

AN EVALUATION OF A SOCIAL SCIENCE ACTIVITY  
PROGRAM IN A FIFTH GRADE, BASED ON THE  
TEXAS CURRICULUM REVISION OUTLINE

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TEXAS CURRICULUM REVISION OUTLINE

By

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C. S. C.



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## CHAPTER I

## DEFINITION OF ACTIVITY PROGRAM

The terms 'activity program', 'activities', 'activity movements', 'activity projects', and 'activity curriculum' are troublesome ones, but ones that have received special emphasis during the past decade. They were preceded only slightly by 'units', 'units of work', and 'major units', which followed closely upon the terms of 'project' and 'problem'. It is not the purpose at this time to differentiate between the meanings of these terms in order to arrive at a definition of an 'activity program', to justify the theory of such a program, or to prove its local success except as the record of what went on may seem to do so, but rather to state what 'experts' in the educational field have agreed upon as adequate for the understanding and application of the term.

The 'experts' employed in the task of investigating the growth of the activity movement, its merits and its limitations, started their work in 1930 under the chairmanship of Professor F. G. Bonser of Columbia University. Other members on the committee of the activity program were Dr. Adelaide M. Ayer, State Teachers College, Milwaukee, Wisconsin; Miss Mildred English, Assistant Superintendent of Schools, Raleigh, North Carolina; Dr. W. S. Gray, University of Chicago;

Mr. E. E. Oberholtzer, Superintendent of Schools, Houston, Texas; and Mr. E. M. Sipple, Park School, Baltimore, Maryland. Due to the deaths of Professor Bonser and Mr. Sipple, the directors invited Professor Lois Mossman, Teachers College, Columbia University, Professor Ernest Horn, State University of Iowa, and Professor W. H. Kilpatrick, Columbia University to join the Committee. The result of their work is published in the Thirty-Third Yearbook, Part II, of the National Society for the Study of Education under the title of "The Activity Movement."

The investigation by these leaders in the Activity Movement was limited by time and resources but the results are the most reliable data available. Forty replies came in to the Committee from adequately informed writers and practitioners selected by Professor Bonser, who requested expert-made definitions of "The Activity Movement." Twenty-five carefully selected published curricula, and fifteen books giving authoritative treatment on the activity movement were studied.<sup>1</sup> Professor Kilpatrick reports points of agreement from the forty-two expert definitions given to the Activity

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<sup>1</sup>  
William H. Kilpatrick, National Society for the Study of Education, Thirty-Third Year Book, Part II, p. 46.



Program in belief that their cumulative effect will be more reliably definitive than any single definition.

He says by way of preface to the list,

In a real activity school we see pupils going about their affairs, finding and solving problems, doing real things, creating and evaluating, systematically and understandingly, with the cooperation, participation, and inspiration of the teacher and their fellows.

Items common in thought content of the letters received are listed below:

- A. An activity for any grade of the elementary school consists of a series of activities chosen on three general grounds -
  1. The interests of the children
  2. The immediate needs of the children
  3. The educative values and outcomes of the activity as determined by social needs.
- B. Undertakings which elicit their (the pupils) interest and discover, direct and realize selfness and otherness through experiences that give meaning and challenge to life.
- C. Such a conception of the curriculum regards full and complete living in the present and best preparation for the future.
- D. Whereas the conventional school made acquisition of knowledge and skill an end and thereby smothered the creative ability, the activity curriculum seeks deliberately to foster and strengthen the child's power to achieve and find joy in achieving.
- E. It "is organized around properly selected problems, projects, experiences or activities of the learner."
- F. It is a curriculum worked out "on the spot" by the boys and girls under the guidance of the teacher.<sup>2</sup>

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<sup>2</sup>

Ibid., pp. 61-62.

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It was with this definition of an 'activity or an  
'activity program' in mind that the title of this  
thesis was chosen and on which criteria were sought  
to evaluate the Social Science Activity to be discussed  
in Chapter III.



## CHAPTER II

## CRITERIA BY WHICH AN ACTIVITY MAY BE EVALUATED

In the field of elementary education, there is a need for adequate means of evaluating the outcomes of activity programs. In this connection, there is dissatisfaction with the standardized tests and a feeling that they do not measure some of the larger values that are obtained through such a program. Many of these values are qualitative rather than quantitative; much of the learning is concomitant and is not measured by subject matter tests. McKown says:

Measurement in education has developed very rapidly during the past few years. But we have expressed the results of measurements in terms of regular curricular work only. We have assumed that, if the student attains a certain degree of success in arithmetic, history, English, or Latin, a corresponding degree of success in life is assured him. We have made few attempts to measure the contributions of the school to the life of the citizen.<sup>1</sup>

If it be true that 'everything that exists, exists in some quantity and can be measured', then the contribution of the school through the activity program can be measured. In classified lists of educational tests, we find individual and group tests given to measure intelligence and achievement in academic subjects throughout the elementary and secondary schools; we

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<sup>1</sup>  
Harry C. McKown, Extra Curricular Activities,  
p. 604.

find diagnostic tests with suggested remedial procedure for algebra, arithmetic, French, geometry, handwriting, language and reading.<sup>2</sup> We find prognostic and special aptitude tests to measure special types of mental ability, yet with all these tests available, we find none to measure 'desirable attitudes toward conduct'. Morrison says that the right attitude towards life "seems to be found in the normally developed and integrated personality - the individual who senses his place in the scheme of things, accepts the results, and has become capable of self-control and self-direction."<sup>3</sup> While great stress is being put on the development of personality, tests thus far developed are in the experimental stage and do not adequately measure to what extent desirable personality traits have been developed in the individual.

It seems, therefore, that the best we can do is to set up criteria for a given activity program by which to evaluate it. How then shall these criteria be selected? Whether approved by the best authorities or not, we find the most common practice to be the use of available books, courses of study, expert opinion and

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<sup>2</sup> Harry A. Greene and Albert N. Jorgensen, The Use and Interpretation of Educational Tests. Appendix C.

<sup>3</sup> Henry C. Morrison, The Practice of Teaching in the Secondary Schools, p. 377.

professional magazines. The sources mentioned by a majority of the schools reported in the thirty-third yearbook for the National Society for the Study of Education are Mossman: Teaching and Learning in the Elementary Schools, and Tippet and others: Curriculum Making in the Elementary Schools. Other means of selecting criteria reported are (1) studying criteria in the classroom, followed by discussion by teacher and supervisor or principal; (2) developing, by a committee of teachers and principal or supervisor to be obtained; (3) evolving criteria in use by the classroom teacher; (4) determining the abilities and needs of children given age levels by psychologists, school physicians and teachers.<sup>4</sup> While number four of this group would largely be determined on a national scale by authorities in the field, the first three might well be done by state authorities with specific, regional application.

As a result of the study of the Activity Movement, Miss Mildred English gives a report of an attempt to evaluate activity work as submitted to her in forty-one questionnaires from schools and school systems of the United States, distributed as indicated in Table I.

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<sup>4</sup>  
N. S. S. E., Part II, p. 147.

