

THE COUNTY FAIR
AN ELEMENTARY SCHOOL UNIT

**THE COUNTY FAIR
AN ELEMENTARY SCHOOL UNIT**

By

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Bachelor of Arts

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.	iv
LIST OF TABLES	vii
INTRODUCTION	1
PARTICIPANTS	4
STORIES OF COUNTY FAIRS.	5
<u>County Fair</u> , Hal Berland	6
<u>In September the County Fair Blooms</u> , Eunice Fuller Barnard . . .	7
<u>County Fair</u> , Charles Mers.	11
<u>The County Fair</u> , "Corner Posts of Rural America," Romeyn Berry	14
OBJECTIVES	15
PRELIMINARY PLANNING	18
QUESTIONS AND IDEAS GROWING OUT OF EARLY DISCUSSIONS	21
BEGINNING DEVELOPMENTS	22
THE EXCURSION.	29
INTEGRATED ACTIVITIES.	33
CULMINATING ACTIVITIES	48
CONCLUSIONS.	60
BIBLIOGRAPHY:	
Books, Manuals, and Bulletins.	67
Magazine Articles.	69
Music References	70
References for the Teacher	71

LIST OF TABLES

TABLE	Page
I MCGALL-GRABES TEST LESSONS IN READING—GRADE-SCORES.	40

INTRODUCTION

Teachers as a class are probably too prone to divorce school activities from those of the community. Every day brings many leads and opportunities for bringing the community into the school and for welding the children's interests and understandings of the community with those of the school. In preparing children for life, it is advisable to use phases of the life outside the school in working toward that end.

The task of the school is not only to teach subject matter and skills, but attitudes, appreciations, and character as well. It is the purpose of this unit to stimulate keener interest in, and develop broader knowledge and appreciation of, a phase of community life which shows a cross-section meeting and sharing together once a year. "The County Fair" has become almost a tradition. Only a major war is big enough apparently to stop the county fair. During the recent war years some communities deemed it wise to postpone their county fairs; but no sooner was the war over than plans were underway for resuming this institution, which is almost as old as farming itself. The recorded history of the fair dates back some 3000 years since Chinese law makers first sought to regulate its customs. In all those years it had not expanded to such proportions as during its brief century and a half in the New World. This institution, which has long been declining in Europe, today flourishes most exuberantly in wide-spaced Russia, Canada, and the United States. European fairs have been utterly different in spirit and purpose from those of America. The ultimate purpose there has been fairs for traders, for buying and selling. American fairs, between 2000 and 3000 of them each year, are held in various parts of the country. Some specialize in poultry, some in dairy products, some in

horses and cattle, some in garden truck, some in bees, all depending upon the section of the country and its environment. The County Fair lives on because "get-togethers" are still necessary to bring together the neighbors. It varies from region to region, different sections specializing in different phases of agricultural development; but universally it develops community spirit, awakens community pride, brings about a better understanding of common problems, presents new objectives, disseminates helpful information and sends the people back home inspired to do better farming and homemaking.

The idea of the American county fair was advanced by Elkanah Watson, a retired merchant, settled and living on a farm near Pittsfield, Massachusetts, in 1807. A letter from Pittsfield, received in answer to an inquiry made in connection with the unit of study follows:

We have just the following information on Elkanah Watson: He is nationally known as the father of the agricultural fair and was the founder and first president of the Berkshire Agricultural Society. In 1807 the original exhibit of the Society was held on Park Square in Pittsfield, a spot which still exists.

Yours very truly,

James H. Lucas
Executive Vice-President
Pittsfield Chamber of Commerce

Upon the success of agriculture depends the feeding and clothing of the nation, and in these post-war years we are thinking more in terms of the welfare of all peoples of the world; hence, the importance of such a study. Because of its universal appeal and its opportunities for rich and varied activities, the unit offers unlimited possibilities to the teacher for the development of knowledge, understandings, habits, skills, and appreciations. Some of the activities are richer than others in their opportunities for small group work, the acquisition of knowledge, the appreciations evolving from a cooperative enterprise, and the development of personality.

Since, generally, fairs are thought of as celebrations of natural bounty, and are ordinarily held in the autumn, the fall of the year is possibly the most appropriate time for this unit of study.

PARTICIPANTS

The elementary school unit, "The County Fair," was carried out in the Union Elementary School in Pawhuska, Oklahoma, in the autumn of 1947, in the fourth grade, under the direction of Nellie E. Landay, teacher; G. L. Hackleman, Union School principal; and E. C. Sprague, superintendent of schools.

Fourth grade children participating were:

- | | |
|-----------------------|-----------------------|
| Bobby Barger | Carl Allen Swarts |
| Paul Besse | Teddy Vassar |
| Charles Bighorse | John Thomas Vice |
| Buddy Brooks | John Windsor |
| Walter Harry Butler | Eddie Wright |
| Robert Elmer Butts | Jennie Kathleen Blanc |
| Louis Deloya | Loretta Belle Duncan |
| Richard Dohrer | Rose Marie Harris |
| Ronald Franklin | Betty Lou James |
| Lewis Hackleman | Elaine Javellas |
| Philip Klein | Vivian K. Jones |
| Mark Elmer Labadie | Margaret Malone |
| Wayne Lemon | Marian Joan Morris |
| Raymond Losornio, Jr. | Macell Morton |
| Howard Miller | Delva Mae Ogan |
| Jessie Miller | Goldie Smith |
| Wesley Morton | Maxine Smith |
| Rolland Riesberg | Nita Muriel Solomon |
| Francis Smith | Mary Sue Wright |

STORIES OF COUNTY FAIRS

As will be observed by checking the bibliography, a wealth of material relevant to the subject of "The County Fair"^{*} was found to be available. Many such pieces of material, which can be found in lower and middle grade text books, story books, and current and past issues of magazines in our room library, the school library, the city library, and the state library have been referred to in various places in the unit and in the bibliography. There is, however, a group of feature stories on the subject of such worth and importance to the unit as to justify their inclusion verbatim, in the belief that other teachers desiring to teach such a unit may have the material at hand.

A number of feature writers, who have written exceptionally fine descriptives of the typical American county fair and their publishers, were contacted and asked permission for use of their stories in this unit. In every instance they generously consented.

Many such articles for this unit or other units are available from Extension Library, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, and from Extension Library, The University of Oklahoma, Norman, Oklahoma.

Following are four of the most typical and descriptive of such articles used in the unit. They should be read by the teacher and also by a good reader, or by the teacher, to the children to build background for successively carrying out the unit of "The County Fair."

^{*}See Bibliography, pages 67 to 73.

County Fair

By Hal Borland¹

Autumn is fair time. State fairs, county fairs, country fairs, even firemen's fairs, blossom with the asters and chrysanthemums. Summer is over, the harvest is in, and mankind relaxes in a traditional celebration of the year's garnering. True, the trotting races, the sideshows, the carnival trappings and the gaudy hawkers often seem to predominate, but they are only a raucous symbol of celebration. At the core of the real fair are the prize cattle and horses and sheep and hogs, the blue-ribbon fruit and grain and vegetables, the choice pies and pickles and preserves, the needlework and handicraft, the schoolboy art and the schoolgirl essays—the whole display of another season in mankind's fundamental industry.

The fair is essentially a folk celebration indigenous to the country. It makes a deep bow to the city guest and convinces him that he has renewed contact with the good earth when he has only been awed by the prize bulls, amused by weight-pulling contests, titillated by buttered popcorn, hot dogs, and animal odors, taken for a ride at the merry-go-round, the ferris wheel and the shooting gallery. But the fair really belongs to the husbandman who sells \$12 pork and \$13 beef to the same city folk.

It varies, of course, from region to region. New England fairs put forward square dancing and ox-team pulling contests. The Midwest dotes on its corn, its hogs and its harness racing. The Southwest makes the fair a fiesta with Indian dances and rodeos. But everywhere it is a dazzle of daytime color and night-time light, a clamor of barkers and bawling calves, a fragrance of hay and hamburgers and roasting peanuts. Squires pontificate, horsemen haggle, breeders boast, children get lost, courtships flourish, suckers get trimmed and everybody goes home worn to a frazzle. It's a dimming, gaudy, uproarious gathering of American life and folkways, a very worldly thanksgiving set to the tune of a calliope. It's The Fair—and we love it.

(The foregoing article is accompanied by seven actual photographs, which are typical of county fairs. The same, as well as other similar materials, may be secured from Public Information Department, Extension Division, University of Oklahoma, Norman, Oklahoma.)

¹Hal Borland, "County Fair," The New York Times Magazine, (September 21, 1941), 16-17.

In September The County Fair Blooms

A unique and time-honored gathering of Americans, it follows a uniform pattern the country round.

By Eunice Fuller Barnard¹

Up in the sunshine the lady in cerise tights gives a desperate pull at her parachute and she suddenly becomes a black blot falling through the blue. The thousands in the faded yellow enclosure catch their breath. Then the parachute opens. She is—floating safe. Then they see that she won't come down in the race track. More likely at Jed Jones' farm down the road. The thousands are milling now, like sand shaken up in an hour glass—scurrying, crowding, blocking one another in a scramble out of the gates.

In their long sheds the race horses, drooping with exhaustion, do not move an ear. Great steers, square with flesh, stand ruminating. The triumphal arch of beets and carrots rises placidly into the sunshine. Flies gather over the succulent rows of chocolate cake and jelly roll. The African Doger drops heavily to the ground. It is the high moment of the County Fair, the great American festival. In pleasant green country, beside two thousand smiling highways, this month, from Main to California, the show is going on. The same winded horses, urged about the track. The same fat sheep, the same patchwork quilts and jars of beans. The same lemonade and ice cream sandwiches. The same mysterious sideshows in luridly painted tents. East, West, North, and South, it follows a uniform pattern, little changed since 1850. Unwithered by age, unstaled by custom, undaunted by machinery, motor cars or movies, it keeps its course. It is the unique and standardized folk gathering of the United States, a kind of living epitome of that waning American civilization whose center was the farm family.

For more than a century the county fair has served that peculiarly American product the independent farmer, as both sublimation of and escape from his everyday existence. For its few brief days every year it has given his life the verve and drama and impetus of the city. It has warmed his isolated activities with a glow at once communal and competitive. Before the locomotive, the automobile, the telephone and the radio it was an invention psychological to annual distance and to make country life at once bearable, meaningful and progressive. If the County Fair is discursive, so was, and to some extent is, the farm. The fair is a craft convention for Jacks-of-all-trades, and it is besides a party, and an adventure. It is politics, sport, agriculture, industry, and homemaking competitively arrayed.

This institution, seemingly so spontaneous, is no growth of the soil. It was the deliberate invention of a bored and bewildered city man, who, retiring at the age of 50 to enjoy "rural felicity" found it—for himself at least—non-existent. So just 120 years ago, alone under the great elm in Pittsfield, Massachusetts, he staged the first real

¹Eunice Fuller Barnard, "In September the County Fair Blooms," The New York Times Magazine, (September 11, 1927), 7, 17.

county fair with a couple of fat Merino sheep as exhibits. The next dozen years of his life he spent as an "agricultural missionary," going about the country to preach and demonstrate the county fair.

Seven years ago the census showed that we are no longer mainly a nation of farmers, but of city dwellers. But though farms stand abandoned, not so the farmer's fair. For 359 days each year, to be sure, its cattle sheds, fences and judges' pavilion rest in peaceful oblivion, while only an occasional horse strays over its desolate acres. But regularly as September brings the goldenrod, it bursts into riotous activity.

Today there are some 3,000 agricultural fairs held annually in this country—town, county, state, national, and international. Some specialize in poultry, some in dairy products, some in horses and cattle, some in garden truck, some in bees. But fully two-thirds of them are the general county fairs whose signs today deck every motorist's path. Most of all they swarm in the Middle West. New England, where the custom started, runs a poor third. There are those who hint that all this boisterous prosperity, of the fair is only so much rouge on the cheek of a dying patient. Commercialism and cynicism, they say, are gnawing at its heart. Once the nearby farmers used to hitch their pet horses to the family buggy, drive them to the fair grounds and stake their all on victory. Today the track is occupied principally by the professional horse racer, who makes circuit of fairs with his string. Even in the domestic arts, exhibit there is said to be many a veteran hand-knitted "tidy" which has been winning the blue ribbon at the fairs of its makers neighborhood for years.

Where, ask the cynics, is the spirit of 1896, when at Cambridge, N. Y., the fifty and seventy-five cent prizes for "oil painting on matting" and "work in melon seeds" were fiercely contended for? Where is the "lady over 70" or the "child under 12" working day in and day out for the dollar-and-a-quarter award on the patch work quilt? Where is the thrill of pre-Civil War days when county and state fairs were the chief political arenas, when thousands stood spellbound and sun-scorched for hours to hear Clay and Webster, Lincoln and Douglas? Where is the real gusto of the first New York State fair of 1841, when 1,200 farmers sat down together to their twenty-five-cent dinner?

Today, it is said, the Ferris wheels, the merry-go-rounds, the kewpie-doll barkers, and the wheels of fortune wax apace. Legislatures and public-spirited citizens bear the brunt of the expense. Missouri, indeed once finding forty-one of her sixty-eight State aided fairs in debt, started a slogan: "Fairs for farmers, not for fakars."

The real heart of the fair today, it is said, lies not in the present but in the passing and in the coming generations—in the children and the old-timers who come back to see the hometown folks and recapture the childhood thrills of fair time. There are boys' corn-growing contests, boys' judging contests for cattle and girls' tomato-raising and canning clubs. There are spelling bees and exhibits of school work, and at some State fairs there are farm boys' and girls' camps.

Great fairs have been common in Europe for more than a thousand years, but they have been utterly different in spirit and purpose from those of America. Even the competitive livestock shows in England are fairs for traders, for buying and selling, while the county fair in America has been from its start, in 1807, held to improve agriculture

rather than to effect an exchange of goods. It has desired mainly to bring the isolated farmers into friendly rivalry and to raise the level of agriculture and home manufactures.

