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**A PROPOSED PROGRAM OF LANGUAGE
ARTS FOR THE EIGHTH GRADE IN THE
DOUGLASS ELEMENTARY SCHOOL
MEXIA, TEXAS**

KEATTS

1949

A PROPOSED PROGRAM OF LANGUAGE ARTS FOR THE EIGHTH
GRADE IN THE DOUGLASS ELEMENTARY SCHOOL
MEXIA, TEXAS

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1949

BY
ROWENA WEATHERLY KEATTS

Submitted in partial fulfillment of
the requirements for the degree
of Master of Science in
the Graduate Division,
Prairie View A. & M. College,
Prairie View, Texas
August, 1949

ACKNOWLEDGEMENT

The writer wishes to express her sincere appreciation for the assistance rendered during the preparation of this thesis to the following persons:

Miss A. L. Campbell, Professor of English, Prairie View A. & M. College, Prairie View, Texas

Mr. S. W. Spalding, Professor of English, Prairie View A. & M. College, Prairie View, Texas

Mr. R. B. Jefferson, Professor of Education, Prairie View A. & M. College, Prairie View, Texas

Dr. J. M. Drew, Chairman, Committee on Graduate Study, Prairie View A. & M. College, Prairie View, Texas.

DEDICATION

With much appreciation and adoration for those who made possible my fundamental education and instilled within me a desire for greater knowledge, I dedicate this thesis to my dear mother, Mrs. Bettie Alanthia Weatherly, and my sisters, Ruth, Lou Ann, Myrtice, and Gussie Lea.

THE WRITER

Mrs. Rowena Weatherly-Keatts, Associate Arts, Paul Quinn College, Waco, Texas, A. B., Prairie View State Normal and Industrial College, is teacher of Elementary English in the Douglass Elementary School, Mexia, Texas. She is interested in Civic and Religious activities and serves in many capacities for the elevation of her racial group.

FOREWORD

This program has been prepared as a result of concentrated effort and extensive research under the direction of Miss A. L. Campbell, Professor of English at Prairie View A. & M. College. Conferences were held with the members of the staff of the English and Education Departments. Interviews with the Secretary of the Mexia Chamber of Commerce, the City Schools' Superintendent, and the Custodian of books in the office of the County Superintendent of Limestone County Schools.

Standardized tests were given to the experimental group and to the control group. Questionnaires were answered by both groups. Literary selections to be used in the proposed program have been tried with the experimental group.

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CHAPTER I
INTRODUCTION

Plan.--- This program is planned to meet, as nearly as possible, the individual abilities and interests of the pupils of the eighth grade. It offers opportunity for choice of materials and for correlation of subject matter from other fields of study. The activities suggested are intended to make work in English applicable to life situations. Provision has been made for the development of the thinking of the students through oral and written composition.

The guiding principle and materials used are in keeping with the trend of modern methods of teaching and language arts in elementary schools. The idea was gotten from a course in Language Arts taken at Prairie View A. & M. College, during the summer session of 1947. The work is planned for the eighth grade of the Douglass Elementary School, Mexia, Texas.

Reasons for undertaking the study.--- I have taught Elementary English in the Douglass Elementary School at Mexia, Texas, for the past eleven years, coming there from Gatesville, Texas, where I previously taught the same, along with other subjects, for four years. I have watched very attentively and with keen interest, the varying degrees of development of the students in the activities in which language is required. I have observed both the weak and strong points.

Promotions and retardations in the English classes have been studied and carefully compared with promotions and retardations of the same pupils in other classes. I found that some pupils who had failed

to comprehend the work in the English classes in school were able to grasp ideas and play well their parts in life situations after leaving school. This being true, I concluded that the weakness must have been in the teaching of the Language Arts, and the work of investigation began.