TABLE I  
TYPE AND DISTRIBUTION OF SCHOOLS REPORTING

Section	Type	City	Ru- ral	State	Pri- vate School	College Train- ing School	Total
N. E. States		5	1	1	4	1	12
N. Central States		3			1	4	8
Southern States		8	3		1	3	15
Western States		4				2	6
Total		20	4	1	6	10	41

In addition to the geographical distribution of the schools that had part in making criteria for judging activities, it will perhaps be of interest to notice the positions held by persons whose responses were received. It will be noted that the greatest numbers came from school principals and classroom teachers, either singly or as members of committees.

The principal of the school . . . . .	24
The classroom teacher . . . . .	27
A committee of teachers . . . . .	13
The supervisor . . . . .	13
An expert . . . . .	10
The superintendent . . . . .	5
The superintendent and the supervisors . .	4
The principal and the teacher . . . . .	3
The children and the teacher . . . . .	3

The supervisor and the teacher . . . . . 2

The staff as a committee . . . . . 2

Parents . . . . . 1

Points listed two or more times as criteria for judging the value of the activity program and frequency are indicated in the list which is given here:

The educative experience or unit of work, should:

1. Stimulate many kinds of activities and thus provide for individual differences . . . . . 14
2. Provide growth in new interests, widening and enriching the child's experiences . . . . . 12
3. Provide for mastery in knowledges and skills that contribute to the unit . . . . . 10
4. Provide for selecting, planning, executing, and evaluating experiences, both group and individual 10
5. Provide for growth of good habits, attitudes and appreciations . . . . . 9
6. Be practicable under school conditions..Materials and time sufficient for developing the unit . . 8
7. Be selected from a challenging situation and meet the interests of the individual and the group.
8. Meet the child's needs and take account of his natural tendencies . . . . . 6
9. Be selected from real life situations . . . . . 6



10. Be hard enough to challenge and easy enough to insure some measure of success . . . . . 5
11. Grow out of the environment and carry over into the home and community . . . . . 5
12. Provide for social adjustment . . . . . 4
13. Show growth within self; continuing development with respect to difficulty of content and level of pupil's growth . . . . . 4
14. Make use of subject matter or content that is of worth in itself; rich in social meanings . . . . 4
15. Fit into the purposes of the year's work and into the educational program of the child and of the school; be of real educational value . . . . . 4
16. Make use of the subject matter or content that will lead to an understanding of the fundamentals that underlie the facts . . . . . 3
17. Make use of many materials; give opportunity for the child to experiment, to invent, to create 2

From the data available it is evident that criteria are applied most often to number and kind of activities, to pupil growth in content, meanings and understandings, skills, habits, attitudes, and appreciations, and to the characteristics of the activity program. The criteria should be revised constantly, it is believed, in the light of the experiences of the group and the growth of the teacher in ability to see meanings

and values.<sup>5</sup> In the words of Mrs. Brusse of Houston, Texas,

An activity program involves the unification or integration of subject matter. Integration of subject matter means the use of subject matter as a whole rather than in isolated fields or subjects. The integrated curriculum sets forth as a guiding theme the study of life and factors influencing development and growth. Certain course-of-study units which will aid in the development of this theme are usually provided by the course of study as the basis for teaching in the elementary grades. These units include desired outcomes in the way of insights, skills, appreciations and attitudes. Materials and methods must be organized to guarantee children their best growth and development which they will use to the maximum extent in desirable life experiences.<sup>6</sup>

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5

Ibid, pp. 147-148.

6

Brusse and Ayer, An Activity Program in Action, p. 10.

## CHAPTER III

THE DEVELOPMENT OF CLASSROOM ACTIVITIES  
IN THE SOCIAL SCIENCE UNIT OF LINCOLN  
SCHOOL, MCALLEN, TEXAS

## Introduction

The activities about to be described, developed in a situation which is perhaps somewhat unusual in regard to school organization but it is believed that the concrete descriptions of the activities as they took place may suggest possibilities to others seeking practical help in promoting such work.

The writer is an auditorium teacher in Lincoln School, McAllen, Texas. This school has an average enrollment of nearly four hundred. It is organized as a modified platoon school with its special teachers for art, music, play and auditorium. There are mid-term promotions in this and the other elementary schools of the town. At mid-term and at the end of the year, promotion exercises, prepared by those completing the first five years' work in Lincoln and Wilson Schools, are presented in the Lincoln School auditorium. These promotion exercises have become a tradition in these two schools. The writer assumes her share of the blame and praise for the results, for it is her responsibility to see that such activities are ready for presentation to the public upon completion of the elementary school work. It should be further stated that Wilson School

does not have an auditorium teacher and no activity period in which to develop activities, so that the reader may understand some of the difficulties under which this culminating activity was produced.

I How the Project Originated - the Basis for the Unit  
(See Appendix B)

It has been stated that the 'promotion program' of the Lincoln and Wilson Schools has become a tradition. Succeeding classes have vied with each other in trying to produce original material that will be representative of their knowledge and skill, and if possible surpass the work of other classes. So it was that in April of 1937, members of the Lincoln School high fifth grade began to inquire, "When are we going to start our promotion program?" "What are we going to do this year for promotion?" The second Friday of the month brought this suggestion from Joyce Marie during the class meeting. "Mr. President, I think it is time we should do something about our promotion program. Several of us have been talking. We have some ideas and we'd like to hear from the rest of you; but let's get started." So the discussion started. It continued through the next day and to the next when Mary came up beaming. She had seen a "film" that her aunt and some other teachers were making in teachers college that showed all kinds of modes of travel throughout the world. It was to be

used in a big box of some sort and somebody talked to make it seem like talking pictures - why couldn't they make a motion picture show like that?

II Statement of Objectives of Unit: (based on pupil needs and interests as stated in I above) (See Appendix B)

A. General Objectives:

1. Group traits to be developed:

- a. Emotional control
- b. Desirable attitudes
- c. Cultural development
- d. Initiative
- e. Leadership qualities
- f. Tact and judgment
- g. Cooperation
- h. Intellectual alertness
- i. Proper use of leisure time
- j. Ability to weigh information and solve problems
- k. Concernment with welfare of the group
- l. Awareness of something of tradition and development of the race

2. Individual traits to be developed:

- a. To become habitually courteous, punctual, dependable, respectful, accurate, and self-controlled



These general objectives were not evident as a part of the planning of the activity but only as a need for them appeared. There was no secretary to record the group traits and individual traits which they expected to develop, but there were many occasions when students were required to face situations which required their consideration and that of their consultant instructor to arrive at conclusions which satisfied the group and which made for personal adjustment and development. The items listed are those which presented themselves as pupil objectives as the activity was organized and reorganized as it progressed.

- b. To become honest, brave, loyal, sincere, refined, cultured, unselfish, democratic, and patriotic.

B. Specific Aims (developed in planning period):

1. Through knowledge gained in social studies, to present in a way interesting to the pupils themselves and to others, the most outstanding facts concerning their country, with special emphasis on their state and community.
2. To emphasize some of the most interesting parts of the United States from a historical standpoint.

3. To emphasize some of the modes of travel used at the present time.
4. To use in the most appropriate setting, songs and dances learned in regular class work.
5. To express by means of art what others express in words.
6. To teach cooperation and friendly rivalry between schools in a system towards a worthwhile activity

Note: Wilson School produced the script and pictures from the time Donald Duck returned to San Antonio until he was back in McAllen. They also prepared a piano solo and an orchestra which rendered selections appropriate to certain scenes.