Yet the first farmers' fairs in this country, held in New York almost three hundred years ago, were planned on the European model. Piquantly enough, they took place on today's most urban spot—rustic merry-makings where now the solemn towers of finance rise. In 1641, the Dutch Governor Kieft established two fairs in New Amsterdam, one on October 15th "for cattle generally" the other on November 1st for hogs. Seven years later the young Colony proclaimed also a real Dutch kermess at the end of August and the beginning of September. At first it was held near the site of the present Bowling Green. When that locality grew too boisterous for staid citizens, it was moved out of town—to our present City Hall Park.

Modeled on that of the contemporary Amsterdam was the kermess—frankly commercial, innocent of any taint of uplift. Its tents, fluttering with flags, were raucous with bleating animals and vendors' drums. Fat old market women baked waffles and gingerbread and dropped around, luscious olykoeks—doughnuts without the hold—into hissing oil. There were cheeses to sell and trinkets for the girls. There were booths with fortune tellers and jugglers. Even the trained bear, it is said, now first danced on to the American scene. And everybody who came to or went from the fair was free from arrest for debt, according to the old Dutch law. Even under English rule, as late as 1676, Governor Andros sanctioned the custom.

But it was a later and far more sedate puritanical shoot that finally blossomed into the county fair. That fair had indeed no existence, or even anticipation, in the Colonies. It is a part of the organized interest in agriculture that seems to have sprung up with the nation. Only then, apparently, men began to look beyond the individual farm to the state of farming in the country as a whole. Farming was, as a matter of fact, the nation's business. The most important people in the state were engaged in it—Washington, for example, and Jefferson. Farmers needed no lobby at the Capitol, for agriculture, as well as the nation's infant industries, lay at the heart of statesmanship. And both, as a matter of fact, were nourished by the county fair. With the beginning of national self-consciousness, in the seven years between 1785 and 1792, agricultural societies suddenly sprang into being in Philadelphia, South Carolina, Maine, New York, and Massachusetts. They were dignified societies; they offered prizes, but held no fairs or exhibitions, and stimulated few contenders.

Quite independently, Dr. Thornton, the Commissioner of Patents, suggested that a cattle fair after the English model would probably promote the sale of cattle. Three fairs were held in Washington in 1804 and 1805, "on the Mall," extending from "the bridge at Centre Street to the Potomac." At the second fair even the lawmakers took a hand, subscribing half the hundred-dollar fund for prizes, which were distributed for "the best lamb, sheep, steer, milch cow, jack, oxen, and horses actually sold."

About the same time, George Washington Parke Custis was holding annual county "sheep shearings" at his Arlington estate, across the Potomac. There, "beneath the marquee used throughout the Revolution by his illustrious guardian, George Washington," he entertained his

distinguished guests and dispensed prizes. One of his objects seems to have been to promote home industries; for one of the large fleeces, it was announced, was to be awarded "to that family in said county who shall prove that to a given number of female children the most are good spinners."

Then in 1809, the two ideas of the agricultural society and the fair elegantly and agreeably fused. The Columbian Agricultural Society, the germ of a national organization, started in Washington and held an exhibition in the Union Hotel at Georgetown. It was the first organized agricultural fair in the American sense, but it was far from being the hoisterous modern festival. Its attendance list reads more like the social register, headed by the President of the United States and his lady and the Cabinet members.

These Washington shows were but polite preludes to the great idea of the county fair. That sprang full blown from the brow of a retired merchant, Elkanah Watson. In all its aspects, social, agricultural, industrial, political, and even feminist, he saw it, and devoted money and twelve years of his life to putting it across.

Elkanah Watson was a Yankee of the Yankees, born in 1758 "within rifleshot of Plymouth Rock." His natural shrewdness was enlivened by early travel and adventure. At 15 he was apprenticed to John Brown, Providence merchant and founder of Brown University, in whose services he carried two years later a message to General Washington at his headquarters at Cambridge. At nineteen he set out through a war-torn country for South Carolina, with a good horse, a pair of pistols and \$50,000 quilted into the lining of his coat, to be invested in cargoes for Europe. At 21 he was entertained by Benjamin Franklin in Paris, then later at The Hague by John Adams. He made a tour of Europe and traveled in Eastern America, setting down his experiences in one of the most important memoirs of the time. Then, after several years in Albany, he suddenly put adventure behind him by moving to a farm near Pittsfield.

But the country life experiment came too late, his habits, as he said, being settled for city life. "To fill up the void in an active mind led me first to conceive the idea of an agricultural society on a plan different from all others."

"In the Fall of 1807, I procured the first pair of serino sheep that had appeared in Berkshire, if not in the State.I was induced to notify an exhibition of these two sheep under the great elm in the public square in Pittsfield on a certain day. Many farmers and even females were excited by curiosity to attend this first novel and humble exhibition. It was by this lucky accident I reasoned thus: 'If two animals were capable of exciting so much attention, what would be the effect of a larger scale, with larger animals?'"

But Elkanah Watson still had two enemies to conquer: the prevailing Puritanism and the self-consciousness bred of isolation. The farmers would come to see, but feared to exhibit lest they be laughed at. Finally, after three years, he got twenty-six of them to sign an "appeal" for a cattle show. "The ice," according to The Pittsfield Sun next day, "was now broke—all squeamish feelings buried." The show came off. An agricultural society was formed, with Watson as President, and at the next year's show he gave Pittsfield Puritanism and isolation their death blow. He began the fair with a parade and closed with a "pastoral ball." There were prizes to the amount of \$70.

"The procession," he says, "was splendid, novel and imposing beyond anything of the kind ever exhibited in America. It cost me an infinity of trouble and some cash, but it resulted in exciting a general attention in the Northern States and placing our society on elevated ground. In this procession were sixty-nine oxen connected with chains, drawing a plow held by the oldest man in the county; a band of music. The society bearing appropriate ensigns and each member decorated with a badge of wheat in his hat. A platform, upon wheels, followed, drawn by oxen, bearing a broadcloth loom and spinning jenny, both in operation, by English artists. Mechanics with flags—and another platform filled with American manufactures."

Next year the premiums had risen to \$208, and Watson, having made the fair popular, now proceeded to seal it with respectability. He had conceived the shrewd notion of enlisting the clergy and women. Prizes were awarded in the church.

But neither clergymen nor ladies had been obtained without a struggle. In 1811 no clergyman could for some time be found to officiate for fear of being ridiculous. The women were still more coy. Though they sent in exhibits of weaving and sewing, no woman appeared to receive "the seven valuable premiums of silverplate" to be awarded—although a special room had been reserved for them at Merrick's Tavern.

"This was the crisis," wrote Watson, "and I was extremely agitated lest the experiment should fail. Native timidity and the fear of ridicule restrained them (the women). To break down this feeling we resorted to a manoeuvre which in an hour accomplished our wishes. I left the hall, and with no small difficulty prevailed on my good wife to accompany me to the house of exhibition. I then dispatched messengers to the ladies of the village, announcing that she awaited them at the Cloth Show. They poured out—the farmers' wives and daughters, who were secretly watching—and the hall was speedily filled. This was one of the most grateful moments of my life."

By 1819, with the powerful help of Governor Clinton, Watson induced the New York Legislature to pass an annual appropriation of \$10,000 to aid the new societies. But he did not live to see realized his efforts for State and national bureaus of agriculture and a "pattern farm" or agricultural college.

County Fair

By Charles Merz¹

The roads are lined with posters.

A ram with crinkled horns. A Poland China pig or two, sleek, well-fed, in the full glory of young manhood. Jockeys lashing with their whips at wild-eyed horses. Corn bursting from its yellow husks. Stallions pawing the ground with bushy feet. Red pyramids of Baldwin apples.

There is a wire fence that runs around the wide enclosure. Ford cars line it on four sides, headlights up against the wire like June-bugs on a window screen. The whole country has turned out in force.

¹Charles Merz, "County Fair," The New Republic, (November 14, 1923), 307-309.

Barnesville, Preston, Webster City, Clinton, Liberty, Four Corners. Eleven thousand Sunday hats. Eleven thousand targets for the tin-type men.

One o'clock: an hour left before the races. Time enough to make the rounds of each time-honored Hall. The low one on the left is "Poultry Hall," doors open at both ends—one shrill ear-splitting cackle to the timbers of its roof. Three tiers of wooden cages. One aisle for the chickens; the other for the ducks and geese. Blue tags mark the Black Minorcas that carried off first prize. A leghorn and a Bantam dare each other through the bars. Somewhere in a corner a Plymouth Rock has laid an egg and little cares who knows it.

On the right, "Mechanics Hall." There was a time when that great cavern could boast no treasure more exciting than a plow. Now the salesmen from the cities pack it with triumphs of the Gas-Electric Age. The same energy that splits the heavens on a summer evening picks up shavings from the floor. A maid in city linen demonstrates the newest thing in sweepers, guiding her small motor in slow circles as it gobbles up its meal. The air resounds with brass bands and oratories: there is a radio across the aisle. One nickelplated tub is washing dishes while its brother whirls a churn. Why haul water to the kitchen? Use an automatic pump. Why hitch horses to a seeder? Let a tractor do the work. Listen to the frogs all evening? Tune in, neighbor, with the world.

"Arts, Sciences and Needlework," next door. The creative enterprise of farm and fireside, boxed in neat glass cases or hung upon the wall. Crochet Rugs and Ornamental Lampshades. Auto Scarfs and Nightingales. Sport Hat (Lady), Sport Hat (Gent). Whisk Broom Holder, Guest Towel; Napkin Case and Dish Mat.

China, farther down the aisle—hand-tinted, top and bottom. Celery Tray and Gravy Pitcher, Jelly Dish and Nut Bowl. There are prizes for the finest cooking: cakes with red mosquito netting to protect them from the flies—seven layers and "1923" in chocolate frosting on a white vanilla top. Prizes, too, for water color: still life, full length figure, marine scene on some distant, troubled sea. Prizes for Wax Boutonnieres and Oldest Bible, Basket Work and Fossils, Best Display of Foreign Relics. No telling who will win in basket work or bibles. But foreign relics? Try to carry off the prize from Captain Matthew Tuckerman! For years his treasures have brought home the ribbon: a cartridge-shell from Waterloo, a copy of the Paris Temps, a lump of lava from Mt. Etna.

Meantime, back behind the grandstand where the maples throw a welcome shade, an overflow less interested in balloons and racing, strolls along The Gay White Way.

Salesmen hawking penny whistles, popcorn, ice cream taffy, cracker-jack; a lively group in front of every decorated counter. A merry-go-round that creaks on aged hinges as it whirls—piping, like an old fiddler lost in reverie, the half-forgotten tunes of yesteryear. Shouting children ride its dappled ponies. To the varnished back of a yellow lion two maidens well past forty cling, and shriek as they fly by.

There is a fortune-teller in a gypsy tent; outside, flapping on an oilcloth banner, a monstrous weather-beaten palm. No trafficking with pessimism here. A crisis coming, to be sure; obstacles to be overcome; but the future stretches like a roadway to the moon. A long

trip abroad. An unexpected fortune. A young maiden with dark hair? No, LIGHT, it seems to me. She loves you. Never fear.

Contests in strength and sleight of hand. One gallery invites the marksman to try his skill at tossing rings—another tempts him with the rifle. There are prizes for the winner: bon-bons, vases, kewpie dolls, and glass balls with butterflies inside. Before a tall scale marked with numbers, two farm lads in shirt sleeves are swinging heavy mallets. One drives a weight high up among the tree tops, to ring an iron bell. "Seven!" The other whacks away. They are puffing like two porpoises. All in the day's play.

Five cents to swing the mallet. Five cents to ring a cane. But where The White Way ends behind the stables are pleasures rarer and more costly. There the Side Show spreads its posters. Pilot, Educated Horse, who counts to nine and picks out colors faster than his master. Tosco, wild man from Darkest Africa, in chains from one till six, but tractable enough when he is helping Seafoam, human fish, fry bacon for an evening meal. May and Emma, billed on posters as Dancers from the Khedive's Palace: chastely dressed, for all their oriental palpitations; often wishing they were home.

"Never before, and never again—this is the chance of a lifetime!" While the drums beat inside the tent a genial barker out in front cajoles the crowd. "This way—this way! Don't falter, brothers.

Boom—boom—boom, inside the tent. Come and see those oriental dancers! Nothing like 'em west of Asia. Watch 'em shiver. Watch 'em shake. Boom—boom—boom, boom, boom. See the wild man straight from Africa. Wild man—wild man—straight from Africa. Watch him quiver. Watch him quake. Boom—boom—boom, boom, boom. This way—this way—buy your tickets, buy your tickets, buy your tickets. Twenty cents to see the wild man. Twenty cents to see the dancers. Twenty cents, the fifth part of a dollar. Twenty cents, two silver dimes."

Half-persuaded, but still shy, the crowd edges closer to the flapping canvas. The bass drum pounds at double speed; the sleigh-bells of the dancers clink behind the screen. One ticket sold. Two tickets. Then the deluge. Through the lattice window spurts a stream of dimes.

"This way—this way! That's it fellows. Don't push—take it easy. Lots of time."

Young blood surges through the gateway. Nothing ventured, nothing gained.

Sundown, and the bass drum in the Khedive's Palace booms no more. Silence on The Gay White Way. Silence, too, in Poultry Hall: forerunner to a raucous dawn.

Here and there, in the enclosure, is a picnic party rounding out the day. Deviled eggs and lettuce sandwich, fried chicken, pumpkin pie. Cousin Bess has brought a jar of peach preserves to grace the table. Cousin Willie, seven, thinks forlornly of pop and peanuts; and dimly wishes he could die.

Not quite deserted, even after sundown. But certainly a lonely scene. Nothing like the old days. The whole country used to visit, then: those who didn't stay for picnics loitered on the way. Now, the minute racing ends, there is a rush to crank the Ford and lead the long procession home.

Who wants to "visit," nowadays? Ten years ago, when a trip across the county was an all day's trot, the Fair brought farms together once a year. Now the same thing happens on a gallon of benzine.

Gay enough, at two o'clock. Just about deserted, after five. Motor cars have changed the tempo. Not much gathering of clansmen at the Fair, today. The clansmen gather when and where they choose.