The writer entered Prairie View College, June 2, 1947, pursuing the course Teaching the Language Arts in the Elementary School, under Miss Dennetta Sanders, a visiting teacher from Carroll County, Georgia. Along with this course the writer took Speech Arts under Mr. S. W. Spalding. Through the study of these courses and other modern methods in the teaching of English, the defects in the program of Language Arts of Douglass Elementary School were disclosed and the task of making a proposed program for the last year of elementary school classes in language arts was undertaken. The proposed program is based on principles, materials, and suggestions taken from the best contemporary thought and practice regarding the teaching of English in Elementary Schools. On the basis of experimentation of the eighth grade program, the revision of the Language Arts program in the entire elementary school is planned.

Aims of the program.-- The aims of this eighth grade proposed Language Arts Program are as follows:

1. "To train the pupil to have respect for the language he uses; to have special aims in literary study; and to the study of
¹
composition."

2. "To stimulate the student's interest in observing, talking, thinking and reading so that he will become informed and be able to help others by his own ideas and will find himself possessed of all the ability he needs to communicate²
3. "To help each student meet, as effectively as possible, circumstances involving the use of language."³
4. "To prepare the pupil for life by giving him what he needs and permitting him to be the one who designates his needs based upon his desires."⁴

My direct aim, or purpose of this program is to help each child, meet as effectively as possible, life situations involving the use of Language. These situations involve getting ideas and expressing ideas.

Getting ideas require ability to:

1. Respond to experiences.
2. Read accurately the printed page.
3. Use the necessary study techniques.

Expressing ideas require ability to:

1. Organize ideas into related thought patterns.
2. Use Grammar as means of
 - A. Aiding expressions of thought.
 - B. Expressing ones-self in good form.
3. Using punctuation and capitalization to group thought and thought elements.
4. Spell conveniently correctly.
5. Write legibly.

2. Ibid., pp. 33.

3. Ibid., pp. 33.

4. A.M. Frothing. Conducting Experiences in English. N.Y.: D. Appleton-Century Company, 1939, pp. 339. (Conclusion)

6. Choose words which express exactness of meaning.

These abilities will be developed through:

1. Units of experience from all subject fields requiring information which can be gained from reading.
2. Units organized on the basis of the child's interest around which literature can be grouped.
3. Situations in which people express themselves in oral and written form, in and out of school.
4. Understanding the techniques of effective expression.
5. Drill in fixing abilities unrelated to thought but expressing conventional correctness.

Meaning of Language Arts.⁴-The interrelationship of mankind is of such nature that there must be a means by which men express themselves and understand the expressions of others. The techniques by which these communications are made are called the "Arts of Expression". The most essential and fundamental of the Arts of Expression are called Language Arts. Though not the first chronologically, they are the primary Arts of Expression. They consist of reading, writing, speaking, and listening, and become ends within themselves. These major techniques are supplemented by spelling, penmanship or typing, and Grammar. The supplementary techniques are always means to the end.⁵

"The Language Arts seem to fall into two immediately related major divisions. These are reading and expression. Reading may be divided into two groups: work-type and recreatory or leisure-time, which includes the subject of literature. Expression is usually divided into oral and written and includes the subjects of composition, debate, dramatics, Grammar, penmanship, and spelling. Furthermore, the Lan-

5. H.B.Woods. "Language Arts; Curriculum Bulletin, No. 5, pp.1-5.

guage Arts include both sound ideas and effective expression."

"Since most of the activities in school life, such as social affairs, assembly programs, clubs, school and class enterprises, and the school paper, require the use of language arts, the proposed program combines the life experiences with study and drill."

7

"The oral and written work in composition draw material from other classes. The program includes readings from either subject fields in the development of the units. Readings which illustrate items in the units are used in the English course. In similar manner the principles developed in the language arts program are extended into other fields of knowledge."

8

"Literature is integrated and correlated with other subject fields especially with the social sciences, that the pupils may learn not merely the names of the works of authors and dates of certain events, but the bigger thing, the concept of civilization."