7. To promote loyalty to city and state and a feeling of patriotism.

### III How Unit Was Chosen (See Appendix B)

The class liked the idea of making a film for a 'picture show' but there were limitations. They had not made a systematic study of transportation and there was not then time to make the study and produce the film by the last of May. Had this activity been planned at the beginning of the semester these difficulties would have been lessened, but since it was not, it was

decided best to use knowledge they had acquired during the year. What had they studied? What had been the most interesting thing they had learned through the year? Some one suggested transportation in the United States; others thought of national parks, industries, sea ports, mountains, forests and crops. The interest was aroused and the class was dismissed with instructions to look over their geography and history texts for things that had interested them most during the year. Perhaps it would help some if they would make a list of some of the places they would like to visit if they could take a nice long vacation trip.

On the fifth day a decision was reached for which definite plans were later formulated. The two sections of Lincoln School fifth grade and one section of Wilson School, sixty-five students in all, would produce a 'motion picture' called Donald Duck's Travelog, in which the comic script character should visit the principal points of interest studied during the year by the classes in their Social Science work.

It should be stated here that the main emphasis in making the film was in making authentic representations of points of interest selected from the various regions studied rather than on the drawing of Donald Duck himself. In fact, this character appeared in less than a third of the films, and in most of those scenes in which



he did appear, he occupied comparatively little space. The social science course of study had been worked out by units and it was from these units that a wide range of possible scenes were selected by the teachers and committee in charge. Certain places and scenes, it was felt, had to be included to show geographical relationships between human factors and natural items and to indicate regional characteristics.

The details for planning included the following activities:

The instructor asked the president of Lincoln School group to appoint a committee of three who were well acquainted with Social Science subject matter of the year to meet with the Social Science and Auditorium teachers to select regions stressed in class work; to pick out scenes that would cover the most interesting places in each region, and to plan a route of travel for Donald Duck. This was to be a tentative outline which would be subject to change by members of the class.

Martha said she could bring butcher paper from her father's shop. She was instructed to find out the cost for the estimated amount needed.

Types of work needed to produce the film were discussed. It was decided to divide the class into groups according to what each child wanted to do. It

seemed necessary to have a secretary to keep a record of the divisions in which each child wanted to work. A child might have his name in several groups.

The first group to be assigned tasks was the group who wanted to write paragraphs. The planning committee reported that they thought it would be a good idea to have Donald Duck as one of the winter tourists of the Rio Grande Valley and to have him start his trip from McAllen and end it there for the next tourist season. Other ideas were suggested but it was voted to accept the report of the committee. The entire trip was discussed as the points of interest were pointed out on the map. Additions were made to the original tour, some places left out that were in the tentative plan. June was appointed 'secretary of manuscripts', to keep a record of the accepted paragraphs.

As soon as a paragraph was accepted, pictures to illustrate it were discussed. An individual or a committee was appointed to start work on the drawing. A long table was arranged in front of the room at which three 'artists' could work simultaneously. When the story pictures received approval, the child was assigned a number on the film. A secretary was needed to keep this record straight and so Marjorie had a definite task. The base line of the pictures must run parallel to and four inches above the bottom of the paper.



Leroy and James worked ahead of the 'artists', measuring off fourteen by eighteen inch spaces for each view.

Materials had to be put in place at the beginning of the thirty-minute period and put in the office at the end of it. That was the duty of Carl and William. It was not a big task, but the work of others depended on their work being done promptly and efficiently. Moreover, it was their duty to see that the film was locked up in the office at the close of each day's work.

As the film neared completion, a committee was appointed to construct the 'stage'. The work was started after school with instructor on hand. When it was evidenced that the boys could go about the work by themselves, they were assigned a room near the auditorium to complete their work. With the stage completed the classes were anxious to see the film in operation. They were well pleased with results but when the film started to tear, it was decided to re-enforce it with gummed tape and then run it through only when it was needed for practice.

Memory work started on the accepted paragraphs which had received the approval of the English teacher. Each speaker came to the auditorium teacher at an appointed time for private instructions regarding posture, enunciation, proper pauses and effective delivery.

Little by little the various activities were finished and it was with eagerness and a cooperative spirit that the children worked industriously, energetically, sometimes even laboriously. There were times when patient waiting for one's turn was necessary. Sammy was the aggressive little fellow who wanted to do everything but had to learn that Jim must have a chance, too.

#### IV Materials Used (See Appendix B) (See Students' Bibliography)

The materials used included the following: textbooks, supplementary texts, reference books, song books, scenic post cards and folders, kodak pictures, butcher paper, India ink, water colors, paste, scissors, pins, needles, yardstick, tape measure, rulers, wire, paint brushes, writing materials, musical instruments, box for state, roller, curtain material, electric connections, funny papers, Donald Duck picture books; trips to post office, filling station airport, grocery and dry goods stores by individuals and committees.

#### V Approach: introduction of unit; immediate interests of pupil used (See Appendix B)

- A. Donald Duck should see points of interest of the United States
- B. Drawing difficulties limited number of characters to be used.
- C. From what place should journey begin?

- D. How would trip be financed?
- E. How would Donald travel?
- F. How long should trip last?
- G. Who would draw pictures, who would write script, who build stage, make curtains, do the talking, etc.?

VI Development of Units - working procedure; drills; choice and organization of subject matter; activities.

- A. Committee appointed by president of group to confer with Social Science and Auditorium teachers for selection of places for Donald Duck to visit, keeping in mind sections of country studied, varieties of industries, transportation, etc., that would make film of interest to those who should see it.
- B. Class divided so that one or more worked at tasks of their choice.
  - 1. Those who wanted to write paragraphs
  - 2. Those who wanted to recite script on final program.
  - 3. Those who wanted to draw pictures for film.
  - 4. Those who wanted to do musical numbers on program.
  - 5. Those who could build stage.
  - 6. Those who could sew.



7. Those who could operate film, produce sound effects, etc.
8. Those who wanted to act as secretaries to keep record of script and drawings.
9. Those who wanted to act as custodians of materials used, particularly of the film.

#### VII Culminating Activity

"Donald Duck Travelog" was made on heavy butcher paper, depicting in India ink (India ink was chosen at this time because the children had been working in tempera colors and India ink. After consulting the art teacher, it seemed advisable to use this medium of expression, in which most of the group had acquired some skill. It also seemed an opportunity to make practical use of their skill and to give incentive for the mastery of it.) the travels of the feathered friend from the time when in McAllen, Texas, he received a message from a lawyer in Boston, stating that the wealthy grandfather of Donald Duck had died, until he returns a year later from a trip which covers many points of interest in the United States and Northern Mexico. The film contained seventy-eight pupil-illustrated scenes to fit the fourteen by eighteen inch opening in the wooden box which served as the stage. Paragraphs were written to give the outstanding facts for each scene. These paragraphs were written, read

to the class, corrected, rewritten and when finally accepted they became a part of the script for the 'sound reel'. Each picture was assigned a number and the same number given to the paragraph corresponding to it. A speaker was chosen for each paragraph and numbers were given. Thus when picture number one appeared, speaker number one read the first paragraph. In some cases one speaker talked for two or three consecutive scenes if the paragraphs were short.