Jubilee, ten years ago, Coney Island now.

Still the roads are lined with posters. County Fair.

The County Fair

"Corner Posts of Rural America"

By Romeyn Berry¹

The County Fair is a changed and changing institution. But there will always be County Fairs as long as there are little children on farms; as long as hired men itch to back their luck and skill with money; as long as farm folks—once the harvest is assured—feel the urge to have a little fun and to compare the work of their hands with what the neighbors are doing; as long as they drive home in the evening thankful to the God of the harvest for a full barn and a full life.

¹Romeyn Berry, "The County Fair 'Corner Posts of Rural America,'" Farm Journal and Farmer's Wife, (August,), p. 27.

OBJECTIVES

The purpose of this fourth grade unit on "The County Fair" is to enable the pupils:

- ✓ To add knowledge and enlarge concepts of the community and the county.
- ✓ To gain knowledge of the historical development of fairs and to develop interest in fairs as civic enterprises.
- ✓ To learn to appreciate the labor and skill of farmers, their families, and other exhibitors in the production and preparation of exhibits to share with others.
- ✓ To grow in appreciation of man's dependence upon each other, and of how his livelihood depends upon the resources of his environment.
- ✓ To grow in understanding of the fact that freedom carries with it responsibility, and to improve the technique of carrying on democratic procedures through opportunities in carrying them to completion.

To observe safety rules in going to and from the fair and attending it, and applying these rules to everyday living.

- ✓ To increase knowledge of how and where to get information, using interviews with persons, services of experts, encyclopedias, dictionaries, visual aids, newspapers, magazines, and books.

To learn how to locate specific reading materials through the use of contents, index, glossary, cross reference, alphabetized listings, and the art of browsing through and skimming in books.

- ✓ To grow in the ability to select and evaluate needed material.
- ✓ To learn to identify different types of breeds, male and female, of horses, cattle, sheep, hogs, poultry, and rabbits, noting the differences in color, size, shape, and body contour and covering.

✓ To learn to identify fruits, vegetables, grains, and seeds, by color, size, shape, and covering.

To develop a keener interest in hobbies, flower arrangement, baking, canning, sewing, handicraft, and art by viewing and studying the exhibits.

✓ To grow in all forms of expression, written and oral: stories, letters, conversations, interviews, telephone conversations, and the like.

To develop ability to listen.

To build vocabulary: speaking, reading, listening, writing vocabularies; through the use of such words and phrases as: exhibit, champion, swine, regulations, requirements, entry, exhibitors, duties and privileges, protest and appeal, premium and awards, special rules, superintendent, division, agriculture, miscellaneous, classification, decoration, arrangement, attractiveness, display, rural, attendance, educational exhibit, names of livestock breeds, names of fruits and vegetables, wildlife conservation, demonstration, product, preparation, improvement, project, hobbies, miniature, pottery, wearing apparel, adornments, arts and crafts, contest, specimen, article not specified, photography, souvenirs, philatelic, numismatic, leathercraft, relics, urns, embroidery, crochet, tatting, remodeled, wash material, applique, household arts, chunk honey, extracted honey, soap-crackling process, sorghum, cottage cheese, preserves, judging, dairy, balanced meal, collective club exhibit, child development, family life, food preservation, rural electrification, etc.

To measure and calculate spacing in mounting educational exhibits.

To measure and calculate proportionate sizes in the construction of handicraft, prize animals, fruits, and vegetables.

To clarify terms and concepts of time, distance, speed, cost, weight, size and quantity in problems, using such problems for developing the skills and processes on fourth grade level.

To make up original problems relating to the county fair.

To determine what money in prizes various exhibitors earned at the county fair.

To determine the money spent for rides and what the rides donated to the group during the excursion would have cost.

To grow in initiative and creative ability.

✓ To provide creative experiences through the media of paints, crayons, colored chalk, and other graphic and plastic media.

To make picture collections, picture books, and scrap books.

To sing songs about fairs and activities experienced at fairs.

To interpret music through creative movements or rhythms.

To answer questions listed at the beginning of the study.

To grow and evaluate growth in study skills.

✓ To evaluate their activities and summarize what has been gained.

PRELIMINARY PLANNING

The 1947 school term began September 1st, just a week to the day before the opening of the Osage County Free Fair, which made it easy to lead a group of fourth grade school children into a discussion of "The County Fair." Since Pawhuska is the county seat town and the fair grounds are near, a class excursion to the fair was feasible.

Some of the first statements made in discussing the fair were that the children had been to the fair grounds to two big events during the summer; namely, the World Championship Rodeo and the Roundup Club Cavalcade. It was the desire of the teacher and the group to honor and respect all contributions to the discussion, even though many times it was necessary for the teacher to exercise a good guiding hand to keep the discussion going forward in the proper direction.

According to Helen Hefferman, Chief, Division of Elementary Education, California State Department of Education:

The spirit which dominates the discussion should be that any and every view is a contribution and has a place in the thought pattern. The group discussion is an instrument for bringing people together for the consideration of common problems; it develops a sense of cooperation and tolerance for the ideas of others; it fosters those traits of responsibility and leadership on which democracy depends.The discussion method is one of the social tools through which democracy secures expression.¹

Through class discussion the class decided that this coming county fair was to be different from either of the two former events which were held at the fair grounds. It was agreed that the purpose of the fair is to let others see and learn about the different work of people; the animals

¹Helen Hefferman, "Discussion: A Technique of Democratic Education," California Journal of Elementary Education, XIV (February, 1946), 146-52.

they have raised; the crops they have grown; and the cooking, sewing, and canning the women can do. The whole idea is a sharing with others the things which people cherish and take pride in.

In our planning together we discussed the necessity of calling on the parents, the people in the community, the county fair board, the county agent, the county home demonstration agent, and the county superintendent in order to learn first hand all we could about fairs and in particular our own Osage County Free Fair. Individuals and committees were to interview these persons and bring the information back to the group. It was suggested that maybe some of these adults could be invited to come to the school and join in our discussion about fairs. Pupils volunteered to be responsible for requesting different ones to come.

In order to secure more information on the subject it was suggested that we should look in our school readers and text books for stories of fairs, or with reference to fairs, as a first source of information. It was agreed that we should next seek information in books and magazines from our own room library, our individual home libraries, the school library, and the city library. Fair catalogs, 4-H Club manuals, current magazines and local newspapers, it was pointed out, all would have information which would contribute to our study.

By writing to such libraries as Oklahoma Library Commission, Oklahoma City, Oklahoma; Extension Library, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; and Extension Library, The University of Oklahoma, Norman, Oklahoma; much information on this unit or practically any other school unit may be secured. All three of these state sources are prepared to serve the schools of the state. So plans were made to write all three of these libraries for materials, both on the level of the child

and on the level of the teacher. This could account for some integration of written language that was purposeful.

Plans were made to write many other letters seeking information. The teacher, having met and worked with such people as Miss Ruth Toos, Carnegie Library, Chicago, Illinois, and Miss Nora Beust, Specialist for School and Children's Libraries, United States Office of Education, Washington, D. C., wrote for their help. As the unit grew and developed more need and more occasions presented themselves for corresponding with libraries, schools, and individuals, until quite a wide correspondence was involved.

In connection with the study the group discussed attending the county fair in a group instead of individually as has been the custom in former years. It was agreed that if we could arrange it, attending the day of the judging would be most beneficial to our study. Committees were appointed. One was to ask Mr. G. L. Hackleman, Union School principal, for permission to go in a group and for permission to use one of the school busses to make the trip. Another committee was to find out from fair authorities what day the judging was to take place.

QUESTIONS AND IDEAS GROWING OUT OF EARLY DISCUSSIONS

1. Would the Pawhuska newspapers be saying anything about the county fair? (Some class members volunteered that they had already seen or read something in a recent local paper about it.) It was decided that all were to watch for more articles and pictures, cut them out, and bring them to school to share and to put in a scrap book of the unit.

2. How is the fair given?

3. Whose fair is it?

4. What people take part?

5. Who bring the things to the fair?

6. What do they bring to the fair? Why?

7. Are all county fairs the same? Why?

8. Do all towns have a county fair? Does Hominy? Does Fairfax? Does Barnsdall? Does Wynona? Why? It was pointed out here that all of these mentioned neighboring towns were a part of Osage County, and that this was their fair, too.

9. Who started fairs? Do other counties have fairs? Do other states have fairs? Did they learn it from us? Or did we learn about having fairs from them? When did our Osage County Free Fair start?

10. Where can we find out answers to some of these questions we would like answered about fairs?

11. Would our own school books help us? Where else could we get information?

12. Do you suppose we will get to go to the county fair?

13. Could we talk to older people of the community and possible have some come to talk to us about the fair?

BEGINNING DEVELOPMENTS

In order to secure information about the things of interest connected with the County Fair, the pupils and teacher discussed it individually and in committees with parents, neighbors, other pupils, friends, and persons responsible for conducting the fair. Even though their statements were at times a trifle vague and some of their comments seemed a bit irrelevant, the bits brought back to the classroom for discussion periods added up to increased knowledge on the subject day by day.

The Osage County Home Demonstration Agent, Miss Emma Chandler, consented, when interviewed, to spare time from her busy week of supervising preparations for the fair, to come to the classroom and discuss with the group something of the history of the County Fair and its educational aspects. She is well-fitted for such a discussion, since she has spent most of her life in county, district, and state 4-H and home demonstration club work and in teaching in the Oklahoma Agricultural and Mechanical College.

Upon arrival, after being introduced, Miss Chandler told the group that she would like to join in their discussion. This democratic spirit was welcomed by the children. Part of what ensued follows:

Miss C.: How many of you have been to a county fair?

Pupils: I have.

We went last year.

I've been lots of times. I've been every year. (The response of an over talkative child.)

Pupil: (A more deliberate thinker) No, Mark, last year was the first fair we'd had since the war. We didn't have the fair during the War.

Miss C.: That's right. During the war we didn't have the fair. But last year and this year we are trying again to have a good, big county fair like we used to have before the war.

Pupil: My mother's helping; she's entering a suit she made for me.

Miss C.: Yes, your mother's helping them. The farmers and their wives and their girls and boys help, too. They help almost the most of anybody. They bring their finest horses, cattle, sheep, hogs, and poultry to the fair for everybody to see. In a way, they share their pretty animals with us. That is one of the main reasons we have fairs. Why do you think we have county fairs, and state fairs, and world fairs?

Pupil: To sell cattle?

Pupil: To show what the children in school can do? (The class had been helping mount and arrange the fourth grade's part of the school exhibit for the fair.)

Pupil: It's for fun, too.

Miss C.: Yes, in a way it's for fun. It is fun, we might say, to share things of which we're proud with other people. I know what Raymond thinks when he says 'It's for fun, too.' He's thinking of the merry-go-round and the rides, aren't you Raymond? (This is a black eyed, bright child, the son of an ex-navy UNO interpreter for Spanish speaking delegates at the San Francisco convention, quite a widely traveled child.)

Raymond: Yes, and what about that loop-o-plane? I rode one in San Francisco; it was a big one.

Miss C.: Yes, I know the rides are fun. I'll tell you something else there will be to see this year. The United States Army will have some moving pictures at their exhibit. The United States Navy will have an exhibit there, too. There'll be bands, too. The Barnsdall High School band will play; the Fairfax High School Band will play; and your own Pawhuska High School Band will play.

Pupil: My big sister plays in that band.

Pupil: Both of my brothers play in it.

Pupil: My cousin's in it.

Miss C.: They help with the fair then, don't they? They help make the music for us to enjoy. A fair would hardly seem complete without the music of the band, would it?

Pupil: My daddy's going to sing at the fair Tuesday night.

Miss C.: Is your daddy in the choral club? (A Kiwanis sponsored men's choral club.)

Pupil: Yes, he sings with a whole group of men. They sing for different kinds of programs and at the different churches. I surely do like to hear them. My daddy sings bass.

Miss C.: Yes, all of these things help to make up the fun, or recreation, or entertainment side of the fair.

Pupil: My daddy's going to take an exhibit from his store.

Miss C.: Yes, different merchants will take exhibits of different kinds from their stores. Some will take farm machinery, such as tractors, combines, pickups, trucks, hay balers, corn harvesters, plows, etc. Others will show exhibits of household items, such as refrigerators, stoves, washing machines, radios, electric appliances, etc. Most of them will take some of the newest, finest models. When we all go to the fair and see them, some of the families will later go to their stores here in town and buy some new things for their homes like the ones we shall see at the fair. And some of the farmers will look the farm machinery over well, and later buy some new models for their farms. You see how fairs help us all?

Pupil: My uncle, out on the ranch, has a new tractor, and I rode on it.

Miss C.: What were you and your uncle doing with the tractor?

Pupil: He was sowing wheat.

Miss C.: Will there be wheat at the fair?

Pupil: No-o-o-o!

Pupil: I don't think so.

Pupil: Oh, yes, there will! A little bit, in the crop exhibits.

Miss C.: I'm glad you mentioned the crop exhibits. There will be wheat, corn, oats, barley, cotton, rye, peanuts, alfalfa, and many more. When you go to the fair you ask those men in charge there to tell you about the crop samples that you don't know about.

Pupil: I will; I've been to grandfather's farm. I stayed almost all summer. I already know how most of the farm crops look. I know corn, wheat, cotton, and oats.

Miss C.: Then I'll bet you'd make a good 4-H Club member. Are any of you 4-H Club members?

Elaine: I used to be one. (Elaine is a rural child, attending school here for the first year, due to the state reorganization of school districts law.)

Miss C.: Yes, I remember Elaine used to be one. Did you have a garden, Elaine?

Elaine: Yes.

Miss C.: You'll have to get Elaine to tell you about it. Besides the 4-H Club calves, sheep, hogs, and chickens that are brought to the fair, the girls make many things to bring to the fair. They cook and sew. They can fruits and vegetables. I hope that you will see the 4-H Club exhibits. Many of them were made by children not much bigger than you.

Pupil: I wish I could be a 4-H Club member and make things for the fair. They get prizes, don't they? A blue ribbon is first.