9

6. H.B.Woods . "Language Arts," Curriculum Bulletin, No. 5, pp.1-5.

7. W.Hartfield. An Experienced Curriculum in English. N.Y.: D.Apple-ton-Century Company, 1939, Chapters I & II.

8. Ruth Mary Weeks. A Correlated Curriculum. pp.20-21.

9. Ibid. pp.21.

THE BACKGROUND

Sociological Background.--"Limestone County, located in East Central Texas, was created from Robertson County in 1846, and was organized the same year. It was named for the limestone rock which abounds the county. It has an altitude of between four hundred fifty and six hundred feet, thirty seven and sixty-one hundredths inches annual rainfall, an average temperature of sixty-five and nine-tenths degrees, and a growing season of two hundred fifty-one days.

Soils of Limestone County vary from black waxy and loam to sandy clay. Blackjack, walnut, elm, ash, hackberry, hoid d'arc, pecan, willow, and a variety of oak trees grow in the county. The oil production is about four hundred ninety-two thousand three hundred fifty-one barrels per year.

The crops of the county are cotton, (about 14,023 bales annually) corn, grain, sorghum, oats, peanuts, pecans, fruits, vegetables, and watermelons.

Livestock of this vicinity include beef cattle, hogs, sheep, horses, and mules. The annual production of milk is two million three hundred thirty-one thousand two hundred sixty-five gallons, per year; eggs one million one hundred fifty-one thousand two hundred twenty-three dozen per year; and twenty three thousand three hundred sixty-six turkeys are raised.

Fort Parker State Park and Springfield Lake attract tourists and afford recreation for the inhabitants. Fort Parker, destroyed by the Indians in 1836, has been restored on the original site in the park. This is where Cynthia Ann Parker was captured by the Comanches

Indians.

Limestone County has an area in square miles of 932; Population of 39,497; Tax value \$14,161,390; Income \$16,434,000; Cropland 184,772; Bank deposits \$7,879,000; Total value \$28, 322,780; Retail sales \$8,770, 000; Population per square mile 42.3; Automobile registration 5,638; and a Negro population of 10,000, which is more than twenty-five percent of the population.

Groesbeck, the County seat, is a retail and wholesale center, with a brick-manufacturing plant, cotton gins and mills, and has a population of 2,772.

Tehuacana is a town of historic interest in the county, situated atop a hill northwest of Mexia, and is the site of Westminster College for whites. This little town missed being the capital of Texas by one vote.

Other retail points in the farming area of the county are Kesse with a population of 1,102, located south of Mexia; Coolidge with a population of 881, located west of Mexia; Thornton with a population of 745, located south of Mexia; Prairie Hill with a population of 400 located west of Mexia. Other farming communities in the county are Elm, Sandy, Horn Hill, Cedar, Doyle, Woodland, Delia, Frosia, Rocky Crossing, and Springfield.¹⁰

There are thirty Negro business enterprises, sixteen Negro Churches, three Vocational Schools, eight Beauty Shops, twelve Taxi lines and two Public Schools. We have Dunbar High School, a four year accredited high school, on the west side of town, now undergoing re-

10. Texas Almanac. 1948-1949, pp. 494-495.

construction, and Douglass Elementary School on the east side of town. In the entire school system we have six high school teachers and eleven elementary teachers.

Questionnaire and results.--- The writer devised a questionnaire which was given to each member of the class in September, 1948. This was done in order to get a working knowledge of the pupils in the eighth grade. These questionnaires were returned within two weeks.

QUESTIONNAIRE

1. What is your father's occupation?
2. What is your mother's occupation?
3. Do you live with your parents or are you rooming here to attend school?
4. Do you have access to newspapers, magazines, and books in the home?
5. If you are rooming, what is the occupation of the head of the home in which you live?
6. What newspapers are subscribed for in the home?
7. What newspapers are sometimes in the home?
8. What magazines are sometimes in the home?
9. What magazines are subscribed for in the home?
10. What magazines do you like best?
11. Make a list of all the books in the home where you are during the school year.

