) carefully determine the depth of the water before diving.

11. We should learn to play so that we can (1) pass the time away, (2) compete with each other, (3) develop a healthy mind and body, (4) win prizes.

12. People who have communicable diseases should (1) be prevented from going out in public, (2) be taught how to keep from spreading the disease, (3) be careless when around other people, (4) do nothing about it.

## CHAPTER IV

### MAKING A LIVING

One might ask, "Why bring up the question of making a living with a group of elementary school children?" The American Youth Commission says, "In America today there are nearly one million children of elementary school age who are not enrolled in any school."<sup>1</sup> In Texas we have about two-thirds of the children of the state enrolled in our schools. This counts all ages. In our community we have about fourteen hundred in the scholastic age with about eleven hundred and fifty enrolled in school. According to the American Youth Commission, about half of the children who leave school have not finished the ninth grade. In Texas, our greatest loss is between the seventh and eighth grades. What are these people doing and what are they prepared to do? Do most of them have much conception of the importance of education and the ability to get a job?

A committee of ten students working with the teacher

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<sup>1</sup>Youth--Their Jobs--Their Health--Their Schooling, The American Education Youth Commission of the American Council on American Education, p. 1.

formulated the objectives of the unit. They are:

A. To develop a skill in:

1. Working in a new field.
2. Hunting new materials.
3. Evaluating a profession or line of work.
4. Expressing ideas accurately.
5. Interviewing people.

B. To develop the habit of:

1. Critically observing conditions of young people.
2. Seeking information in a new field.
3. Looking to the future with hope and courage.

C. To develop an interest in:

1. Problems facing me.
2. Occupations open to me.
3. Different occupations of people in this community.
4. Qualifications of men in different lines of work.
5. Problems of youth all over the nation.
6. Number of youths on relief.

D. To develop a knowledge of:

1. Definite problems facing me.
2. Causes of unemployment.
3. Causes of depression.
4. Unscrupulous methods of some businesses to destroy their competitors.

5. New fields open to young people.
6. Qualifications for different types of work.

E. To develop an appreciation of:

1. Efforts being made to help the youth to solve his problems.
2. Advantages of this country compared with some other countries in freedom of choice of people to select an occupation.
3. Efforts of government and industry to help solve problems of youth.
4. The work of people in different types of work.

The approach to this study was made by first asking a member of the class to determine the minimum education the oil companies of Ranger required before they would consider a young man for a job. He learned that most applications that are taken by companies from applicants with less than a high school education are destroyed. Especially is this true of a person from eighteen to twenty-five years old. There was a young man in this age limit in town who had quit school about a year ago. The class was interested in hearing about his experiences in trying to get a job. He was persuaded to discuss them with the group. This is just about his story:

He was working on a National Youth job and playing football in our local high school. He was not making high

grades but was passing. He had a girl friend, and the first thing he knew they were married. Her family was poor and so was his. They decided the best thing for him to do was to quit school and go to work. He quit school and tried to find regular work. He applied at all of the oil companies and as he was big and strong he expected to be put in the laboring group. He expected three or four of them to call him at once, because he was a popular player and was willing to work hard. He waited about a week and none called him; he then made the rounds again and told them all that he was ready to go to work. This continued for several weeks and still no oil company hired him, and he could find no other work. He was finally told that no company was hiring men of his age who did not have at least a high school diploma. He finished by saying that after much hard work and help from friends he had gotten a place in a small junior college where he could play football and do other work which would enable him to finish high school. He was to start in September.

We used Youth on Relief and Facing the Problems of Youth by the National Youth Administration, Washington, D. C., as an outline on which to base our study of this work.

For a culminating activity of this unit the class was divided into ten groups. Each group interviewed one person who was engaged in one line of work. People engaged in

each of the following lines of work or professions were interviewed: agriculture, mining or oil production, building, manufacturing, transportation, commercial work (such as bookkeeping, banking, and advertising), dentist, medical doctor, and teaching. Each group asked these questions:

1. Are you happy in this kind of work?
2. What is the highest level of education you have?
3. What special training did you have in college or elsewhere that prepared you for this work?
4. Do you have enough time away from your work for leisure? Do you have a hobby? What type of recreation do you enjoy?
5. Do you work for salary, commission, or fee?
6. The farmer was asked this question: Do you try to have something to sell the year round or do you depend largely upon one crop?
7. Is the income from your work enough to enable you and your family to maintain a standard of living that compares favorably with other people of your community?
8. What do you think are some qualifications a person should have to go into this sort of work?
9. Do you think there is a future to your work?
10. Has machinery helped or hindered your work?