Pupil: My cousin had a grand champion 4-H Club whiteface calf. He got a purple ribbon. He put it in his record book. He had the best calf at the fair. Boy, that calf surely was pretty!

Miss C.: I wish you could come to the fair the day the judging of the 4-H Club calves takes place and see them judged. What day is Pawhuska school day at the fair?

Pupil: What day is it, Mrs. Lunday?

Mrs. Lunday: I think we are to be dismissed for the fair on Tuesday afternoon. When will the 4-H judging be, Miss Chandler?

Miss C.: The judging is all to be done Tuesday morning, that is they'll start early Tuesday morning and it will take until into the afternoon to finish in some departments. I wish it were so that you and the children could come that morning since you are making this interesting study of the fair.

Mrs. Lunday: We'll see, maybe we could get permission for our trip together to the fair on Tuesday morning.

Pupil: We could ask Mr. Hackleman.

Mrs. Lunday: We'll talk it over together and decide if we shall try to go on Tuesday before asking him.

Miss C.: Boys and girls I've enjoyed talking with you and I'm glad you're coming to the fair. I think it's very nice that you're making such a thorough study of 'The County Fair.' When you do come if there's anything that I can do to help you, just come right up to me and say, 'Hello, Miss Chandler, what about this, or what about that?' I'll be glad to see you and to help you, if I can.

Pupil: Are they going to have any races?

Miss C.: Well, not exactly races, but they're going to have a quarter horse show Thursday afternoon. Quarter horses, you know, are the kind that ranchers around here in Osage County use on their cattle ranches.

Pupil: My grandfather has lots of them on his ranch. He raises quarter horses to use on his ranch and to sell. He has a quarter horse stallion and he's mean. I'm afraid to go out in the pasture.

Miss C.: You'll want to read stories of stallions and learn more about them. Talk to your grandfather about it, too. You may think he's mean because he tries to protect the mares and the baby colts.

Mrs. Lunday, and boys and girls, I must go back to my work. I've enjoyed getting to come to see you, and I'll see you at the fair.

Pupils: Sure enjoyed your talk. Goodbye!

Other adults came to the classroom for similar discussions and to bring materials, once news of our center of interest was started it gained momentum by leaps and bounds. Many became interested and were helpful in numbers of ways. T. E. Allen, Osage County Superintendent of Schools, came. Edith M. Layton, Osage County Rural School Supervisor came. Parents came. Parent-Teacher Association leaders came. Miss Chandler's discussion is merely representative of this phase of the unit.

Visual education also was a part of the unit of work, in many ways. Early in the planning, Mr. G. L. Hackleman, Union School principal, agreed to order for showing the free film, No. 5 "County Fair" from the International Harvester Company, Oklahoma City, Oklahoma. Preparation of the class for seeing the film included reading stories of county fairs, discussion on several occasions on the subject, the visit of Miss Chandler, and the working, planning, and arranging of the fourth grade room's educational exhibit at the fair.

Because of the timeliness and appropriateness of the film it was viewed by all of the two hundred children at Union School preceding Pawhuska School Day at the Osage County Free Fair. This practice is not ordinarily recommended, we were aware, but in view of the fact that all of the children were to be dismissed to attend the fair, we thought it would prove beneficial. All of the teachers did attempt to prepare their groups for benefitting from viewing the film, however.

Another visual aid employed in carrying out the unit was the use of the opaque projector in showing pictures about the county fair, 4-H Club girls and boys with their exhibits, farm animals, fruits, vegetables, crops, and recreation enjoyed at fairs. These pictures were collected and arranged for projection through the cooperation and help of the entire group and

others who became interested in the project. Nearly every other teacher and room of children in the building, as well as other people, became sufficiently interested in our enterprise to contribute materials for the collection.

The fourth grade pupils were glad to lend the completed collection to the third grade, who were making a study of "Farm Life" concurrently.

Film was purchased in color for outdoor shots, and in black and white for indoor shots for photographing the children during their excursion, in a group, at the fair. Since this was a very first experience in the lifetime of most of the children it was definitely a bright spot. A few had been photographed with eight millimeter movie projection film and had seen themselves in home movies. To them, this former experience had been so very pleasant that they were most enthusiastic that we all had the opportunity of being photographed on sixteen millimeter black and white and color film. They were able to tell the rest of the group quite a little about the experience before our fair visiting day arrived.

It was not possible to complete our arrangements with our photographer, J. C. Fitzgerald, Consultant in Audio-Visual Materials, Oklahoma Agricultural and Mechanical College, until after the children had gone home from school, the day before the field trip, consequently, they came dressed in their usual school clothes, a happening for which we were glad, since we wanted our photographic record to be just as nearly a normal school situation as possible. The first few minutes that they were being photographed they were a little self conscious, but their deep and intense interest in the fair, the judging, the animals, the people, and the recreation soon gave them a very normal and ordinary appearance.

People responsible for putting the fair across, exhibitors, 4-H Club

members, judges, and guests at the fair were all kind and helpful in making our trip a worthwhile and pleasant experience. They even appeared appreciative that schools are interested in learning of community enterprises.

THE EXCURSION

The visit of Miss Emma Chandler, Osage County Home Demonstration Agent, provided a climax of motivation for plans for the trip to the fair. The group discussed making the trip to the fair, in a group, to study and learn as much as possible about our own county fair. It was agreed that we should ask Mr. G. L. Hackleman, our Union School principal, if he would contact Mr. E. C. Sprague, city superintendent of schools, in order that plans might be made for us to use one of the school busses, a responsible driver, and have permission for the group to attend the county fair on Tuesday morning, September 9th, the morning of the judging. It might be noted here that the teacher, the principal, and the superintendent had previously discussed the whole plan and were in mutual agreement and understanding toward carrying out the idea, with the children's planning falling within the framework of the teacher's planning and former arrangements.

According to Ruth G. Strickland, Assistant Professor of Education, Indiana University:

It has been wisely said, 'The teacher must plan so that the children may plan.' The children's planning will fall within the framework of the teacher's planning, for the most part, though there are times when their thinking brings out points which had not entered into the teacher's plan. If teacher and children are convinced that these points are good, they are accepted. Plans are always flexible and adjustable so that what is good can be added and any elements which do not fit the needs of the study as it progresses can be taken out. The teacher's overview should be a comprehensive one and may contain many more possibilities than appear in the actual study with the children. It is a reservoir upon which the teacher and children draw as they have need.¹

Through correspondence and long distance telephone conversations, Mr. J. C. Fitzgerald, Consultant in Audio-Visual Materials, Oklahoma Agricultural and Mechanical College, agreed to arrange his plans so that he

¹Ruth G. Strickland, How to Build a Unit of Work, p. 5.

could accompany the group on their trip to the county fair and take moving pictures of them viewing the judging of the exhibits, thus providing a photographic record of this phase of the unit.

While the children were in on the plans, it was not definite that Mr. Fitzgerald could arrange his time to coincide with our time preference, namely, the morning of the judging. It was after the dismissal of school on Monday that these plans were completed by long distance telephone. The teacher knew that the children, not knowing of the completed arrangements would come to school without the necessary coins for rides, which after all is a part of attending the fair. In view of this fact, she contacted the business manager, W. W. Moser, of Central State Carnival Company, the entertainment concession contractors of the 1947 Osage County Free Fair. When the explanation of the unit of study being made by the group was explained to him, he volunteered to donate rides to the group in recognition of their interest in "The County Fair."

On Tuesday Morning, Mr. Fitzgerald, accompanied by his wife, arrived from Stillwater before school time. The big school bus was on hand with Mr. J. B. Booth, custodian of the Union School, and a former school bus driver, secured to drive.

The following newspaper clippings, from the local daily and weekly papers describe the excursion, as does, also, the description in the culminating activities. We consider this newspaper coverage good public relations.

County Fair Ends Many Attend Event

The 1947 Osage County Fair closed, Thursday, after a four-day showing at the Fairgrounds, where an array of fine exhibits in all fields of endeavor were viewed by the thousands of visitors, who attended the fair, despite the extremely hot weather.

Members of the Fair Board, the county farm agents and county home demonstration agents expressed their appreciation for the cooperation of everyone in making the event a successful undertaking.

There were many winners in the various events, and these exhibits will be taken to the Tulsa state fair, which opens Saturday.

MAKE COLORED MOVIE FILM OF UNION SCHOOL 4TH GRADE AT FAIR

The Union School fourth grade and their teacher, Mrs. W. H. Lunday, studied first hand, Tuesday morning, on the current school unit of study, "The County Fair," as the camera ground away.

In preparation for the field trip, the previous week, they viewed the educational film, "The County Fair." In addition, they have been reading County Fair stories and enjoying news paper and magazine pictures and articles on the subject.

Miss Emma Chandler, Osage County Home Demonstration Agent, visited the school room Friday, discussing with the group "The History of County Fairs and the Educational Phases of the Fair."

G. L. Hackleman, Union School principal, and E. C. Sprague, superintendent of schools, cooperated in the plans for the children to go in a group in the large school bus, on Tuesday morning, to study "The County Fair," with J. B. Booth, Union School custodian, driving the bus.

J. C. Fitzgerald, Consultant in Audio Visual Materials, Oklahoma A. and M. College, and Mrs. Fitzgerald came to Pawhuska to shoot the movie shots, which, when developed, will be available for showing in the school and community. Fitzgerald is an experienced photographer in this line of work, having taken shots of similar excursion groups in many sections of the United States. On several occasions he and Mrs. Fitzgerald have taken school groups on trips to Carlsbad, the World's Fair in Chicago, Niagara Falls, etc. Of these excursions the groups have since been able to enjoy a photographic record thru the years.

Fair trip pictures included: the Union School; the children boarding the bus; descending from the bus and entering the Women's Building at the fair; and viewing the judging of the cakes by Miss Hettie Dohogne, Wagoner County Home Demonstration Agent. (Some of the boys suggested much larger tasting samples).

Included also were shots of the children watching Miss Ruth Peterman, Assistant Extension Nutritionist, who was judging the canning; Miss Lucille Dohogne, Assistant Tulsa County Home Demonstration Agent, telling part of the group about 4-H Club canning as they watched her judge the jars of luscious fruits and vegetables; still others were interested in the 4-H record books which were being judged by Miss Martha Merrifield, Northeast District Home Demonstration Agent from Stillwater; and other shots were made of the clothing section which was being judged by Miss Ola Armstrong, State Clothing Specialist. It was fortunate for the pupils that they were permitted to observe judging, or bits of it, in the various departments.

Of greater interest appeal to the boys possibly was the judging of the livestock by Dr. A. E. Darlow, head of the department of Animal Husbandry; and L. C. McGillard, assistant professor of dairying, both of A. and M. college. They were interested also in the judging of crops by Wesley Chaffin and Fred Whitehead, Professor of Entomology, and in the poultry and its judging by H. C. Ware, Poultry Specialist, of Oklahoma A and M.

Last, but not of least importance to the children, were the rides for all who wanted to participate, on the merry-go-round and the ferris wheel, contributed for the pleasure of the organized group by W. W. Moser, of Central State Carnival company.

Pupils attending the field trip were Mark Elmer Labadie, Margaret Ann Malone, Earl Swarts, Wesley James Mortor, Paul S. Besse, Wayne Lemon, Jessie Franklin Miller, Ronald Franklin, Howard E. Miller, Lewis Hackleman, Raymond Cecil Losornio, jr., Walter Butler, Johnny Windsor, Roland Riesberg, Vivian Kay Jones, Jennie Kathleen Blanc, Delva Mae Ogan, Marian Morris, Louis DeNoya, John Thomas Vice, Bobby Leroy Barger, Loretta Duncan, Philip Klein, Elmer Butts, Rose Marie Harris, Goldie Smith, Maxine Smith, Macell Morton, Elaine Javellas, Mary Sue Wright, Nita Muriel Solmon, Teddy Vassar, Francis Smith, Richard Dohrer and Eddie Wright.

UNION SCHOOL 4TH GRADERS VISIT THE FAIR; MOVIES MADE

The Union School fourth grade and their teacher, Mrs. W. H. Lunday, Tuesday morning gave first-hand attention to a current study subject, "The County Fair," as the camera ground away.

In preparation for yesterday's "field trip," the pupils last week viewed the educational film, "The County Fair." In addition, they have been reading county fair stories and delving into newspaper and magazine pictures and articles on the subject.

Miss Emma Chandler, county home demonstration agent, visited class last Friday and discussed the history of county fairs and the educational phases of the fair.

G. L. Hackleman, Union school principal, and E. C. Sprague, superintendent of schools, cooperated in the plans for the children to visit the fair in a group Tuesday morning to study the exhibits.

J. C. Fitzgerald, consultant in audio-visual materials of Oklahoma A. & M. College, and his wife drove to Pawhuska to make movies of the event and when developed the pictures will be available for showing in the school and community. Fitzgerald, is an experienced photographer in this line of work. On several occasions he and Mrs. Fitzgerald have taken school groups on trips to Carlsbad, the World's Fair in Chicago and Niagara Falls, making a photographic record of the excursions. Fitzgerald also makes the movie record of the Oklahoma A. and M. football games.

The Fair trip pictures included: the Union School; the children boarding the bus; descending from the bus and entering the Women's Building at the fair; viewing the judging of the cakes by Miss Hermina Dohogne, Wagoner county home demonstration agent. (Some of the boys suggested much larger tasting samples.)

Included also were shots of the children watching Miss Ruth Peterman, A. & M. Assistant Extension Nutritionist, who was judging the canning. Miss Lucille Dohogne, assistant Tulsa county home demonstration agent, told part of the group about 4-H club canning as they watched her judge the jars.

The pupils were photographed at the 4-H club record book contest, which was being judged by Miss Martha Merrifield, Northeast district home demonstration agent from Stillwater. Other shots were made of the clothing section which was being judged by Miss Ola Armstrong, state clothing specialist.