In this culminating activity, the secretaries' records showed that each of the sixty-five students had, toward the final performance, taken part in at least two activities. A list of these various activities will be found at the beginning of Chapter IV. On the first page of Appendix A will be found pictures of boys and girls who were engaged in as many as seven or eight types of tasks, besides giving unbounded enthusiasm in bringing the activity to a successful finish.

VIII Evaluation of the Unit in Terms of II above.

(See Appendix B)

The greatest values of an activity come first through the planning of the activity by the students themselves and second, through the evaluation of what they have done. In the making of the Donald Duck Travelog there was constant and continuous student evaluation. Every paragraph, every story picture

drawn, every act and contribution that went into the final film was evaluated by the child himself because he knew it had to be good if it were accepted. Oftentimes when presenting work to the class, let us say, of a paragraph for criticism, the student would say, "I'll read you what I prepared yesterday, then I'd like to tell you how I think it can be improved." After doing so, he would ask for suggestions. Many times such work had been criticized by a chum or some one at home before it was presented to the class. It would be well to state here that much drill in paragraph writing preceeded this activity and the most of the children were aware of the essentials of a good paragraph. They watched in paragraphs that were read for such points as the following for their standard:

1. Does the beginning sentence create interest in what is about to be told?
2. Do the sentences that follow give information to enrich the beginning sentence?
3. Does the closing sentence summarize what has been said?
4. Are rules of indentation and punctuation observed?
5. Are the margins correct?
6. Are there any misspelled words?



7. Does the paragraph give all the information that is needed?
8. Is there anything in the paragraph that is not related to the topic under discussion?

After self-evaluation, the student or students presented their contribution of various types of work, such as paragraphs, story pictures, speaking, bits of construction and so on for class evaluation. In the case of the pictures, these points were considered:

1. Does the picture give the visual impression that the paragraph does?
2. Is the picture a true representation of the subject under discussion? (One child chose to draw the Lincoln monument in Springfield, Illinois, but his finished product was the Lincoln Memorial in Washington, D. C.)
3. Does the picture have unity and balance?
4. Is the perspective correct?
5. Can the picture be seen throughout the auditorium?

To evaluate the speaking parts, when a reader was ready, pupils who were quite good in delivery and were capable of criticising were placed about the auditorium. The final test of delivery, it seems, is to make the audience understand the speaker's message; therefore, when the speaker on the stage could not be understood,

those stationed about the auditorium were requested to raise their hands. Standards for good delivery might include the following:

1. Is the speech on a level with the audience?
2. Is the posture pleasing?
3. Does the speaker appear to enjoy what he is doing and thereby make the audience feel at ease?
4. Does the speaker show that he is really interested in his topic and eager to tell his audience what he knows?
5. Does the speaker pause at the beginning to gain self assurance and audience attention?
6. Is the voice of the speaker distinct, pleasing and appropriate to the type of message to be given?
7. Does the student time his remarks to the size and acoustics of the room?

If three or four students were working individually on the same task, perhaps the best would be selected by vote, if none were thought desirable, suggestions would be given by students and teacher for improvement. Individuals offered to bring books or tell where additional information could be found to improve the task at hand. Sometimes an individual or a committee was excused from work which proved too difficult and

another type of activity was assigned. Sometimes individuals or even committees exchanged work when they learned that they could not produce results acceptable to the standards set up by the children, by the children and instructor working together, by experts in a given field or by what the children felt was expected of them by the school and the community.

Whatever the result from such a trial and error, trial and success method, the children were actively engaged in producing a cooperative project, experiencing just such problems as one does in a democracy. No attempt was made by the writer to have the students make a formal evaluation of the total activity but a possible check sheet will be found at the close of this chapter.

#### IX Recommendations for Changes in the Future

1. Use a microphone for speaking parts.
2. Choose activity at the beginning of the semester and make plans for procedure and standards for evaluating.
3. Have a better correlation with arithmetic teacher. Such work would offer a splendid opportunity for application of longitude and time, calculation in mileage and comparison of altitudes.
4. Replace the idea of the grandfather's legacy with the idea that Donald Duck earned his money from his own efforts.



5. Have all paragraphs written in regular English class and evaluated by standards for paragraph writing that are derived in class work.
6. Give tests at the end of the activity that the social science teacher gave at the close of each unit to ascertain amount of retention and additional knowledge.
7. Make a definite check of the activities attempted and successfully completed, to be kept as index of the child's interest. While the elementary grades is not a period of specialization, some idea of the range of the child's abilities may be discovered by such a record.
8. Use some sort of a formal check sheet by which to arrive at definite conclusions as to the value to the children of the activity which are not secured by giving subject matter tests.
9. Focus attention of the trip on some particular region, giving an intensive study of it, rather than including all of the United States and part of Mexico.
10. Over-emphasis in certain phases, causing loss of time, should be avoided.

X Articulation or Correlation with Other Subjects.  
Statement of Skills Developed or Subject Matter  
Covered.

A. Mathematics

1. Committee drew stage to scale.
2. Committee kept cost of expenditures.
3. Writers of paragraphs checked for accuracy in numbers used.
4. 'Readers' used numbers correctly in their talks.
5. Number of programs needed.

B. Language Arts

1. Trip for Donald Duck planned by committee in consultation with instructors.
2. Paragraphs to be written chosen largely by students who had visited place about which they were to write.
3. English class work stressed fundamentals of writing good paragraphs.
4. Paragraphs, based on standards developed in English class, re-written and corrected by English teacher.
5. Oral interpretation of printed page.

C. Physical Culture and Health

1. Keeping materials clean for use of group and for public presentation.

2. Development of good personal appearance to meet approval of group.
3. Correct posture for speakers and members of the audience.
4. Study of posture to indicate emotions.

#### D. Fine Arts

1. Students volunteered to draw pictures to represent approved paragraphs.
2. Sketches made and criticised by standards mentioned on page 26 of this chapter, suggestions for improvement, corrected and finally made 14" x 18" on film strip. Most difficult scenes taken to art teacher for help, when individual and group research failed to yield the material needed.

#### E. Industrial Education and Home Making

1. Committee consulted aviator to settle dispute - could Donald Duck make a parachute jump from a cabin plane?
2. Study of types of planes.
3. Construction of stage.
4. Construction of curtains for stage.
5. Wiring for proper lighting effects.
6. Operating electric switch for lighting.



## F. Social Studies

1. Activity drawn from social studies at close of fifth-year work.
2. Social Science teacher helped to summarize material and select outstanding places in sections of United States studied, such as the following:
  - a. Northeastern states
    1. Guns manufactured in Hartford, Connecticut
  - b. Fishing along the Massachusetts coast
  - c. Show factories in Brockton, Massachusetts
  - d. Cotton and woolen mills of Lowell, Massachusetts
  - e. Jewelry made in Providence, R. I.
  - f. Forests near Bangor, Maine
  - g. Marble quarries, Rutland, Vermont
  - h. Maple sugar industry, Vermont
  - i. Silk manufacture in Allentown, Pennsylvania
  - j. Skyscrapers of New York
  - k. Ships from all parts of world, New York
  - l. Locks of Erie Canal
  - m. Pittsburg, Pennsylvania, railroad center, glass manufacturing, coal mines
  - n. Niagra Falls
  - o. Camden, New Jersey, 'Radio center of United States.'