Twenty-three pupils in the eighth grade brought answers to the above questionnaire. The information gained is shown in the following tables.

TABLE I. OCCUPATIONS OF FATHERS

<u>Classification</u>	<u>Frequency of Mention</u>
Farmers	5
Unskilled Laborers	8
Dead	7
Railroad worker	1
Ministers	1
Teachers	1

TABLE II. OCCUPATIONS OF MOTHERS

<u>Classification</u>	<u>Frequency of Mention</u>
Housekeepers	1
Cooks	5
Seamstresses	3
Maids	13
Teachers	1

One girl and one boy lived in households other than their parents. In the household where the girl resided the householder was unemployed. In the household where the boy resided the householder was a housekeeper.

From the data received from the answers to the questionnaires, the writer got the idea that occupational interests of the parents and guardians have much to do with the reading material that the pupils have access to.

The reading material found in the homes and those materials liked best by pupils are shown in the table on the following page.

TABLE III. READING MATERIAL FOUND IN THE HOMES THAT WERE STUDIED

<u>Name</u>	<u>Frequency of Mention</u>
-------------	-----------------------------

NEWSPAPERS

Not Any.....	3
Mexia Daily News.....	12
Waco Times Herald.....	1
Dallas Morning News.....	1
Dallas Express.....	6
Houston Informer.....	8
Negro Achievement.....	5

NEWSPAPERS SOMETIMES IN THE HOME

Mexia Daily News.....	7
Waco Times Herald.....	3
Houston Chronicle.....	3
Dallas Morning News.....	2
Not Any.....	3
Fort Worth Star Telegram.....	4
Pittsburg Courier.....	3
Waco Messenger.....	5
The Call.....	1
Negro Achievement.....	3

MAGAZINES SUBSCRIBED FOR

Not Any.....	3
Life.....	1
Progressive Farmer.....	12
Country Gentleman.....	9
Copper's Farmer.....	13
True Story.....	12

MAGAZINES SOMETIMES IN THE HOME

Life.....	4
Saturday Evening Post.....	7
True Story.....	15
Liberty.....	5
Good Housekeeping.....	4
Red Book.....	3
Better Homes and Gardens.....	3
Not Any.....	3
Comics.....	20
Parent's Magazine.....	1
Love Stories.....	17

TABLE III. CONT'D. READING MATERIAL FOUND IN THE HOMES STUDIED

Name	Frequency of Mention
MAGAZINES LIKED BEST BY PUPILS	
No Choice-----	4
Love Stories-----	4
Life-----	5
Look-----	2
Comics-----	8

The above table shows that all the pupils who lived in homes where parents or guardians were skilled laborers, reported subscriptions to newspapers and magazines. This data also shows that the types of literature that most children prefer is influenced greatly by the kind of material they come in contact with most. In the twenty-three cases under consideration, only three homes had no subscriptions to newspapers and the same three had no subscriptions to magazines. From these homes there were four students who had no choice of magazines. In the meantime it was found that the homes where the parents were maids, have more different kinds of newspapers and magazines in them, but not subscribed for. In these homes lived the four pupils who preferred Love Stories. These were all girls. The two who preferred Look were boys.

This general information received from the questionnaire suggested the idea that if the proper kind of literature is made available to children, in most cases, the choice of reading material will be wholesome. It is upon the assumption that the proposed program of Language Arts for the eighth grade aims to surround the pupil entering

high school with wholesome literature. The execution of the program will necessitate the constant use of material on hand and will create a need for more extensive listening. The extension work is intended to develop abilities in oral and written expression.

Mental Tests and Results.-- To get an idea of the mental ability of this group of students, the California Short-Form Test of Mental Maturity was given the first week in October. This test was given to measure the mental ability for use in counseling, for guidance, and as information basic to fitting instructions to the needs of the pupils. The writer of this thesis was interested in general intelligence which may be defined as "capacity to learn."¹¹

The following table shows the results of the test.