Of greater appeal to the boys possibly was the judging of the livestock by A. E. Darlow, head of the department of animal husbandry, and P. C. McGilliard, assistant professor of dairying, both of A. & M. college. They were interested also in the judging of crops by Wesley Chaffin and Fred E. Whitehead, professor of entomology. Some interest was evidenced in the poultry and its judging by H. C. Ware, poultry specialist, of Oklahoma A. & M. Good shots were taken of many of these departments.

Last, but not of least importance to children, were the rides for all who wanted to participate, on the merry-go-round and the ferris wheel, contributed for the pleasure of the organized group by W. W. Moser of Central State Carnival Company.

Included in the group were the following children:

Mark Elmer Labadie, Margaret Ann Malone, Carl Swarts, Wesley James Morton, Paul S. Besse, Wayne Lemon, Jessie Franklin Miller, Ronald Franklin, Howard E. Miller, Lewis Hackleman, Raymond Cecil Losornio, Jr., Johnny Windsor.

Walter Butler, Rolland Riesberg, Vivian Kay Jones, Jennie Kathleen Blanc, Delva Mae Ogan, Marian Mor-

(Continued on Page 2)

Union School —

(Continued from Page 1)
ris, Louis DeNoya, Bobby Leroy Barriger, John Thomas Vice, Loretta Duncan, Francis Smith, Phillip Klein.

Elmer Butts, Rose Marie Harris, Goldie Smith, Maxine Smith, Marcell Morton, Elaine Javellas, Mary Sue Wright, Nita Muriel Solomon, Teddy Vassar, Richard Dohrer and Eddie Wright.

INTEGRATED ACTIVITIES

The supervisor of elementary school music, Mrs. LaVerne Harris, was very willing and eager to cooperate with the group in singing songs about the county fair, the merry-go-round, the band, etc. The Commerce Department of the high school, under the direction of Miss Bertha L. Wagner, mimeographed our collection of songs appropriate for our unit of study. The songs learned and sung along with the unit were meaningful and done with a great deal of enthusiasm and appreciation. Songs included:

- | | |
|-----------------------------------|------------------------------------|
| "Come to the Fair" ¹ | "Merry-Go-Round" ⁷ |
| "The County Fair" ² | "Horses of Magic" ⁸ |
| "The Fair" ³ | "The Merry-go-round" ⁹ |
| "The Merry-go-round" ⁴ | "The Band" ¹⁰ |
| "What Will you Ride" ⁵ | "The Merry Go Round" ¹¹ |
| "The County Fair" ⁶ | "The Merry-Go-Round" ¹² |

¹Easthope Martin and Helen Taylor, Epoch & Sons' Quartets & Choruses.

²J. Lilian Vandevere, "The County Fair," The Instructor, LI (September, 1942), p. 39.

³Hildred Tope, "The Fair," The Grade Teacher, LIII (September, 1935), p. 41.

⁴J. W. Beattie, The American Singer-Book 2, p. 97.

⁵Third Grade Children-Pasadena (California City Schools, *ibid.*, p. 29).

⁶Hoagy Carmichael and May Morgan, New Music Horizons 3, p. 3.

⁷Fleur Conkling, The Music Hour—Fourth Books, p. 34.

⁸Mary Howe and Kate Cox Goddard, *ibid.*, p. 136.

⁹Franz Joseph Haydn, The American Singer-Book 4, p. 132.

¹⁰French Folk Song, *ibid.*, p. 169.

¹¹Carolyn Sherwin Bailey, Every Child's Folk Songs and Games, p. 80.

¹²Ada Richter and Virginia Baker, New Music Horizons - 1, pp. 8-9.

Another activity which was heartily entered into and greatly enjoyed by the class was the creative rhythms. We tried to base their creative rhythmical movements on those experiences that they had participated in at the fair.

Mary P. O'Donnell, Teachers College, Columbia University, in speaking of creative rhythmical movements has said, "Each project must belong to the children and their interest will be in direct proportion to the amount of initiative allowed them." We tried to allow initiative and to let the children project themselves into their rhythms. It was the aim of the teacher to direct and motivate the group toward creative activity.

Rhoda Reynolds Sutton says, "....Most valuable of all material to be used in rhythms is, of course, the child's own experience...."¹

The most popular creative rhythm we did was riding on the merry-go-round. We did the movements with the accompaniment of the piano, however, if a piano and an accompanist were not at hand, percussion instruments might well substitute.

Miss Sutton says:

Music is an integral part of the compositions from the very beginning but is of secondary importance in that the creative rhythmic activity comes first. Then the music is composed for that particular activity. On the other hand, when the creative patterns call for straight rhythms—such as plain running or skipping—the accompaniment begins at once.²

Most of the merry-go-round songs we learned to sing were written in 3-4 time, so we used them for accompaniment. However, our pianist, Mrs. LaVerne Harris is a versatile musician and is able to compose music for any particular activity. If one were not this fortunate, however, reference to Miss Sutton's chapter "An Introduction to Percussion"³ would be very helpful.

¹Rhoda Reynolds Sutton, Creative Rhythms, p. vii.

²Ibid., p. viii.

³Ibid., 85-90.

Reference to the chapter "Free Rhythmic Dancing" in the book The Arts in the Classroom by Cole¹ was very helpful to both the teacher and the accompanist. Her idea is that free rhythmic dancing is not dependent on background. She advocates that it can be a good thing if the teacher is unencumbered with old ideas on the subject. She says that what the teacher needs is faith and understanding.

Faith that there is the capacity within the child to do surprisingly beautiful things when encouraged and freed by the teacher—understanding that children's dancing is not a thing of steps, of artificial movements to be learned by rote.

The moment we concern a child with steps, we tie him up, inhibit his free movement, make him fearful, put false emphasis. The walk is ruined if we ask the child which foot he puts forward first. He just naturally walks following a desire within him. So also will the child dance.

'You say the teacher doesn't teach the child steps—doesn't tell him what to do? Well, then, what does the teacher do?'

The beautiful dancing is in the child already. What the teacher does is to remove fear and embarrassment and help it come out.²

Almost unbelievable resourcefulness was exhibited on the part of the members of the group in locating reading material concerning "The County Fair." (See Bibliography) Much information was secured which helped the class accomplish the objectives set up for such reading subjects as social science, science, and the language arts. First hand experiences, such as the excursion, interviews, etc., motivated a keen interest in finding out more about fairs, their history, purpose, plan, etc. The class read such stories as their reading textbook carried. They then searched the table of contents in the supplementary readers owned by the room for stories on the subject. After that they searched in books from their own room library, the school's general library, and the library downtown. From all of these sources came numbers of good references on the topic. The class decided,

¹Natalie Robinson Cole, The Arts in the Classroom.

²Ibid., p. 69.

upon being told of the Oklahoma Library Commission, to write there for all the books available on their given subject. This was done, and a generous traveling library was sent, with the understanding that the books could be kept several weeks. The class also discussed together securing information and help from other libraries and decided to write to such others as: Extension Library, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma; Department of Public Information, Extension Division, University of Oklahoma, Norman, Oklahoma; Carnegie Library, Chicago, Illinois; and Miss Nora E. Beust, Specialist for School and Children's Libraries, United States Office of Education, Washington, D. C. All of these sources were contacted by correspondence and several items of information such as magazine articles, bulletins, manuals, catalogs, books, and the like, were received for use. Continued correspondence was carried on with the above-mentioned libraries during the course of the unit and after its culmination. Representative of letters received in answer to this request for help from people in libraries follows:

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
Washington 25, D. C.

September 15, 1947

Mrs. Nellie E. Landay &
Union School Fourth Grade
300 E. 12th Street
Pawhuska, Oklahoma

Dear Mrs. Landay:

It was nice to hear from you and to know that my visit to the workshop at Stillwater, Oklahoma, led you to write to me to secure material that would be helpful in building a fourth grade unit on the 'County Fair.' We are enclosing some material prepared by the Elementary Division. We have nothing in print that was prepared by Service to Libraries.

I am also referring your card to Mr. Webster A. Tenney, who is in charge Subject Matter and Executive Secretary, Future Farmers of

America in the Agricultural Education Division. He will reply to your request and probably send you some material also. The best of luck to you for the coming school year.

Sincerely yours,

Nora E. Beust, Specialist for
School and Children's Libraries

A marked interest in reading and reporting information to the rest of the group was noted. Retarded, poor readers were guided into reading material on the subject but on an easier reading level, thus they all participated in the reading at their own level.

Thus there was a wealth of free reading with the purpose of finding out all that we could about fairs and particularly county fairs and sharing the information obtained with the group. Poems and especially interesting selections were at times read aloud for the benefit of the group. Oral reading, though, always followed silent reading, that is, pupils practiced reading silently choice parts of stories or books before reading them aloud for the group. The class listened instead of watching the place while they were being read to, in order to develop better listening habits.

With this sort of reading program accompanying the unit of study, the teacher desired to measure the progress being made in grade classification, comprehension, accuracy, and speed in reading. She chose the Standard Test Lessons in Reading book Three (Practice Lessons for Grades 3, 4, or 5) prepared by William A. McCall and Lelah Mae Crabbs, available from Bureau of Publications, Teachers College, Columbia University. These particular standard test lessons were chosen because they teach children how to comprehend rapidly all kinds of reading material, help them enjoy their reading, make it easier for them to learn to read carefully and accurately, teach them how to read for the main points, to judge the relative

importance of the various ideas presented, to follow the sequence or thread of thought, and to reorganize material in order to answer questions that cut across this thread of thought. They also help the child to read as rapidly as they can understand what they read, and to regulate their speed according to the purpose for which the reading is being done. They teach the child how to skim. They help in improving oral expression, provide them with opportunity for the practice of leadership, and help prevent the dull pupils from becoming discouraged and the bright pupils from loafing.

These tests were used daily during the study of the unit and for several weeks after its completion, to help in determining the improvement in reading made by the individual pupil as well as that of the class. Scores were carefully kept and results indicated a marked improvement on the part of nearly every individual and on the part of the whole class.

On the first group of ten lessons the results indicated that there were two reading on sixth grade level, five reading on fifth grade level, twelve reading on fourth grade level, eleven reading on third grade level, and five reading on second grade level. How the number reading at the different levels varied from the first group of ten lessons, to the second group of ten lessons, and so on, can be studied in the table that follows this discussion.

On the sixth group of ten lessons the results indicated that the strongest reader in the class had improved until he was reading on eighth grade level, four were now reading on seventh grade level, seven were now reading on sixth grade level, fourteen were reading on fifth grade level, seven were reading on fourth grade level, three were reading on third grade level, and two were reading on second grade level.

Four more lessons were used, those from the last of the series of lessons were not tabulated in a column in the table, since the number was

less than the ten recommended for average by the authors, however, they were averaged in with the total sixty-four tests. Too, scores on these last four ran unusually high, indicating that the children were becoming test conscious and proficient in technique with this series of test lessons.

The last two groups were used following most of the activities of "The County Fair" unit. But it was believed that the improvement in reading continued, and the results of the tests bore out the belief, as will be shown by the following table. The table will also indicate that the enrollment varied during the sixty-four days of the testing. Some four or five of the original class members moved away with eight new members joining the class.

On the first group of ten lessons the scores were arranged from highest to lowest and recorded in that manner. In each of the following testings, or averages rather, each child's individual average score was recorded opposite his original average, hence the order was not numerically from highest to lowest any more, because the amount of gain made by the individual pupils varied.

Mean average grade scores for the different groups of ten lessons each ran 4.1, 4.8, 4.5, 4.9, 5.2, and 5.5, indicating that in sixty-four days the average gain in reading on the part of the class as a whole was 1 year and 4 months gain.

The class range which began from 2.6 to 6.5, a range of 3 years and 9 months widened during the sixty-four days. On the last ten lessons it was 2.5 (a new pupil) to 8.2, a range of 5 years and 7 months. See the table for these results.

Oral and written English were employed all through the unit of study. Through discussion, listening to and reporting radio broadcasts concerning fairs, and fair activities, giving oral reports of experiences and readings,

TABLE I

MCCALL-CRABBS TEST LESSONS IN READING—GRADE SCORES

First Ten Lessons	Second Ten Lessons	Third Ten Lessons	Fourth Ten Lessons	Fifth Ten Lessons	Sixth Ten Lessons	Average Incl. last 4 lessons not tabulated here	Best Average on Any Ten Lessons
6.5	6.5	6.7	7.4	7.3	8.2	7.3	8.2
6.4	7.1	6.8	7.9	7.2	7.8	7.5	7.9
5.7	6.5					5.7	6.5
5.5	5.6	5.4	6.2	6.3	7.3	6.2	7.3
5.4	5.9	5.8	5.9	6.1	5.3	6.0	6.1
5.3	6.0	5.7	7.4	6.7	7.7	6.8	7.7
5.2	4.9	5.1	6.0	5.7	5.9	5.6	6.0
4.9	6.0	5.0	5.9	5.3	5.9	5.7	6.0
4.9	5.8	5.5	6.2	6.5	6.8	6.1	6.8
4.8	5.5	5.0	4.9	5.1	5.9	5.2	5.9
4.7	5.2	5.3	6.0	6.5	6.7	6.0	6.7
4.6	5.6	4.7	5.7	6.1	5.4	5.3	6.1
4.5	5.2	5.1	6.0	5.7	5.9	5.7	6.0
4.5	5.6	5.8	5.0	5.7	6.0	5.7	6.0
4.4	5.4	4.9	5.6	6.0	6.6	5.7	6.6
4.4	5.8	5.2	4.9			5.1	5.8
4.3	5.2	4.8	5.5	5.7	6.1	5.4	6.1
4.1	5.4	4.6	5.0	6.1	5.9	5.2	6.1
4.0	3.9	3.9	4.1	3.8	4.2	4.1	4.2
3.9	4.8	4.1	4.6	5.1	5.7	4.8	5.7
3.6	5.1	4.2	4.9	5.3	5.7	4.8	5.7
3.5	3.8					3.5	3.8
3.3	4.8	4.0	5.0	5.8	5.5	5.0	5.8
3.3	4.0	4.0	4.7	4.8	5.3	4.3	5.3
3.2	4.3	3.8	3.9	4.4	5.2	4.2	5.2
3.2	4.3	3.3	3.8	4.7	4.7	4.0	4.7
3.2	3.6	3.3	3.6	4.6	4.7	3.8	4.7
3.2	3.9		3.8	4.4	4.0	3.8	4.4
3.2	3.9	3.7	4.2	5.5	5.4	4.4	5.5
3.2	4.0	3.9	3.6	4.4	4.9	4.1	4.9
2.8	3.0	3.8	4.5	3.1	2.6	3.4	4.5
2.8	3.4	3.3	2.9	3.3	3.3	3.3	3.4
2.7	3.6	3.8	3.1	3.8	3.3	3.5	3.8
2.7	3.6	3.0	3.0	2.2		3.1	3.6
2.6	3.3	3.0	3.5			3.1	3.5
			4.4	6.0	6.0	3.1	6.0
			3.1			5.8	6.0
				5.6	3.4	3.5	3.4
				5.6	5.6	5.8	5.6
				3.3	6.7	7.7	6.7
					4.3	3.9	4.3