The person to be interviewed by each group was carefully selected. When the group went to see the person, a

careful explanation was made of why he was being interviewed and before any questions were asked him it was ascertained that he was willing to give his help. Each group had a secretary and the answers were written down and such explanations were made as the group thought necessary. The most interesting part of the study was the reports that the class made.

As a further part of this activity a lawyer came before the group and gave to the class some of the advantages and some of the disadvantages of his work. At the end of his talk he gave the class an opportunity to ask questions. The reports on the other occupations had just been finished and all of the members of the class had some questions to ask him.

The following test was given as a check on this unit.

If the following statements are true, mark with a plus sign. If false, mark with a minus sign.

1. Every person should carefully choose his life work.
2. An unskilled workman has a better chance of getting a job than a skilled workman.
3. You should wait until you are grown to begin thinking of your vocation.
4. Health will help to determine your line of work.
5. Education is not as important today as it was in colonial times.

6. Every person has the ability to go into any of the professions.

7. People on relief have paid more attention to living problems than those not on relief.

8. Government can do nothing to prevent depressions.

9. The industrial revolution has caused a change in the way people live.

10. We are living in the age of specialization.

11. The size of the average American family is increasing.

12. Most of the oil companies do not require a young man to be a high school graduate before he can get a job with them.

13. Climate has nothing to do with the industries of a locality.

14. Monopolies should not be controlled by the government.

15. The movement known in our history as the "westward movement" was caused by the desire of people for social and political equality and for more room.

16. The southern part of the United States has been primarily an agricultural region.

17. The oil in Eastland County has been carefully conserved.

18. If people are to be happy they must be contented in their jobs.

19. People living in a democracy have more freedom of choice of vocations than those living under a dictator.

20. Every person should have time from his job for leisure.

21. The medical profession have short working hours each day.

22. A person elected to public office is called a public official.

23. It is never necessary for the government to regulate labor organizations.

Fill in the following blanks with the appropriate words.

1. The great change in our industrial system during the nineteenth century is called the \_\_\_\_\_.

2. Resources which were put here by nature are called \_\_\_\_\_.

3. Henry Ford's main factory is located in \_\_\_\_\_.

4. The greatest coal region of the world is the \_\_\_\_\_.

5. The southern people used the negro slaves mostly to produce \_\_\_\_\_.

6. Alexander Graham Bell invented the \_\_\_\_\_.

7. The Patent Office is located in \_\_\_\_\_.

8. Slavery was abolished in the United States by the \_\_\_\_\_.

9. Thomas A. Edison was a great \_\_\_\_\_.
10. George Washington was educated to be a \_\_\_\_\_.
11. Three of our leading professions are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

12. Two leaders of labor today are \_\_\_\_\_  
and \_\_\_\_\_.

13. A leader in government today is \_\_\_\_\_.

14. A leader in the industrial world is \_\_\_\_\_.

15. A great leader in the medical world is \_\_\_\_\_.

The activities of this unit are:

1. Make a survey to determine the number of occupations of different people in Ranger.

2. Determine what a profession is. Determine how many different professions there are in Ranger.

3. Give at least three qualifications that an individual must have to enter each of the different professions.

4. Find out the scholastic requirements of each profession.

5. Determine the approximate cost of being trained for each profession.

6. Determine what a business man is. What are the qualifications of a business man?

7. What is a skilled workman? Make a list of the skilled workmen of Ranger. Of Texas. Of the United States.

8. What is an unskilled workman? Make a list of unskilled workmen in Ranger.

9. Determine the standard of living of a skilled workman and compare it with that of the average unskilled workman.

10. Determine why it is harder for an unskilled workman to make a living than it was before the industrial revolution.

11. Determine a minimum education before you will be considered for a job by oil companies.

12. Make a comparison of things to be considered in selecting a job or profession now with the time of Washington.

13. Determine the group of parents where children are most apt to be on relief.

14. Determine why we have so much unemployment.

15. Determine the causes of depressions.

16. Determine why we should study the question of how to make a living.

17. Determine the factors that cause certain industries to be located in a locality.

18. Learn the meaning of these terms: industrial center, agricultural region, slum area, share cropper, a sloven person, environment, heredity, ambition, social level, standard of living, westward movement, vocation, career, profession, monopoly, and trust.

19. By interviewing some government official, determine the group of unemployed people that have been the hardest to find jobs.

20. Make a list of ten occupations that you think are open to you.

21. Interview ten people who are in different occupations. Make a report of these interviews to the class.

22. Determine five of the leading industrialists of the United States. Five leaders in the field of medicine. Five leaders in government. Five labor leaders.

## CHAPTER V

### THE CONTROL SCHOOL CURRICULUM

The curriculum of the control school was based upon three text books. These three books and other supplementary material were used to teach in the subject matter field. The teachers in this school were well-trained and gave to the children a rich background of experiences.