JAN 12 1939

2. The southern states
  - a. Semi-tropical vegetation of Georgia, Florida, Louisiana, and Texas.
  - b. Loading cotton at New Orleans.
  - c. Mardi Gras at New Orleans.
  - d. Steamers up the Mississippi.
  - e. Fields of sugar cane.
  - f. Citrus industry of lower Rio Grande Valley.
  - g. Winter vegetables of south Texas.
  - h. Tobacco fields of Tennessee.
  - i. Memphis, the largest hardwood market of the world.
  - j. National capital.
  - k. Washington monument in Washington, D. C.
  - l. Lincoln Memorial in Washington, D. C.
3. The North Central States
  - a. Lincoln monument at Springfield, Illinois.
  - b. Grain farms.
  - c. Cattle, hog, sheep and chicken farms.
  - d. Stock yards of Chicago.
  - e. Flour mills of Minneapolis.
  - f. Farms of Platte River Valley.
  - g. Iron mines near Lake Superior.
  - h. Automobile industry in Detroit.
4. Western States
  - a. Mountains of Colorado.
  - b. Gold and silver mines, Colorado.

- c. Dude ranch in Wyoming
- d. Fur trappers in Nevada
- e. Great Salt Lake, Utah
- f. Copper mines, Butte, Montana
- g. Salmon industry, Washington
- h. Imperial Valley of California
- i. Scenes in Hollywood
- j. Great Redwood forest of California
- k. Yellowstone National Park
- l. Painted desert in Arizona
- m. Carlsbad Cavern, New Mexico

#### 5. Mexico

- a. Cathedral at Monterey
- b. Burros and cacti near Monterey
- c. Dancing in the Plaza of Monterey

Additional materials, such as roadmaps, books, air routes, folders, railroad and steamship advertisements were sought.

#### G. Music

1. Follow director in group singing
2. Follow director in orchestra
3. Play piano as contribution to activity
4. Appreciation of songs in appropriate setting and singing them to give atmosphere to film
  - a. Auld Lange Syne
  - b. Medley of Southern Melodies



- c. Old Chisholm Trail
- d. Beautiful Texas
- e. Home on the Range
- f. We Love Our Valley Home

All this work resulted in an activity program of one hour and fifteen minutes duration. Bonser says there are four large fields of purposeful activity, namely: (1) maintaining and preserving life and health through the use of material necessities of life and the appropriate care of the body (2) producing the necessities and luxuries for which man feels need and making these available through exchange (3) cooperating with others in maintaining the protective and regulative measures for the common good - the family, the state, the vocation, the school and the church; and (4) occupying leisure in pursuits engaged in for the enjoyment which they yield.<sup>1</sup>

It has not been the purpose of the above activity to attempt to cover any one of these fields, but the activity itself could be divided so as to come under these four headings. Through it some effort has been made to render the participants progressively effective in meeting various human needs. No one child participated productively in all the various activities of the

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<sup>1</sup>  
F. G. Bonser, The Elementary School Curriculum,  
p. 43.

program, yet each one had an opportunity to share what was produced and a just pride in feeling "that was my program."

STUDENT EVALUATION SHEET

Name

School

- Working in committees
- Working by yourself
- Operating:
  - (a) Film
  - (b) Sound effect
  - (c) Stage
- Playing in orchestra
- Playing piano solo
- Singing in chorus
- Speaking before audience
- Giving ideas used in the program
- Going to the stores for materials
- Acting as host or hostess
- Preparing film -
  - (a) Drawing story pictures
  - (b) Collecting picture content
  - (c) Acting as custodian
  - (d) Constructing 'film track'
  - (e) Supplying information
  - (f) Acting as critic

Instructions: Place a check (v) before items you liked to do. Put two checks (vv) if you were especially fond of work.

Learning new things about:

- (a) McAllen
- (b) Texas
- (c) United States
- (d) Traveling
- (e) Airplanes
- (f) Ships

Getting acquainted:

- (a) With classmates
- (b) With teachers
- (c) With people of town

Being complimented for your part of making film

Reviewing Social Science by means of travelog instead of regular classroom review

Preparing paragraphs

- (a) Reading for information
- (b) Outlining and organizing materials
- (c) Writing paragraphs
- (d) Acting as critic for paragraphs



## CHAPTER IV

EVALUATION OF THE SOCIAL SCIENCE ACTIVITY IN  
TERMS OF THE CRITERIA SET UP BY THE ACTIVITY  
PROGRAM COMMITTEE OF THE THIRTY-THIRD YEARBOOK

In this conclusion, the various criteria of the yearbook are relisted and then underneath each criterion are listed briefly the various activities which actually took place in the fifth grade Social Science activity program at McAllen, Texas. According to the committee of the yearbook, 'the educative experience or unit of work, should':

- A. Stimulate many kinds of activities and thus provide for individual differences

In Travelog

1. Composing and writing of paragraphs for sound reel

2. Drawing of pictures for reel

3. Interviewing people for information

4. Construction of stage

(The writer does not believe or work on the assumption that every activity of the child has educative value.)

5. Wiring and operating stage

6. Operating film

7. Singing appropriate songs

8. Providing orchestral selections

9. Speaking before the group distinctly and in a pleasing manner

10. Providing program sheets
11. Sewing curtain materials
12. Working as a group leader
13. Working as a follower
14. Initiating ideas and seeing them materialize
15. Working on a committee

B. Provide growth in new interests, widening and enriching the child's experience

In Travelog

1. Learning how to make a sound reel film
2. Learning how man lives
  - a. Human factors - ways of living and earning a living
    1. Foods grown in various regions
    2. Kind of houses people live in
    3. Kind of clothing worn
    4. Types of transportation used
    5. Kinds of machinery used in producing food and clothing
    6. Ways by which people earn living in regions studied
    7. Regions important for education and culture
    8. Centers of government of regions
  - b. Natural items
    1. Factors which help to explain why people live as they do, such as soil,

climate, seasonal changes, latitude  
and altitude

2. Natural resources such as minerals  
and coal

3. Harbors, ports, lakes and rivers

3. Providing interest in things to see later  
in life

C. Provide for mastery of knowledges and skills that  
contribute to the unit

In Travelog

1. Use of composition in writing paragraph

2. Use of proper spelling

3. Use of legible writing

4. Use of mathematical computation in cost of  
production of 'film'

5. Ability to time speaking for audience  
understanding and appreciation

6. Ability to time speaking with operation of  
film

D. Provide for selecting, planning, executing, and  
evaluating experiences both group and individ-  
ual (See Chapter III, page 24)

In Travelog

1. Selecting experience upon which to base  
promotion program

2. Selecting appropriate materials to use in  
travelog



3. Selecting children from group who would best serve the class in certain situations
  4. Planning a narrative appropriate to characters and setting used
  5. Planning financial expenditure and ways of meeting them
  6. Reading paragraphs before class to be evaluated for accuracy, clearness and completeness of facts needed.
  7. Showing of pictures drawn to be evaluated for perspective, accuracy, and effectiveness
  8. Operating film for proper timing and cooperation with other operators and speakers
  9. Playing orchestra and piano numbers to accompany film for proper timing and effect
- E. Provide for growth in good habits, attitudes and appreciations