TABLE I--Continued

First Ten Lessons	Second Ten Lessons	Third Ten Lessons	Fourth Ten Lessons	Fifth Ten Lessons	Sixth Ten Lessons	Average Incl. Last 4 lessons not tabulated here	Best Average on Any Ten Lessons
					7.3 4.0 2.5	7.6 4.7 3.0	7.3 4.0 3.0
* 4.1	4.8	4.5	4.9	5.2	5.5	5.0	5.5

*Mean Grade-Score

area enrichment resulted. Notes and letters seeking permission, information, and materials as well as notes of thanks were written. Original stories, poems, reports, songs, and descriptions were attempted. Much guidance and help was available through the English text in use.¹

Interest and enthusiasm ran sufficiently high after the excursion to the fair on judging day that some of the children suggested that they would like to write some poems of their own about the fair. To further motivate this phase of the work several poems were collected, read, discussed, and enjoyed before the children tried their hand at writing poetry. Some of the children seemed inspired from within and wrote with comparative ease and with a minimum of help and guidance. We were agreeably surprised at the ideas portrayed, the rhyming lines, and the information coming out of the children's thinking and experiences. Their satisfaction with their success was gratifying.

Following are two of the choice copyrighted poems we read and enjoyed together. They are included here through permission of the authors and publishers.

¹Alexander J. Stoddard, Matilda Bailey, and William Dodge Lewis, English Grade 4.

Fair Day¹

I know this wind
Is blowing away
The fair that was here
Just yesterday:

Oxen with yokes
And the merry-go-round,
Barkers, and papers
That littered the ground,

The blonde girl in tights
Whom they bucksaw in halves,
The trainers and trotters,
The cows with their calves,

The housewives' exhibits,
The pumpkins and corn,
The booths with their velvets
So dirtied and worn,

The great ferris wheel,
The lifter of loads,
All, all of them blowing
Away down the roads—

Country and city,
The rustic and urban,
The grower of apples,
The sage in his turban,

Are all of them blowing
Fast, fast, fast,
Into their futures
And into our past.

The County Fair²

Off we rode to the County Fair,
The County Fair, the County Fair,
Off we rode to the County Fair,
When the sun was still asleep.

We saw the poultry, snowy geese
And ducks of every kind.
I tried to buy a golden hen,
But not one could I find.

¹Elizabeth Coatsworth, Alice-All-By-Herself, p. 57.

²K. and B. Jackson, Farm Stories, pp. 53-55.

We saw the bull that won the prize,
 He won a ribbon blue.
 But I think he'd much rather have
 Some oats to eat, don't you?

We saw the gentle, mooing cow,
 Her satin, nuzzling calf.
 A big fat pig slept in a trough,
 She made us laugh and laugh.

The piglets ran and ate and squealed
 With no thought of a prize,
 And when we left the cattle show,
 The sun shone in our eyes.

There we were at the County Fair,
 The County Fair, the County Fair,
 There we were at the County Fair,
 With the sunshine in our eyes.

We saw the biggest pumpkins yet,
 Red apples, cloudy plums.
 We looked at clusters of prize grapes
 And held our empty tums!

We saw prize corn and peaches,
 Potatoes big as hats,
 A fat blue jug of heavy cream
 And butter made in pats.

We saw the jams and jellies, too!
 And cakes and pies and bread!
 When we ran to the picnic grounds
 The sun was overhead.

We rode upon the ferris wheel
 And had our fortunes told.
 (The gypsy said that I'd be rich
 With pockets full of gold!)

We saw the entertaining dogs,
 They were the greatest fun!
 And watched the sulky races next,
 But my horse never won.

And there was music everywhere,
 Music and sounds of fun.
 We threw some balls at kewpie dolls,
 But I could not hit one.

We saw the daring acrobats
 All jump into a net.
 Before we'd seen one half the sights,
 We found the sun had set.

With lots to see at the County Fair,
 The County Fair, the County Fair,
 With lots to see at the County Fair,
 We found the sun had set.

Then it was night. The lights came on.
 The world was all ablaze.
 I'd never known that nights could be
 Brighter than any days.

We saw most gorgeous fireworks
 Light up the whole Fair Park,
 And then we started off for home,
 All in the sleepy dark.

Home we went from the County Fair,
 The County Fair, the County Fair.
 Home we went from the County Fair,
 All in the sleepy dark.

Some of the original poems written by the class members were considered good enough that the weekly local newspaper published them. On pages 45 and 46 are those published.

It was not hoped that this one center of interest should be the basis for all of the child's work. While much spelling and arithmetic were incorporated into the unit incidentally, these two drill subjects were taught at their usual period as such regularly. No attempt was made at complete correlation and the kind of integration which demands that all phases of all subjects must be integrated with each other. To substantiate this idea reference is made to a quotation by Robert Hill Lane in his book, *The Progressive Elementary School*:

A certain amount of correlation will be natural and inevitable in that certain contributions to the formal units in hand may be made through music, art, language, etc., but it is a rank absurdity to attempt to cover all legitimate experience fields in the elementary school through one or two units of work.¹

Special interest was exhibited on the part of the children in figuring how much money the donated rides would have cost had we had to have paid

¹Robert Hill Lane, *The Progressive Elementary School*, p. 91.

Pupils Turn Poets Anent Fair Trip

During the 1947 Osage County Fair, pupils of the 4th grade at Union school and their teacher, Mrs. W. H. Lunday, attended the event in a body to study first hand on a school project, "The County Fair," and, in connection with the field trip, movies were taken (which will be shown soon) and later, further study was continued at school. Following are original poems composed by the boys and the girls in their English work.—Editor's Note.

THE BIG DAY

We got up early in the morning,
There was excitement in the air,
For this was the big day,
We were going to the fair.

There were lots of pigs and chickens,
There were cookies, cakes, and pickles.
When the looking was done,
We'd had such fun,
Spending our dimes and nickles.

—Philip Klein

MY TRIP TO THE CO. FAIR

I went to the county fair
With my fourth grade class.
We rode on a big school bus,
Every lad and lass.
They made our moving pictures
As we watched the judges work
But when Mrs. Lunday said, "To the
midway,"
Her words we did not shirk.

On the merry-go-round and the ferris
wheel

We had a lot of fun.
We didn't want to come home
Until the setting of the sun.
—Bobby Elmer Butts

COUNTY FAIR

County fair, county fair,
Come with me to the fair.
Cows, pigs, and chickens, too;
Horses, ducks, and calves will do.

Come one, come all
To the county free fair,
A blue ribbon here
A red one there.

These young boys and girls
Work throughout these fairs,
Grooming their stock
And showing their wares.
—Raymond Losornio, jr.

THE COUNTY FAIR

When our family went to the county
fair,
I almost got left at home, but I got
there.

The ferris wheel was so big and round,
That I could hardly see the ground.
I saw the things that won first prize,
And when we started home the lights
shone in my eyes.

—Carl Swarts

THE COUNTY FAIR

We went to the fair one night
To see the lights, big and bright.
How many people had come there!
To see each other at the county fair.

They had so many rides,
That took you up and down.
The one that I liked best
Was the merry-go-round.

I stopped at a stand,
And watched a man,
Who'd cut my portrait
For me if I'd wait.

After looking at the exhibits,
Which were very nice,
We came home because
It was almost midnight.

—Jennie Kathleen Blanc

OUR TRIP TO THE FAIR

Off we rode to the County Fair.
I was glad when we got there.
We saw the exhibits, large and small;
Horses, cattle, sheep, pigs, and all.

The lights were bright as they could
be

Our class got to ride the ferris wheel
free.

After a while it was time to go,
And we all said, "My! What a show!"
—Bobby Barger

(Concluded Next Week)

I WENT TO THE COUNTY FAIR

I went to the county fair;
There was lots to see out there.
The horses, cattle, and pigs were nice.
Of the cake I would have liked a slice.

O, I rode on the merry-go-round.
But the best thing that I found
Was the great big ferris wheel.
I cannot tell you how it made me feel.

I saw chickens, pigs, horses and all
Waiting around in a little stall,
There was a woman who judged the
cake
That job some time I'd like to take.
—Johnny Windsor

COUNTY FAIR

When I went to the county fair
I rode the airplanes on a dare.
I was so scared I thought I'd die,
Then I started in to cry.

After that we sampled the cake
The kind I hope mother learns to bake.
I ate a hotdog on a stick,
Boy! That sure is a neat little trick.

We saw the livestock in the barn
We'd have money if we owned a farm.
We saw the horses big and strong
With horses so fine, one couldn't go
wrong.

There was more for me to see
Still I was busy as a bee
I'll wait 'till next year to see the rest,
After all it should be the best.
—Mark Elmer Labadie

Pupils Turn Poets Anent Fair Trip

(Concluded from last week)

THE COUNTY FAIR

The Fourth Grade at Union
Went to the Fair.
What do you suppose
That we saw there?

We saw a lady
Judge a cake
That my mamma
Could easily bake.

I saw a pig so big
I almost danced a jig.
The picture taken by Mr. Fitzgerald
Will maybe be in the New York
Herald.

I ate two hotdogs
And a bottle of pop
But I ran out of money
So I had to stop.
—Lewis Hackleman

AT THE COUNTY FAIR

At the County Fair
I saw cows, pigs, and chickens
We ate hamburgers
From Mrs. Charton's kitchens.

I rode the ferris wheel
So big and round
You could see
All over the grounds.

I rode the merry-go-round
With horses of all colors.
Mothers were waiting
For sisters and brothers.
—Walter Butler

OFF TO THE FAIR

Off to the county fair I went
When I got home I didn't have a cent.
The merry music was very loud,
As I sat on the ferris wheel so proud.

Going home, with a very light heart,
I went to sleep thinking, with a start,
"What a long, long time it will be
Until the next county fair we shall
see!"
—Nita Solmon

A DAY AT THE FAIR

I went to the fair with my mother
We looked at one thing after another,
We saw the art the children had done,
And saw the animals, one by one.

As I rode the ferris wheel so high
I felt I was climbing up to the sky.
I had fun, too, on the merry-go-round
Riding the horses up and down.

My day at the fair was a big event.
The nicest day I ever spent.
I ate lots of popcorn and candy, too,
I wish every day was Fair Day, don't
you?
—Loretta Duncan

JOHN AND HIS CALF

John took his calf to the county fair
Hoping that he would win the first
prize.

There were many other calves there.
After his calf won, he felt very wise.

As the fair came to a close
John began to plan for the next year.
He meant to be up on his toes
Because blue ribbons, to him, were
dear.

—John Vice

COUNTY FAIR! COUNTY FAIR!

County Fair! County Fair!
Everyone goes without a care.
I saw a big fat pig.
He was oh! so big!
Hamburgers scented the air
Out at the County Fair.
Everyone was full of cheer,
And I'll go again next year.

—Vivian Jones

WHEN I WENT TO THE FAIR

When I went to the fair
I saw many boys and girls there.
They were happy and gay,
Enjoying the fun every way.
—Marion Morris

TO THE COUNTY FAIR

I went to the county fair
One night, and saw the lights,
Big and bright.

Fairs always come
In the fall.
I like pigs best of all.

I rode the loop-o-plane
And will ride it next year
If I go again.
—Teddy Vassar

THE COUNTY FAIR

We go to the county fair
To see the horses, sheep, and cows,
The little colt by the mare

And the little pigs with the sows.
I threw a ball at funny men.
I missed and I threw again.
I saw a 4-H boy's calf
That won a prize.
When I was ready to go home
The stars shone in the skies.
—Louis DeNoya

WE WENT TO THE COUNTY FAIR

Our fourth grade went to the county
fair.
We had a wonderful time out there.
The judges judged the best cows and
calves.
The cakes the ladies cut in halves.
Down the midway there we strode,
To the merry-go-round where we rode.
Then up on the ferris wheel
Riding it we got a thrill.
We had hamburgers, candy, and pop,
But our money ran out, so we had
to stop.
—Ronald Franklin

full price for them. Other problems determining total premium receipts of exhibitors known to some of the class members were of special interest. Original problems involving time, distance, speed, cost, weight, quantity, etc., were made and figured out. Consideration was given to telling time in planning the excursion to coincide with the judging, the availability of Mr. J. C. Fitzgerald, the photographer, who was to photograph the group; the availability of the bus, the bus driver, etc. This included learning more of the hours of the day, the days of the week, the calendar dates. Much incidental matter, which ordinarily is ascribed to given subject matter areas is thus incorporated into any comprehensive and thorough unit of work or center of interest.

This unit was very conducive to developing the arts and hand craft. Many interesting and fascinating experiences are applicable. Free expression with paints, crayons, and other media are appropriate. This group of children were enthusiastic in gathering clippings for the unit scrap books. The art experiences most enjoyable to the group were drawing, painting, and building with paper mache the prize animals of the fair. They made a collection of these animals, painted them with show card paint and shel-lacked them.