TABLE IV. RESULTS OF THE CALIFORNIA MENTAL MATURITY TEST

<u>Range of Scores</u>	<u>Number of Pupils making scores</u>
0 to 10.....	0
10 to 20.....	0
20 to 30.....	0
30 to 40.....	0
40 to 50.....	0
50 to 60.....	1
60 to 70.....	0
70 to 80.....	4
80 to 90.....	8
90 to 100.....	4
100 to 110.....	3
110 to 120.....	2
120 to 130.....	1

11. L.J. Erueckner and E.O. Melby. Diagnostic and Remedial Teaching, N.Y.: Macmillan Co., 1942, pp. 70-71.

TABLE V. THE LOUFFET'S CLINICAL PSYCHOLOGY SCALE USED IN INDIANA

UNIVERSITY PSYCHOLOGICAL CLINICS

Score Range	Classification	No. of pupils making score
0 to 15-20	Idiot -----	0
15-20 to 45-50	Imbecile -----	0
45-50 to 60-65	Moron -----	1
60-65 to 70-75	Borderline -----	2
70-75 to 80	Very low normal -----	2
80 to 85	Low normal -----	3
85 to 90	Slightly below average normal -----	5
90 to 110	Average -----	7
110 to 115	Slightly above average normal -----	2
115 to 130	Superior -----	1
Above 130	Very Superior -----	0

"The teaching of Language Arts, while being a major responsibility of the English teacher, must be a function of all the teachers, regardless of their subject matter field. Each teacher, therefore, is, or should be concerned with the ways in which children are able to improve the effectiveness of their reading and of their expression."¹²

"One of the most serious causes of poor reading is faulty comprehension which comes about as a result of difficulties with word recognition and pronunciation."¹³

My next step was to give a reading test as the success of any pupil depends, to some extent, upon his ability to read. The Traxler Silent Reading Test by Arthur E. Traxler, was given and the results given in the following table recorded.

12. Basic Learning Areas. Bulletin No. 491, State Dep't of Education, Austin, Texas, pp. 48.

13. F.W. Hoover. "One Cause of Poor Reading and its Remedy;" Elementary English Journal. May, 1945, pp. 520

TABLE VI. RESULTS OF THE TRAYLER SILENT READING TEST GIVEN GROUPS

<u>Range of Scores</u>	<u>Experimental Group</u>	<u>Control Group</u>
20-30	0	1
30-40	1	3
40-50	0	0
50-60	2	2
60-70	2	0
70-80	5	3
80-90	4	2
90-100	1	0

More will be said about reading and remedial work in the development of this proposed program later in this thesis.

CHAPTER II

ORGANIZATION OF THE PROGRAM

Purpose of this section.--- The purpose of this section is to make a skeleton or an outline of the work that is to be done and just how it is to be done. The general objectives are:

1. "To organize the classroom in such a way that the children work together in meaningful undertakings.
2. To insure that the children have a large share in planning, directing, and judging the work.
3. To provide for each child the opportunity to work and progress in terms of his own abilities so that he may have a feeling of achievement and normal success.
4. To provide that guidance for our children which will stimulate initiative and thinking and give a desirable balance of freedom, responsibility, and control.¹"

In order that the language work does not become a separate or isolated division of the curriculum, it should be the means of developing habits, skills, and appreciation that are an outgrowth of the development of units that have been set up for a unified program.

Methods.

1. "Making language a part of every phase of the school program."²
2. "Provide numerous activities in the unfolding of the unified

1. E.E.Wilson and Thomas Pierce. Basic Learning Areas in the Elementary School. Bulletin No.471, pp.50.

2. Ibid. pp.50-51.

program to help the child develop a meaningful vocabulary, correct grammatical form, clear enunciation, accurate pronunciation, and a pleasant speaking voice.