#### In Travelog

1. Habits developed
  - a. Courtesy towards classmates and teachers in securing and preparing materials
  - b. Punctuality in contracts made for completion of tasks
  - c. Dependability in doing work that is contracted whether it be writing, drawing, constructing, talking or what not



- d. Accuracy in securing and presenting information; in construction and drawing; in timing speaking, musical and operating features of film
  - e. Emotional control - pupils realized the 'show must go on' and self was subjugated to group activity
2. Attitudes
- a. Honesty in the many everyday associations with classmates
  - b. Loyalty - preparation of film stressed particularly loyalty to town (McAllen) and State (Texas), and to members of class
  - c. Sincerity - interest in film production was real because it aimed to please the public
  - d. Unselfish - placing self in background when individual effort was not successful so that another might produce better result for film
  - e. Democratic - children worked in life situations with class officers, serving both as leaders and followers in small and large groups
  - f. Patriotic - through study of United States and Mexico some realization of differences

of countries was realized. This appreciation might be termed an embryonic patriotism

- g. Alertness - great collection of maps, charts, construction and informational material evidenced. Eagerness for tasks to perform showed intellectual interest

3. Appreciations of:

- a. A task well done
  - b. Cultural values of activity such as poetry, music and artistic effects used
  - c. Wise use of leisure time
  - d. Sense of belonging
  - e. Development in hobbies
  - f. Group cooperation
  - g. Pleasures and values to be realized through travel in own and neighboring countries
  - h. Friendly neighbors
- F. Be practicable under school conditions - time and materials sufficient for developing unit In Travelog
- 1. The auditorium class gave time for development in Lincoln School. In Wilson School, the work was a part of music, art and language work. Culminating activity was begun seven weeks before the program needed.

2. Materials needed inculcated practically no expense and they were such that children could use them under guidance.

G. Be selected from a challenging situation and meet the interests of the group and the individual

In Travelog

1. Need for original program
2. Challenge to excel work of previous groups
3. Stimulation produced by two schools working on activity
4. Gave individual opportunity to exhibit his best efforts towards final goal.
5. Selections made by vote of majority of group

H. Meet the child's need and take account of his natural tendencies.

In Travelog

1. Comic strip character became impersonation of needs of group to make trip worked out of the individuals in it.
2. Children divided themselves into groups according to their abilities and natural tendencies. Selection of work done through elimination of inferior and belated work.

I. Be hard enough to challenge and easy enough to insure some measure of success.



### In Travelog

1. Accurate information had to be obtained and convincingly reported
2. Efforts as individuals or committeemen had to meet approval of majority of group
3. New knowledge and skills developed, either on basis of what was known or results needed
4. If repeated efforts in one activity failed to gain group approval, new opportunities in another activity were offered until every child did some part or parts of film successfully. Often child of superior ability helped the slower ones
5. The fun of the activity made the work of it negligible

J. Grow out of environment and carry over into home and community

### In Travelog

1. Idea grew out of experiences and knowledge gained in Social Science class
2. Interest in location of community to rest of nation and Mexico
3. Interest of family groups in planning summer vacations
4. Interest in location of places from which pupils had moved, homes of relatives, etc.



K. Provide social adjustment

In Travelog

1. Tact and judgment in presenting appropriate materials for use and in making suggestions
2. Cooperation in working with the group
3. Ability to be a leader or a follower in a group
4. Proper use of leisure time
5. Worthy membership in activity
6. Open-mindedness toward outcome
7. Initiative without being too aggressive

L. Show growth within self; continuing development with respect to difficulty of content and level of pupil's growth

In Travelog

1. The child, for the most part, chose type of work he wanted to do, with understanding he was to present result of best effort at designated time. Should the work not meet immediate approval, suggestions for improvement were made, some one might be assigned to assist in the work so that the results were successful before being left
2. The child was given opportunity on variety of tasks to show his possibilities

M. Make use of subject matter that is of worth  
in itself; rich in social meanings

In Travelog

1. Social Science and history texts and supplementary texts and materials sought to check information needed.
2. Reading done for thorough understanding to have actual value in 'film'
3. Subject matter source universal, to be used in life situations

N. Fit into the purposes of the year's work and into the educational program of the child and the school - of real educational value

In Travelog

1. Served as interesting review in Social Science
2. Made writing of paragraphs have real value
3. Preparation of program met school requirement for promotion
4. Gave 'purposeful learning to writing, spelling, arithmetic, speech arts and language

O. Make use of the subject matter or content that will lead to an understanding of the fundamentals that underlie the facts

In Travelog

1. Some realization that the United States is vast land, characterized by variety of

- places, of work and of population density in the different regions of the country
2. Fixed in minds of pupils the position of their own region with reference to other regions of the United States and Mexico
  3. Gave source of raw materials produced in the United States which are used to produce food, shelter, and clothing
  4. Gave appreciation of natural beauty areas which attract thousands of tourists annually
  5. Gave some understanding of:
    - a. Why people in a region are so distributed
    - b. Why some regions have so few cities
    - c. Why industries and cities are where they are
    - d. How land forms, rainfall, temperatures and other natural features affect life and industry of the people of a region
- P. Make use of many materials; give opportunity for the child to experiment, to invent, to create
1. The reader is referred to list of materials used in Chapter III.



2. Children experimented with drawing, composition, acting as secretaries and custodians, in serving on various committees; they were encouraged to construct model stages, to offer ideas concerning alterations concerning film. In fact the whole procedure was largely creative from beginning to end.

The criteria of the Activity Committee have been restated and points listed wherein the Donald Duck Travelog satisfied these criteria. What its real value is cannot be adequately ascertained. That it was a promotion program, an activity program, of the new type surely cannot be denied. It was an 'integral element of the curriculum; it played a part in the regular school work, motivating it, giving it point and purpose, enriching, organizing and rounding it out. It afforded an occasion for the exercise of initiative and cooperation, for appreciation and expression'.<sup>2</sup> Text-books were not disregarded and pupil interest did not deominate the curriculum, but the activity proceeded under teacher guidance, using all available material that would yield information and serve a desirable purpose toward completion of a worthwhile task.

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Josephine Murray and Effie G. Bathurst, Creative Ways for Children's Programs, p. iv.