CULMINATING ACTIVITIES

The Union School fourth grade and the teacher were asked to appear on the program of the Osage County Teachers' Association fall meeting in the Pawhuska High School auditorium, in a class demonstration, showing how audio-visual education is used in a unit of study. (See mimeographed copy of program following this description.) Opaque projection was used to show pictures pertaining to the county fair. The pictures used, were taken from calendars, magazines, and newspapers. They included people visiting fairs, farm animals, 4-H Club boys and girls with their exhibits, farmers and their wives gathering and preparing exhibits for showing at the fair, and recreational activities, such as riding on the merry-go-round and the ferris wheel. To many of the teachers attending, the use of the opaque projector was a new aid in teaching and much interest was shown.

This part of the demonstration was followed by the first public showing of the film of the group visiting the Osage County Free Fair. The fact that the fair is an institution belonging jointly to all lent interest appeal, it seemed, to those present. The teacher and several other teachers had previously previewed the film, a practice agreed upon consistently by audio-visual experts. Purposely, the children had not been told what film they were to see at the meeting, in order that the teachers, principals, and superintendents could observe first responses of children, spontaneously reacting to seeing themselves on the screen. Incidentally this was a first experience of its kind for the class as well as for the school system. Such remarks as, "Oh, that's us!" "Look at John!" "There we go to the bus." "Aren't the colors pretty?" were heard the first few seconds of the showing.

Great delight was evidenced, but intent interest and quiet prevailed, except for exclamations, usually with regard for listening when the other fellow was expressing himself. Other exclamations were: "Oh, there's the women's building, see we're getting off the bus." "Now we're going in." "Look, there's Francis; he had his hand tied up." "There's Mrs. Lunday; see?" "Oh, look at the American flag; doesn't it look pretty?" "Look at the sky! Aren't the colors beautiful!" "I remember that. There I am. I was the last one off the bus. We let the girls go first, remember, Mrs. Lunday?"

During the showing of the group viewing the livestock judging, particularly the judging of the 4-H Club calves such remarks as these were heard: "That's a black angus." "See the 4-H Club girl; she raised that calf." "There's the grand champion; he's a shorthorn." "See, there's Mr. Sprague; he was out there that day." "See the judge; I remember him." Time during the actual viewing of the film is too short for the children to express themselves adequately, but since the film is silent some discussion is permissible and advisable. Seeing the film provides excellent motivation for an evaluation discussion following the finish of the running of the moving picture. (It might well be noted here that the film or picture is at no time referred to as a "picture show," a mistake that users of audio-visual aids tell us has proved detrimental to a good audio-visual aids program many times.) Shots of the group riding the merry-go-round and the ferris wheel concluded the part of the picture which was in color. The children were exceedingly happy at seeing this part, almost seeming to relive the fun they had experienced. "Oh, look at Mark!" "He's on backwards. His horse almost bucked him off." "There's Mrs. Lunday. See her sitting there." "I wish you'd have been on a horse, Mrs. Lunday." "There weren't enough horses." "Yes, there were." "Mrs. Lunday let some 4-H Club

boys ride the extra horses." At seeing the ride on the ferris wheel remarks were similar and in addition such remarks as these were heard: "Look how high!" "You can't even tell who we are." "I wish I'd have ridden."

(Some had been afraid to ride, and those were made to feel free to make their own choice in the matter, because it did look a little high and fast-moving, even to the teacher, who after some self-persuasion got on with the rest.)

At this point the group sang "Come to the Fair" music by Easthope Martin and lyric by Helen Taylor.¹ For an encore they sang "Merry-Go-Round" by Hoagy Carmichael.²

Immediately after the encore they moved wider apart in order to have freedom for movement and did creative rhythmical movements representing how they felt when they rode the merry-go-round to piano accompaniment by Mrs. LuVerne Harris, elementary school music supervisor. (Some of the county teachers commented later that they liked the movements particularly in that we had not striven for a definite rhythmical pattern thus achieving the effect of intermittent going up and down as the merry-go-round does.)

When the film had run out some of the children exclaimed, "That's not all of it. We didn't see ourselves watching the cakes being judged." "We didn't see our art work. Mr. Fitzgerald made pictures of that." They were all right and exhibited there that they remembered a good bit about just what we had done and what had taken place. While they did their singing and creative rhythmical movements it had been planned that the projectionist was to rethread the other part of their film, which of necessity had been taken in black and white. In order for color film to be used inside

¹Easthope Martin and Helen Taylor, Enoch & Sons' Quartets & Choruses.

²Hoagy Carmichael and May Morgan, New Music Horizons 3, p. 3.

artificial lighting is necessary, which requires additional help with at least a little experience.

The beginning of this part of the film began with the children crowded around viewing the judge, judging the cakes. It was especially clear and good for inside pictures and brought from the children such remarks as: "Doesn't that look good!" "Look at Philip; he looks like he wants a bite." Philip remarked, "I did want a bite. The judge let us taste, too."

Several good shots were included here showing the home demonstration club women's booths, showing their sewing, canning, etc. The pictures were quite good and called to mind just how the exhibits had been arranged. There were also shots of open class canning and sewing. They would have been more appealing in color.

Views of the 4-H Club canning and sewing were shown next. Good pictures of Miss Emma Chandler, County Home Demonstration Agent, and her assistant, Mrs. Betty Prickett, assisting the judges, who were judging the 4-H Club record books for both boys and girls, and the girls' canning and sewing were next. They were shown, too, taking time out to explain to the children and Mrs. Landay about 4-H Club work. Comments were such as: "There's Miss Chandler. I'd like to belong to the 4-H Club." "She told us all about it; see?"

Next came the pictures of the group viewing the Pawhuska Schools educational exhibit. It was purely a coincident that some of the clearest shots included very plain pictures of some of the fourth grade's own creative crayon work. They commented "See, there's Patria's picture." "Look at William's camel." "Isn't it good?" "Oh! there's Mr. Sprague again!" "Look, Mr. Allen (the county superintendent) is sweeping." "See, he's laughing."

The stage of the high school auditorium, which for this occasion served to represent a classroom was made a bit more attractive, and given a little more of the atmosphere of a school classroom by the arrangement of some of the paper maché prize animals of the fair, as well as some of the paper maché fruits and vegetables and painted paper maché wall plaques, which had been made by the children in the course of the unit of study. Some of the teachers came to the stage after the formal part of the meeting to examine the specimens and to learn more about the technique of making them.

On pages 54 and 55 are clippings, two of which were carried by the local daily paper; one preceding the meeting and one following it. The one "County Teachers Elect Officers" was carried by the local weekly paper.

The children of the other grades at the Union School were eager to see the film of the fourth grade at the county fair. The fourth graders were enthusiastic about seeing themselves again, so it was arranged that all six grades should see it together in a chapel program. In this sort of situation it was agreed that it would be best to withhold their comments until they had returned to their room. This discussion was an "informal drawing together of the various threads of the unit."¹ Motivation was high at this point for an evaluation by intuitive criteria, which was deemed better for this type of unit than testing by so-called scientific criteria. Questions such as the ones listed early in the study were discussed and answers agreed upon through discussion. Mr. Freeman Glenn Macomber says:

Most units have that phase which is generally termed 'The culmination of the unit.' This may be a very informal drawing together of the various threads of the unit through individual and group reports, discussions, dramatizations, and similar activities, or it may assume a more elaborate role as a pageant, a dramatization to be presented to parents and other groups, or any of a number of more or

¹Freeman Glenn Macomber, Guiding Child Development in the Elementary School, p. 110.

ANNUAL OSAGE COUNTY TEACHERS' MEETING
 PAWHUSKA, OKLAHOMA
 OCTOBER 17, 1947
 1:00 P.M.

OFFICERS

PRESIDENT-----Miss Nevada Cowan, Principal
 Horace Mann, Hominy
 VICE-PRESIDENT-----Lewis A. Bean, Principal
 Pawhuska High School
 SEC-TREASURER-----Mrs. Eunice Davis, Teacher
 Pershing

Salute to the Flag-----Audience
 Prayer-----Rev. R. G. Harris
 First Methodist Church
 Musical Numbers-----Vocal Department, Pawhuska
 Wesley E. Rose, Director High School
 Audio-Visual Classroom Demonstration-----4th Grade, Union School
 Nellie E. Lunday, Teacher
 Address-----J. C. Fitzgerald
 Director, Audio-Visual Education
 A. & M. College
 Business Session-----Nevada Cowan, President
 Announcements-----T. E. Allen
 County Superintendent
 County Classroom Teachers' Meeting-----Mrs. Inez L. Allen
 President, Osage County Association

COUNTY TEACHER SELECT OFFICERS AT CITY MEETING

Austin L. Kuykendall, teacher at the Mound Valley schools, was elected president of the Osage County Teachers Association when it convened in the Pawhuska high school auditorium Friday afternoon. Other officers elected were Frank Norman, superintendent of Foraker schools, vice-president; and Mrs. Virgil David, teacher at the Sunset School, northeast of Hominy, secretary-treasurer.

Two delegates elected to the board of directors of the Oklahoma Educational Association were T. E. Allen, Osage county superintendent; and Mrs. Mayme Myers, social science instructor at the high school.

Delegates to the nominating committee of the Northeastern District meeting to be held in Muskogee were Mrs. Edith Layton, rural school supervisor, and E. C. Sprague, city school superintendent.

With Miss Nevada Cowan, past association president, presiding the activities Friday began at 1 p. m., with a salute to the flag, followed by an opening prayer, led by Reverend P. G. Harris, pastor of the First Methodist Church. Approximately 150 teachers were in attendance, representing for the greater part Pawhuska, Barnsdall, Hominy, and nearby county rural districts.

The mixed chorus of the high school, under the direction of Wesley E. Rose, presented two a cappella numbers: "On Great Lone Hills" by Sibelius, and "O, Clap Your Hands," by Gameron. Their artistry of presentation was acclaimed by the audience.

Mrs. Nellie E. Lunday, fourth grade teacher at Union School, with her class seated on the stage, presented an audio-visual demonstration. Between reels of the pictures of the children's recent excursion to the County Fair, they sang two numbers for the group: "The County Fair" by Martin and "The Merry-Go-Round" by Hoagy Carmichael. They were accompanied at the piano by Mrs. Lu-Verne Harris.

The demonstration included opaque projection; that is, actual pictures taken from magazine covers, newspaper clippings, etc., were thrown directly on the screen, by means of a special machine. They also gave a demonstration of creative rhythmic movements, expression their interpretation of the ride on the merry-go-round.

J. C. Fitzgerald, director, audio-visual education, A. & M. College, Stillwater; who had taken the group pictures at the fair, addressed the group on the topic of audio-visual education. He emphasized the fact that there has been too much verbalism in education. Teachers in the past have been prone to think "it has come out of a book."

"The whole idea," he said, is: "is it possible to make school as interesting to the pupil as for them to listen to a lumberjack tell a story in camp? With audio-visual education yes!"

At the conclusion of the afternoon's business session, the classroom teachers held a social hour, with coffee and refreshments being served to the group.

SCHOOL TEACHERS OF COUNTY WILL MEET ON FRIDAY

School will be dismissed Friday afternoon for the regular annual meeting of the Osage county Teachers' Association to be held here in the high school auditorium.

A program on audio-visual education is planned, with the pupils of Mrs. W. H. Lunday's fourth grade class to present a demonstration on the grade-school level. The audio-visual education program which is being introduced into the local school system will be for the benefit of both elementary and secondary students when it is realized.

Following the demonstration, a special business session will be conducted to elect officers of the association for the ensuing year.

Present officers are: Miss Nevada Cowan, principal of Horace Mann in Hominy, president; Mr. Lewis Bean, president of Pawhuska high school, vice-president; and Mrs. Eunice Davis, teacher at Pershing, secretary-treasurer.

County Teachers Elect Officers

When teachers of the Osage county schools held their annual fall meeting in Pawhuska, last Friday afternoon, officers were selected, who are: Austin L. Kuykendall, teacher in Mound Valley school, president; Frank Norman, Supt. of Foraker schools, vice-president; and Mrs. Virgil David, teacher in Sunset school, secretary-treasurer.

T. E. Allen, superintendent of the Osage county rural schools and Mrs. Mayme Myers, head of the history department in Pawhuska high school, were named delegates to the Oklahoma Educational association.

Nominating committee delegates to the Northeastern District meeting, which will be held in Muskogee, are Mrs. Edith Layton, rural school supervisor, and E. C. Sprague, superintendent of the Pawhuska city schools.

Mrs. Nellie Lunday, teacher of the 4th grade in Union school, Pawhuska, presented an interesting and informative audio-visual demonstration, with members of her class who attended the Osage county fair and built a unit of study around their trip. A movie of the field trip also was shown and the group sang two numbers, "The County Fair," by Martin; and "The Merry-Go-Round" by Hoagy Carmichael. Mrs. LuVerne Harris, elementary schools music supervisor, was piano accompanist.

J. C. Fitzgerald, director of audio-visual education at Oklahoma A. and M. college, Stillwater, who took the pictures, spoke to the gathering on "Audio-Visual Education."

A mixed chorus of Pawhuska high school, under the direction of Wesley Rose, presented two a cappella selections, "On Great Lone Hills," by Sibelius; and "O, Clap Your Hands," by Cameron.

The meeting, presided over by Miss Nevada Cowan, past president of the group, was opened with the Flag Salute, followed by a prayer by the Rev. R. G. Harris, pastor of the local First Methodist church.

In conclusion a social hour was held and refreshments served.

less pretentious undertakings. In any case, the purpose of the culminating activities will be determined by the nature of the unit and by the desires of the group concerned. The belief that an elaborate culminating activity is an essential for every unit is fallacious. Many units end—and probably most of them ought to end—in a rather unassuming way.¹

Consideration was given to the general objectives, or purposes set up in the beginning, with the pupils and the teacher evaluating how well they had been accomplished. Together the group discussed what good had come from the study, how much enjoyment they had experienced together, and a desire to continue study in similar centers of interest, or units of study.

The group talked together on this occasion as they had many times before of sharing their experience with their parents and the parents of the other children of the school. They made plans to take particular care to especially invite all grown-ups to the next P. T. A. program at which time the fourth grade was scheduled to present the program. They had traded turns with the second grade who were originally scheduled for the November program. Plans were to have the same events as those put on at the Osage County Educational Association plus a more extensive room exhibit of the scrapbooks, creative art, and handicraft items that all of the children of the group had participated in making.