The texts that were used in the control school were:

(1) Civics and Citizenship by Henry Noble Sherwood, (2) The United States in the Modern World by W. R. McConnell, and (3) The Growth of a Nation by Eugene C. Barker, Walter P. Webb, and William E. Dodd. The tables of contents of these books will indicate the nature of activities engaged in by these children. There are no indications here of the methods used in presenting this material or of the order in which it was taken up. The tables of contents are given here just as they are given in each text.

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## CHAPTER VI

### COMPARISON OF EXPERIMENTAL AND CONTROL GROUPS

In order that a basis on which to come to some conclusions could be found the children from one school were matched with children from the other school. These children were matched on the basis of intelligence and on social standards of the homes from which they came. As was stated in Chapter I, the Khulman-Anderson Intelligence Tests were used to find the intelligence quotient of each child.

The information from which to judge the social standard was obtained from teachers who had been in the school system for some time, and who knew one or both of the homes of the children in each match. The social worker in the community furnished information that was valuable in making these matches. The teacher knew many of the homes from which these children came, and this information was useful in matching the children.

No attention was given as to the sex of children in each match, but the sex of each child is shown in Table 1.

TABLE 1

THE INTELLIGENCE QUOTIENT AND THE SEX OF EACH MATCHED PUPIL  
IN EACH SCHOOL AND THE DIFFERENCE IN INTELLIGENCE  
QUOTIENT OF THE TWO MATCHED PUPILS

Match	School				Difference in I.Q.
	Control		Experimental		
	I.Q.	Sex	I.Q.	Sex	
1	109	B	112	B	3
2	118	B	110	B	8
3	108	G	108	G	0
4	108	G	107	G	1
5	108	G	104	G	4
6	115	G	103	G	12
7	108	G	103	G	5
8	104	G	102	G	2
9	104	G	102	B	2
10	104	B	100	B	4
11	104	B	100	B	4
12	115	B	101	B	14
13	98	B	97	B	1
14	105	G	98	B	7
15	99	B	97	G	2
16	107	B	95	G	12
17	93	B	94	G	1
18	96	B	93	G	3
19	93	B	91	B	2
20	99	G	90	B	9
21	97	G	89	G	8
22	86	G	86	G	0
23	91	B	85	B	6
24	103	G	84	B	19
25	88	B	94	B	6
26	98	B	84	B	14
27	81	B	78	B	3

In two matches, number three and number twenty-two, the children have the same intelligence quotient. There is a difference of from one point to nineteen points in the intelligence quotients of the other twenty-five matches.

The results of the civic action tests are shown in  
Table 2.

TABLE 2  
THE SCORE ON THE FIRST AND SECOND CIVIC ACTION TEST  
OF EACH MATCHED PUPIL AND THE GAIN OF EACH PUPIL  
ON THE SECOND TEST OVER THE FIRST TEST

Match	School					
	Control			Experimental		
	1st Test	2nd Test	Gain	1st Test	2nd Test	Gain
1	10	15	5	14	14	0
2	8	15	7	10	14	4
3	9	13	4	12	12	0
4	10	14	4	12	16	4
5	14	13	-1	12	13	1
6	9	14	5	15	15	0
7	9	10	1	9	13	4
8	11	12	1	8	10	2
9	8	10	2	8	11	3
10	10	14	4	9	13	4
11	13	17	4	8	10	2
12	13	14	1	12	13	1
13	7	11	4	5	9	4
14	9	9	0	13	15	2
15	6	10	4	9	11	2
16	12	15	3	5	14	9
17	6	8	2	6	10	4
18	8	12	4	9	16	7
19	8	10	2	9	13	4
20	3	6	3	8	12	4
21	8	10	2	8	9	1
22	9	10	1	9	11	2
23	9	9	0	9	10	1
24	8	10	2	5	9	4
25	11	11	0	8	11	3
26	9	9	0	11	14	3
27	4	7	3	7	10	3

This table shows the grades that were made by each child when the test was given in September and in May, and the

number of points gained by each child. The total number of points gained by the experimental group are seventy-seven and the total number of points gained by the control group are sixty-six.

The median score for boys of the seventh grade is 9.3, and the median score for girls in this test is 8.5. The median score for the boys from the control school is 11.0. The median score for boys from the experimental school is 12.5, and the median score for girls from this school is 11.5. The median score is not shown in this table, but was figured elsewhere. The possible score on this test is twenty points.

Table 3 shows the comparison of the children by matches on the basis of the standard achievement test. The children are matched in this table in exactly the same way as they are in Tables 1 and 2.