In the words of Dr. E. E. Oberholtzer:

This liberalizing movement meets with the opposition of those who in some cases have viewed with alarm the extreme progressives and perhaps in other cases of those who by nature of their philosophy and psychology are fundamentally opposed to these changes. Nevertheless, this movement is gaining headway along with the discoveries of the psychology of learning and their consequent application to classroom procedure. Learning is an active process. Learning becomes more effective if the pupil is intensely interested in learning situation.<sup>3</sup>

#### Miscellaneous and Personal Reactions

1. Guidance of activity programs is much more difficult from the standpoint of the instructor than teaching subject content.
2. Activity programs are more interesting to teach because of the vital interest of the children and eagerness to participate.
3. Activity programs require the services of a wide awake teacher, one who not only knows subject matter but one who is alert to the interests of the children, and one who is herself creative and realizes that the value of what is taught lies in its social utility.
4. Greater emphasis should be put on radios, talkies, etc., in view of the fact that most of our

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<sup>3</sup>

The Activity Movement, p. 206.

communication is oral.<sup>4</sup>

5. There is greater opportunity for cooperation with local civic groups and therefore greater training in citizenship through activities than through other methods.
6. Parents send the whole child to school to be trained. Subject matter training is training of the intellect, yet seventy-eight per cent, according to Dr. C. E. Germane of the University of Missouri, make our living by our hands.<sup>5</sup>
7. It is the duty, the moral obligation, of a teacher, and particularly of a teacher who directs activities to discover the abilities of a child. Having found out what he likes to do, he should be directed to the type of work suited to him and then developed to the fullest extent possible in that situation.

Salisbury says:

The objective of all education is to help the individual to help himself grow aright. He gains in ability to grow through experience, activity, interest. He learns to do by whole-souled doing. There can be no growth apart from self-activity.<sup>6</sup>

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<sup>4</sup>  
Dr. Merle Prunty of Stephens College made the statement at Brownsville Texas, April 2, 1938, that ninety per cent of life activities is oral.

<sup>5</sup>  
Dr. C. E. Germane made this statement at Brownsville, Texas, April 2, 1938, in his lecture, "Education for Vital Living."

<sup>6</sup>  
E. I. Salisbury, An Activity Program, p. 8.

Regardless of how the objectives of education may be stated, there is no denying that the teacher in charge has an influence for good or otherwise. Such influence is effectively summed up in Edwin Osgood Grover's

Recipe for Education.

To infinite patience, add a little wisdom, carefully strained through profitable experience. Pour in a brimming measure of the milk of human kindness and season well with the salt of common sense. Boil gently over a friendly fire made of fine enthusiasms, stirring constantly with just discipline. When it has boiled long enough to be thoroughly blended, transfuse it by wise teaching to the eager mind of a restless boy and set away to cool.<sup>7</sup> Tomorrow he will greet you - an educated man.

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7

Edwin Osgood Grover, "Recipe for Education,"  
Texas Outlook, July, 1937.



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## APPENDIX A

The materials in this appendix offer concrete evidence of the efforts of the children in producing the Donald Duck Travelog. The kodak pictures, taken on the lawn of Lincoln School, show the stage with two boys holding the film. In the background are some of the most efficient girl students. The pages following show representative pictures of the film. The originals, drawn by the children, were fourteen by eighteen inches. They were drawn with India ink on eighteen inch 'butcher' paper. The numbers below the pictures refer to the consecutive numbers on the film as it appeared to the audience. The last picture, No. 78, was done in 'technicolor'. When it appeared, the group stood, faced the audience and sang

For we love our Valley Home,  
Way down upon the Rio Grande.  
Land of yours and land of mine,  
Land of the palm trees and bright sunshine  
There we'll live in paradise  
Where roses bloom on every hand  
For we love our Valley Home  
Way down upon the Rio Grande



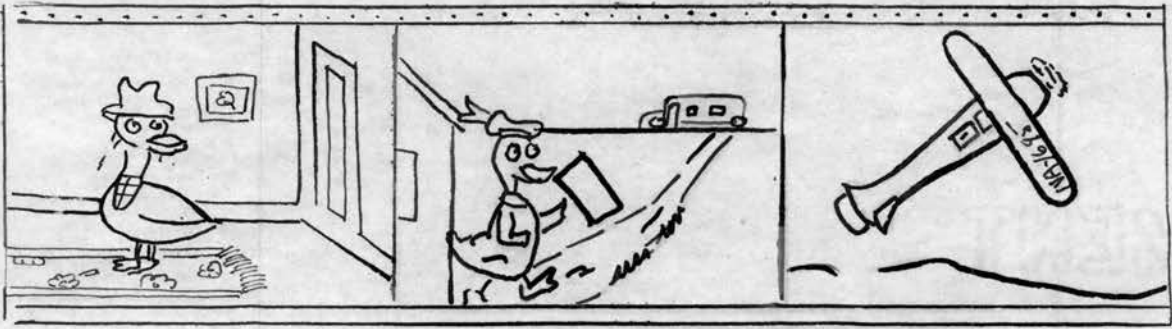
Donald Duck Travelog



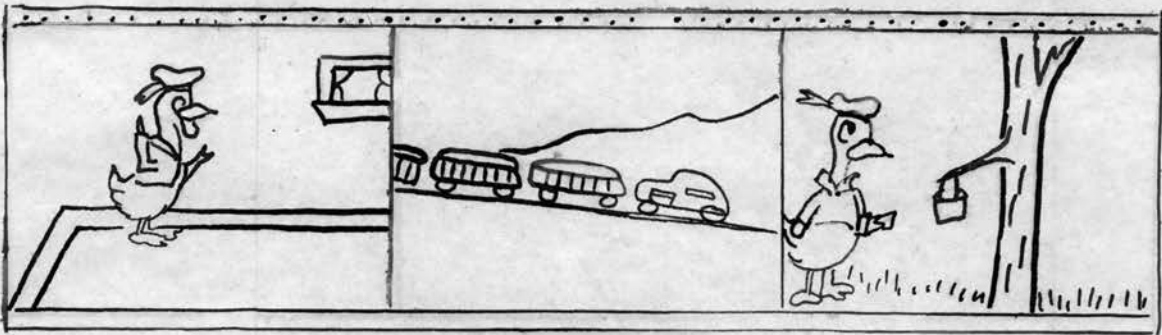
Showing Scenes in Texas



Showing Scenes in Texas, New Mexico and Northern Mexico.



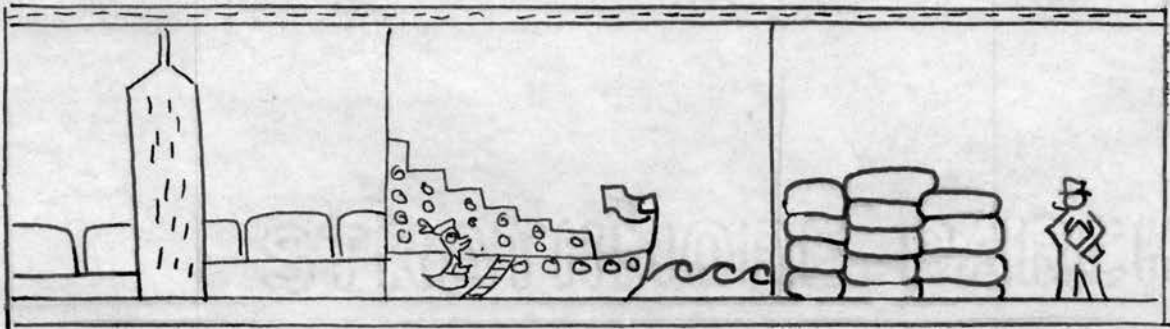
1. A knock at the door    2. Donald leaves for Boston    3. He speeds on his way