3. Make democratic living in a stimulating school environment a means of giving children genuine purposes for talking and writing and feeling of freedom in expressing themselves!
4. Primary Language Methods and Techniques
 - A. Language involves reading, writing, speaking and listening.
 - B. Language expression is best developed when it is closest to the child's real experience at home or actual experiences---excursions, dramatic play construction.
 - C. Language development is best accomplished through a purely functional approach in which expression follows experience.
 - D. Language activities should, in a large measure, grow out of the content of the science, health, and social studies units and creative activities.
 - E. Language activities should be carried on at the time subject matter is presented in the content field.
 - F. Language instructions should be the basic part of the total program of educative activities. Most of these activities should be common to the entire group.
 - G. A fair check of children's language development in his ability:

Oral

- (1). To speak freely
- (2). To look his listeners directly in the eye

- (3). To be master of sufficient words to express his wishes and feelings
- (4). To use with ease the accepted forms of communication
- (5). To speak without making the common errors in use of verbs
- (6). To use a pleasant, sincere, and modulated voice
- (7). To speak with good enunciation and clear articulation
- (8). To show a spirit of interest and curiosity in people, things, and social situations.

Written

- (1). To be able to express himself freely and correctly
- (2). To use correct form in all written work
- (3). To understand how written language serves him.

Appreciation

- (1). To interpret the feeling, the mood, the environment, set up by stories and poems.
- (2). To recognize dramatic and spiritual values.
- (3). To love good literature through reading, listening, dramatizing beautiful stories and poems ³
- (4). To enjoy the beauty and rhythm of words!

In order that the teacher may do her best work in developing habits, skills, and appreciation in her language course, it is necessary to build up a good library on the level of understanding and appreciation of her group. This can be done by careful selection of books each year. The State Department of Education has published a bulletin Booklist for Boys and Girls to assist teachers in the selection of books for grades one through nine. A partial booklist for grades seven, eight, and nine, is included in this thesis along with a list of Negro books for the same grades.

Primary Objective.-- The primary objective of this program is to help the pupil entering high school get an understanding of the importance of English.

"Not often in the past have adults taken the trouble to inquire at what price and through what sacrifice youth adjusts the prevailing approved modes of conduct and attitude. A new note has been struck recently by some workers in mental hygiene who assert that child training and education should be revised to conform to children's needs rather than to adult standards or social mores."⁴

The basis for any language program should be the aim of meeting the children's needs. With this fact in mind, this proposed program of Language Arts was designed for the eighth grade of Douglass School, Mexia, Texas.

Outline of Procedure in Developing this Program.--- The course was developed by means of units built upon plans of experimental teaching, "learning definitely toward preparation for practical and pleasurable living."⁵

Each unit is designed to prepare the pupils to cope with the experiences they must undergo in the various phases of life. Units one and three are planned to cover a period of six weeks each, and units two and four cover periods of twelve weeks each.

On the following page is a table that indicates the title of each unit and the skills used in the development. The x's in the squares indicate whether the unit contributes to the development of the skill or technique.

4. Nellie Apy. Pupils Are People. N.Y.:D.Appleton-Century Co.,1941, pp. 37.

5. A.M.Broening. Conducting Experiences in English .N.Y.:D.Appleton-Century Company,1939,pp.4.

TABLE VII. TITLE OF UNITS AND SKILLS USED IN THE DEVELOPMENT OF EACH

	Reading	1. Informational	2. Recreatory	Writing	1. Letters	2. Articles to carry ideas	3. Stories	Speaking	1. Conversing	2. Debating	3. Telling Stories	4. Reporting	5. Poems	Listening	1. In Stories	2. Lectures	3. Speeches	4. Conversations	5. Radio	6. Plays	Using Library	Grammar	Spelling	Punctuation	Usage
Unit I. Orientation of Pupils to the Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Unit II. Reading and Re- medial Work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Unit III. Writing		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Unit IV. Speaking and Listening	X	X	X			X	X	X	X												X	X	X	X	X

THE SUGGESTED GENERAL PROCEDURE IN PRESENTATION OF THE MATERIAL

Presenting Materials.