TABLE 3

THE SCORE ON THE FIRST AND SECOND STANDARD ACHIEVEMENT TEST OF EACH MATCHED PUPIL AND THE GAIN OF EACH PUPIL ON THE SECOND TEST OVER THE FIRST TEST

Match	School					
	Control			Experimental		
	1st Test	2nd Test	Gain	1st Test	2nd Test	Gain
1	794	872	78	849	946	97
2	1029	1086	57	919	1029	110
3	868	945	77	849	969	120
4	972	1049	77	937	1073	136
5	992	1016	24	959	1083	124
6	910	1052	142	1044	1102	58

TABLE 3--Continued

Match	School					
	Control			Experimental		
	1st Test	2nd Test	Gain	1st Test	2nd Test	Gain
7	865	917	52	866	1008	142
8	862	898	36	844	989	145
9	796	840	44	771	853	82
10	928	958	30	899	1014	115
11	896	1009	113	837	1000	163
12	913	1036	123	901	1026	125
13	791	866	75	784	885	101
14	866	939	73	941	1039	97
15	777	848	71	746	793	47
16	935	908	27	810	927	117
17	793	891	98	727	821	94
18	836	915	81	787	846	59
19	690	707	17	721	888	167
20	696	720	24	712	840	128
21	751	851	100	785	889	104
22	758	838	80	731	734	3
23	710	729	19	764	841	77
24	799	841	42	788	839	51
25	808	975	167	787	816	29
26	848	905	57	851	866	15
27	695	634	-61	721	812	91

This table shows the grades each child made in September and in May. It also shows the number of points gained by each child. In six matches the control school made a greater achievement than did the students in these matches from the experimental school.

In matches twelve and twenty-four there is no difference in the gain between the students in each match. In the other nineteen matches the students from the experimental school made a greater achievement for the year than did the

students from the control school. In matches number two, eleven, fifteen, seventeen, eighteen, twenty-two, twenty-four, twenty-five, and twenty-six the students from the control school had a final score higher than did the students in each of these matches from the experimental school. In the other eighteen matches the students from the experimental school have a final score higher than those in the same matches from the control school.

The total achievement for the year for the experimental school is twenty-five hundred and ninety-seven points. The total achievement for the control school is sixteen hundred and sixty-nine points. The tests were given at approximately the same time to both groups in September and in May.

Both groups of children were told that a comparison of the achievements were going to be made between the tests given in September and in May. Each child knew that he was competing against his own record and not against the record of some other child. It is possible that the experimental group had the added incentive to take the tests in May in that they were told that certain conclusions were to be drawn from these tests and from the other work that had been done during the year.

### Summary

The median I. Q. of the control school is 104, and the median I. Q. of the experimental school is 97. The results of these tests (in spite of this handicap) show that the experimental school has exceeded the control school during the time this study was being made. In only six matches in the achievement tests have the control school exceeded the experimental school. In seven matches the control group exceeded the experimental group in the civic action test. In four matches there was no difference in the gain. In the other sixteen matches the experimental school exceeded the control school.

## CHAPTER VII

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Findings

In the two groups of children tested we found that the children who made the highest score in the standard achievement test and the civic action test in September made the least progress according to these tests during the year.

In the standard achievement test the students with the highest intelligence quotient did not make the most progress, nor did they make the highest final score.

While the curriculum that was taught in the experimental school was not necessarily supposed to have taught subject matter as much as the one taught in the control school, the results of the standard achievement test and the civic action test show that the group from the experimental school made better progress than did the other group. In the achievement test the experimental school made nine hundred and twenty-nine points more than did the control school. In the civic action the experimental school made eleven points more than did the other school.

Both groups are above the median score in the civic action test. Both the boys and the girls from the experimental

school are 1.5 points higher in this test than the boys and the girls from the control school.

There was a rather consistent gain by all students in the two groups. In the civic action test the average gain for all students was approximately 2.87 points. In the standard achievement test the gain for the year was from a minus sixty-one to a plus one hundred sixty-seven. Two students made a smaller score in May than in September. Two students, one from each school, made one hundred sixty-seven points gain during the year.

The median I. Q. of the group from the control school is 104. The median I. Q. of the group from the experimental school is 97.

#### Conclusions

The civic action test does not seem to test successfully above a certain point.

It appears that neither school has a program that is sufficient to challenge the best work of the group with the highest intelligence. The results of the tests seem to show this.

It can also be concluded that if the tests are adequate the teaching needs to be adapted to challenge and offer opportunity for growth to the higher ability group.

It can also be concluded, but is not definitely

established, that the enthusiasm of the teacher may affect the results of the test.

#### Recommendations

It is recommended that this study be continued along definite lines to challenge the best efforts of the higher ability groups.

It is recommended that a unit be added to this study, based upon the social, educational, and civic organizations of the community.

It is also recommended that other tests, both in civic action and in achievement, be given to check the reliability of the tests given in this study. ✓

## APPENDIX

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