7. In the lawyer's office    12. On to New England    15. In Vermont



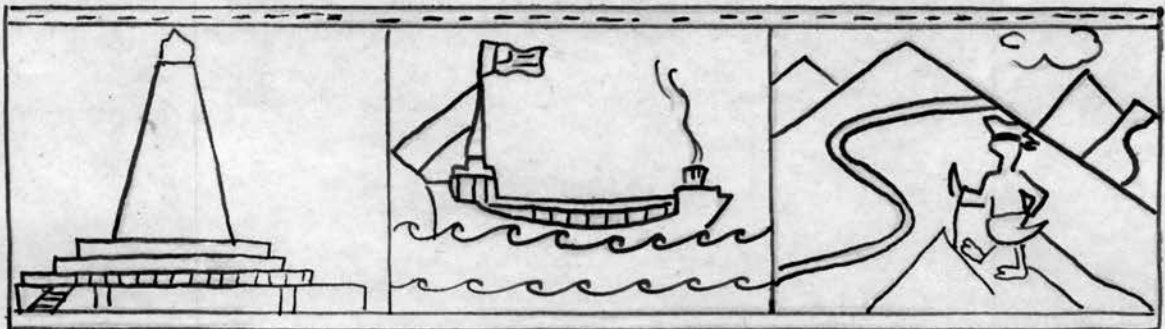
16 In Pittsburg    19 Making glass    22. Washington D. C.



24 Skyscrapers of New York

26 A Sea Voyage

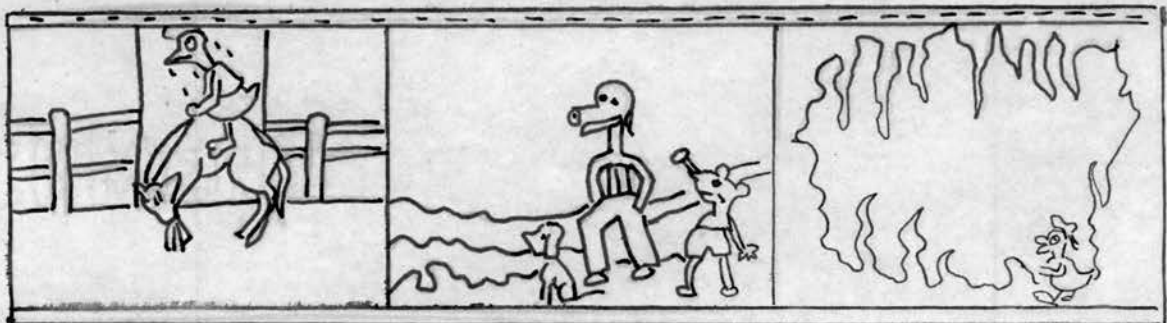
27 In New Orleans



28 Springfield Ill.

A boat trip from Chicago

42. Up Pike's Peak

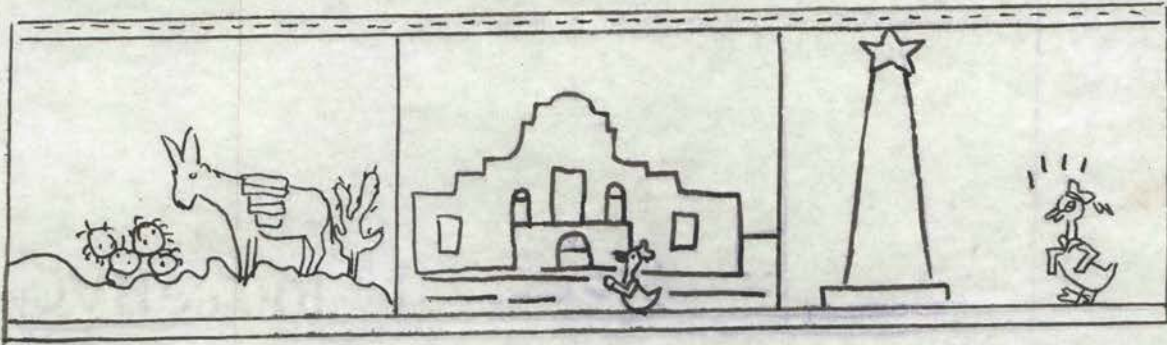


46 Dude Ranch in Wyoming

51. Hollywood Friends

Carlsbad Caverns

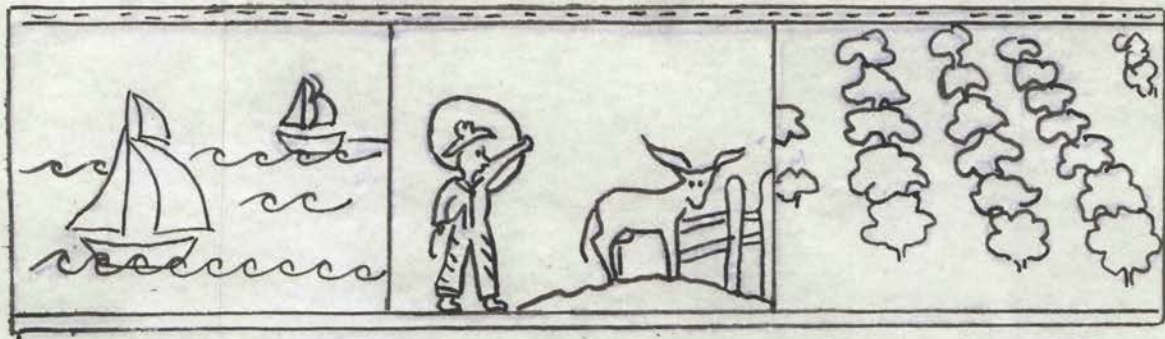




62. In Mexico

65. The Alamo

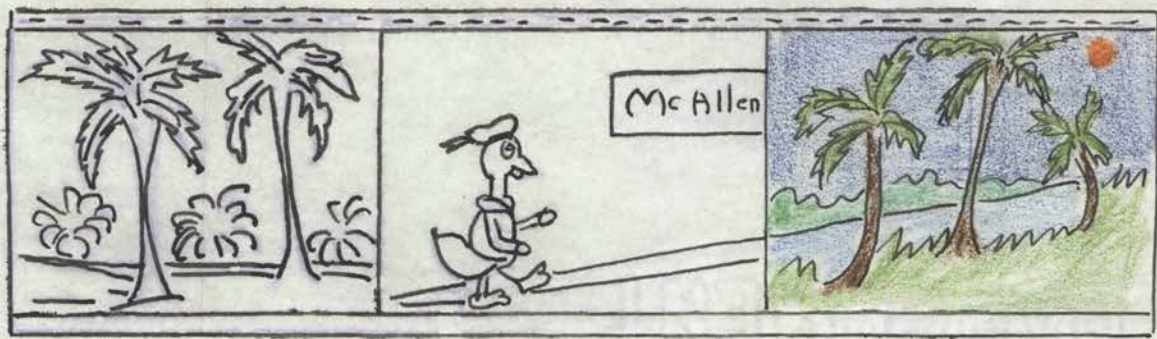
67. San Jacinto Monument



69. Corpus Christi

72. Kings Ranch

74. Citrus orchards



75. Semi Tropical Texas

76. Almost Home

78. The Silera Rio Grande



Typist:

Florence Lackey