This P. T. A. meeting was well attended and the room exhibit as well as the films served as aids in public relations in helping establish a better understanding between school, home, and community. Many favorable comments of the unit of work were expressed by patrons and parents attending.

On page 57 are clippings of articles which appeared in local newspapers following the culminating activities of the unit of study.

While the unit of work on "The County Fair" formally ended with this final activity, the interest and motivation did not die. Additional stories, poems, books, pictures, catalogs, and materials of various sorts

¹Ibid.

DEMONSTRATION AT UNION SCHOOL IS ENJOYED BY CLASS

American Education Week for the Union Fourth grade class was highlighted by a classroom demonstration given the mother of one of the students, Mrs. W. A. Jones. Mrs. Jones conducted a demonstration with a wire recorder, enabling each child to hear his own speaking and singing voices. Mrs. W. H. Lunday, fourth grade instructor, supervised the class during the demonstration. In addition to the individual recordings, the group recorded two choral readings, taken from the regular English textbook. The selections were "The Elf and the Dormouse," by Oliver Herford, and "Plans," by Dorothy Brown Thompson.

The students made a study of speaking imperfections, noting the difference between clearly articulated phrases and muddled speeches. In a second attempt, many of the speech errors were improved.

This same group of school children had the opportunity to attend the Osage County Fair in September. At that time, moving pictures of their excursion were taken and have been shown to a number of civic groups. The class includes: Bobby Barger, Paul Besse, Walter Butler, Elmer Butts, Louis DeNoya, Richard Dohrer, Ronald Franklin, Lewis Hackleman, Philip Klein, Mark Labadie, Wayne Lemon, Jessie Miller, Wesley Morton, Rolland Riesberg, Francis Smith, Carl Swartz, Teddy Vassar, John Vice, John Windsor, Eddie Wright, Kathleen Blanc, Loretta Duncan, Rose Harris, Elaine Jewellas, Vivian Jones, Margaret Malone, Marian Morris, Macel Morton, Delva Mae Ogan, Goldie Smith, Maxine Smith, Nita Solomon, Mary Sue Wright, and June Forbes.

Union P.T.A. Met Tuesday Afternoon

The Union P.T.A., met for their regular monthly session Tuesday afternoon at the school at 2:30 p. m.

Mrs. S. E. Blair, president, presided over the meeting. One verse of "America" was sung by the group, followed by the pledge of allegiance. Following the short business meeting T. E. Allen, superintendent of the Osage county schools, showed moving pictures of Mrs. Nellie Lunday's fourth grade visit to the fair. Mrs. Lunday described the scenes as the picture was shown.

Members of the fourth grade room then presented a program, consisting of two songs "The County Fair" and "The Merry-Go-Round." Several pupils also gave readings.

Refreshments were served at the close of the meeting with Mrs. Roger May and Mrs. Harry Grant acting as hostesses.

Visitors included T. E. Allen.

UNION P. T. A. HOLDS MEETING

Members of the Parent-Teacher association of the Union school met at 2:30 o'clock, Tuesday afternoon, in the school building, with Mrs. S. E. Blair, president of the organization, presiding.

The gathering gave the flag salute and sang "America" and, after the short business session, T. E. Allen, Osage county superintendent of schools, showed a movie of Mrs. Lunday's 4th grade pupils on their trip to the county fair.

This student group sang two songs, "The County Fair" and "The Merry-Go-Round," and gave several readings.

In closing, refreshments were served, with Mrs. Roger May and Mrs. Harry Grant acting as hostesses.

pertaining to the center of interest were read and enjoyed all during the year. On many occasions members of the class would call the attention of the group to their findings on the subject. Other members of the group continued to show interest when such attention was called. They would ask for the next turn at the story, poem, or book. Many materials which in former years had lain idle were put to use with a meaning and an interest, because of our study.

Those with facilities for a garden and for growing things were stimulated to improve their varieties to exhibit in the next Osage County Free Fair. The enthusiasm seemed to be contagious, in that numbers of the parents who had not been active exhibitors previously indicated that they were preparing exhibits for the next fair.

Interest, also, in making exhibits in the school room for the educational part of the fair was multiplied several times. Throughout the year we heard such statements as, "We ought to save that for the fair." "This is a good one, let's keep it for the fair." "John's is good, let's put it in the fair next year." "Let's show our hand made animals at the fair next fall." "These colored fruits and vegetables are like what the farmers bring to the fair. Since we live in town and don't have orchards, let's take these to the fair."

The movie film of the children's trip to the fair on judging day was shown and will be shown again and again at civic gatherings. We consider it excellent for public relations, as well as being entertaining and informative. It has great interest appeal in its own community.

There is convincing evidence that the traditional "County Fair," which has become a part of American life, particularly in farming areas, will always mean something more wholesome, more informative, more pleasant,

and more helpful to our entire participating group, and even somewhat more to the families who had children in the group, and even to the community, than it would have, had we not made this study on the subject.

CONCLUSIONS

This piece of work is not experimental educational research, but an integrated unit of work, "The County Fair," carried on in the fourth grade of the Union School, Pawhuska, Oklahoma, suitable even as to bibliography of reading materials, for any or all grades from grade three through eight.

In view of the objectives set up early in the unit, (See Contents) an attempt will be made here to summarize briefly some of the major accomplishments of the unit.

At the beginning of the study the children had little conception of what the county fair means to them or to the community or to the county as a whole. They learned of the counties of Oklahoma, Osage County is the largest; that Pawhuska is its county seat, and that it has several other good-sized towns such as: Hominy, Fairfax, Barnsdall, Wynona, Avant, Shidler, and Webb City. They learned that the fair is for the participation of all the people of the county as they see fit; furthermore, that the fair attracts many persons from out of the county as guests or visitors.

The children interviewed some of the older people of the community and searched through files of old newspapers in trying to determine when the Osage County Fair was started. They found that the Osage County fair was instituted in 1909. Through their readings of magazine and newspaper feature stories, books, and encyclopedias, they learned that fairs date back some 3000 years when Chinese law makers first sought to regulate their customs. Great fairs have been common in Europe for more than a thousand years, but European fairs were different in spirit and purpose from ours. The purpose of European fairs was for buying and selling, yet it was the great meeting place for frolic, for dance, and for gayety, while ours, the

group concluded, are civic enterprises for exhibiting and for agricultural promotion.

In studying what the farmers raise in the line of livestock and crops, depending upon environmental surroundings and conditions, the children were able to get an insight into how the natural environment influences the ways in which people earn a living, and how, the farmer helps to feed, clothe, and shelter the people of the county, the state, and the nation. Some thought and attention was given to the needs of the world and the "One World" idea.

In discussion periods on the unit of work, we tried to allow freedom, as well as in the activity periods. The class members felt free to go about the room to use materials, to search for information, and to carry out activities, keeping in mind regard for the rights of others, thus providing experience in democratic procedures. Contributions in various forms relevant to the unit of study were welcomed and encouraged, with respect for the opinions of the various class members. Pupils learned how to accept and discharge responsibility and developed initiative and creativeness to a marked degree as the study progressed.

One of the purposes of this study was to give pupils training in safety, particularly that phase pertaining to riding on busses, as well as other safety suggestions in traffic and crowds. This study was with a definite purpose, that of preparing for the trip, and all indications were that valuable information was gained. Such safety precautions as the following were included in the list made by the class members:

Remain seated while the bus is in motion.

Keep head and hands inside the bus.

Do not talk to the bus driver.

Get off after the bus has completely stopped.

Other safety rules such as crossing streets safely, walking on the left side when necessary to walk down a car traveled roadway or highway, and the like were included in the study, and follow-up observation indicated that there was a good carry-over into everyday living.

Much improvement in the knowledge of how and where to get information seemed evident. The children learned to interview older people and bring information obtained back to the group, thus improving their conversation and understanding. We all learned through talking and discussing the subject of the county fair with experts, those responsible for putting on the fair. These officials appeared glad to come to the school and talk with the class. Their discussions seemed to afford high motivation for seeking additional information through the use of tables of contents, indexes, glossaries, cross references, and alphabetized listings in books and magazines. From our own room library, the school library, the city library, the State Library Commission, and from the Extension Libraries of Oklahoma Agricultural and Mechanical College and the University of Oklahoma, a wealth of books and magazines on the subject was obtained from which the class members became very proficient in selecting and evaluating needed materials.

By listening to the trained judges and superintendents in charge of the various departments of the fair, the class was able to learn the characteristics of the different breeds, (male and female,) of the horses, cattle, sheep, hogs, poultry, and rabbits, such as differences in color, size, shape, body contour, and body covering. Likewise they were helped in identifying fruits, vegetables, grains, and seeds by color, size, shape, and covering. With this motivation of interest, the study continued through the use of opaque projected pictures, books, newspapers, magazines, fair catalogs, posters, and many other aids.

With similar technique the development of keener interest in hobbies, flower arrangement, baking, canning, sewing, handicraft, and art was accomplished. Several class members actually started worthwhile collections and hobbies, after our field trip to the fair, which hobbies they are still pursuing. Increased interest in the attractive arrangement of flowers and beauty spots in the school room actually came from the interest awakened by viewing and learning about the flower exhibit, which interest, mothers told me, carried over to the home. Some indicated an interest in beginning some baking and sewing, which activities were confined to the home, since we were not equipped for that in the schoolroom and our number of pupils was almost too large to try its inclusion.

The interest of the pupils in handicrafts and art was increased many times, it seemed. Their viewing these exhibits seemed to open up pathways of possibilities of things to make. Our work table was a veritable beehive of activity, and many paper mache¹ fruits, vegetables, and animals created during class work-periods and rainy noons and recesses during the 1947-48 school term await being exhibited in the 1948 Osage County Free Fair. Purposeful, creative, busy activity took the place of rainy day boredom and discipline problems.

All forms of expression, both written and oral, improved noticeably with much need for stories, letter writing, telephoning, conversing, interviewing, and discussing in carrying out the unit of study.

Better listeners seemed a definite part of our accomplishments. Many of the children had never listened to other children read without the aid of watching the place in the reader from which the reading came. Our procedure was to listen when a class member read something especially interesting or applicable, with our own books closed, a technique which we believe improved listening.

Every phase of the study helped in increasing vocabulary, the discussions, writing the stories, making the interviews, viewing the sound film on "County Fair," carrying on telephone conversations, writing letters, reading relevant material, and just listening. The vocabulary increase was surprisingly large.

Arithmetical situations which arose were numerous. An attempt was made to incorporate arithmetic processes as the need presented itself. In measuring and calculating spacing in mounting the school's educational exhibits, the foot ruler was used, and some knowledge of measurement resulted. In carrying out the construction of paper mache' fruits, vegetables, and animals, calculation of proportionate sizes were necessary. Terms and concepts of time, distance, speed, cost, weight, size, and quantity were clarified through the working of problems, on the fourth grade level, using such terms. Original problems relating to these terms and concepts were composed and solved. Figuring in dollars and cents was necessary in finding out what was earned in prizes and also in determining what was spent for recreation, food, and drinks.

Much growth in initiative and creative ability was evidenced, to varying degrees, of course, with different class members. The freer conversation and more nearly natural living experiences seemed to bring out better constructed, longer, more meaningful sentences than the word or phrase answers that characterize the more traditional question and answer method. With every contribution being honored and welcomed, the class members initiated many of the ideas and suggestions, which proved to be more beneficial and helpful than if all of the planning had been done entirely by one teacher for the group, thus giving a chance for mental and personality growth for all.

Collecting is characteristic of average children of fourth grade level, so studies have shown, and this interest was given a chance for exercise in this unit. A wealth of county fair stories and pictures were collected, saved, and put into scrap books. This was fascinating experience for the group.

Singing songs about "The County Fair" was more intensely entered into and enjoyed, it seemed to us teachers, than any other part of the music for the year. Until one gets into the spirit of working out units of work, one might think that songs, for instance, on a certain subject, or center of interest, might be unavailable, but we did not find it so. On or near this grade level, we located something over a dozen songs about county fairs and typical recreation of fairs. Twelve of the songs we considered best and most appropriate were mimeographed and used during the study of the unit. Creative rhythmical movements provided one of the happiest and most enjoyable experiences of all. Osage County teachers, attending the county teachers meeting, were very enthusiastic and complimentary of the children's demonstration along this line.

Toward the close of our unit of study we discussed and reviewed the questions and ideas growing out of the early discussion. The thirteen questions we had listed in these early stages of the study were answered in the light of what we had experienced and learned together. It was interesting to compare these interests and answers with the small store of information with which we began.

Referring to these original questions which had come from the group early in the study, led into an evaluation discussion of the growth the class had made in study skills. The class members could mention many skills that they now felt secure in using that they knew nothing of at the beginning of the unit. Typical of statements made during this summarization

and evaluation are the following: "I know how to use the index of a book now, and I didn't even know a book had an index before." "I never had looked for any special thing I wanted to read about in the Table of Contents before. I'll know how to use that now." "Well, I never had been to our city library before. I didn't even know where it was. I guess I surely knew we had one, but I never had used it." "Thinking about the county fair, all I had ever thought about when we went before was the merry-go-round and the rides. I still like them, but I really learned a lot about the stock, the Angus, the Hereford, and the Shorthorn of the beef breeds; and I know the Jersey, the Guernsey, and the Brown Swiss of the dairy breeds." Such statements are only representative of many such contributions which came bubbling forth.

Except in the field of reading, no attempt was made at scientifically measuring, through testing, what was accomplished. In reading as was described in the Integrated Activities, the McCall-Crabbs Test Lessons in Reading were used daily and systematically for sixty-four days with the class mean-grade-score on each group of ten lessons running as follows: 4.1, 4.3, 4.5, 4.9, 5.2, and 5.5. This indicated gain, on the average, of a year and four months was gratifying, and came from much purposeful reading on the level of the individual.

In every activity the class expressed a feeling of pleasant success and we would recommend a like unit of study for other elementary groups. We hope some of the experiences we had will be helpful to others.

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