1. Equip the classroom with an adequate classroom library and provide a browsing table.
2. Let individual needs, together with wise teacher guidance, be the prime consideration in selecting materials.
3. Encourage informal conversational discussions and free, sincere expression of student opinions.
4. "Plan with the class to select certain basic books to which the class as a whole has access to and for which it may reasonably be responsible. Work out together some simple plan for the discussion for such points as: the central idea, setting, purpose bearing on everyday life." 6
5. "Encourage supplementary leisure-time reading. Let the pupils denote occasional periods to browsing. Brief records of the time so spent should be presented at the close of the semester.
6. Avoid detailed study and analytical dissecting of the simple pieces of literature.
7. Help the student to find in literature one means of broadening his interests, deepening his appreciation, and gaining a greater confidence in meeting social situations." 7

Primary Objective.—"To help the students to become familiar with and orientated to, the new environment; or classroom setup and to the program.

UNIT I. ORIENTATION

Activities:

First Week

"Have each student introduce himself to those sitting near him.

6. J.M.Lee. A Child and His Curriculum. N.Y.: D.Appleton-Century Co., pp.X.
7. Roma Gana. Critical Reading Comprehension. N.Y.: D.Appleton-Cen.Co.Ch.3.
8. Differentiated Course of Study. Committee on English in Secondary Schools, pp.46.

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Arrange the group in various parts of the room for informal discussions of interest. Ask each student to tell the class his name and a few facts about himself.⁹

*Have individuals holding prominent positions to give special talks concerning their businesses, professions, or organizations and other interesting features. Give the class an opportunity to ask questions. Have a teacher drop in informally during the discussions to speak of the traditions, standards and aims of the school.¹⁰

Second Week:

Train to use the library; train on the care and use of books and the importance of the parts of books. Teach the use of a card catalogue; filecase; call numbers; etc. Test the ability to use the dictionary for pronunciation, definition, etc. Train in the use of the encyclopaedia, and other reference work.

Third Week:

Give reading test in Language Arts. Test to discover pupil's strength and weakness in reading different materials in the work-type reading. Practice in recognizing terms in problems.

Fourth Week:

Drill in the use of the dictionary and encyclopaedia. Test to discover pupil's ability in reading narration. Practice reading current events. Train to vary rate of reading according to the purpose of reading. Practice in reading story books.

9. Ibid. pp.46.

10. Ibid. pp.46.

Fifth Week:

Listen to stories over the radio. Continue reading stories. Discuss the stories read, the beginning, the surprise, the suspense, the close, the plot and characters. Discuss favorite radio programs. Some of the radio programs that the class decided to recommend for good listening were: Town Meeting, Mr. District Attorney, Dr. I.Q., Your Doctor and You, We, The People, Musical Notebook, The Guiding Light, Life Can Be Beautiful, American School of the Air and many others.

Sixth Week:

Discuss the authors of books. Make oral summaries of stories read in class. Make lists of unfamiliar words mastered during the period.

Materials.

Traxler Silent Reading Test, Tressler's Mastery Tests and work-books, texts in reading (Science Reader), Winston college edition and simplified dictionaries, Webster's unabridged dictionary, Atlas of the World, Encyclopaedia Britannica, 1948 Year Book, The World Book Encyclopaedia, and the Book of Knowledge Encyclopaedia.

Texts:

Hardy Green and Kate Ashley, Building Better English Second Year, and J.C. Tressler, English in Action.

Magazines:

Elementary English, The Grade Teacher, English Journal, Times,

Opportunity, Liberty, Life, Saturday Evening Post, American Girl, Boy's Life.

Books:

Tom Sawyer, Uncle Tom's Cabin, Tale of Two Cities, She Stoops to Conquer, House of Seven Gables, Scarlet Letter, Daddy Long Legs, The Pied Piper, Whittier's Poems, and Poems Teachers Ask For.

Appraisal:

1. Do the pupils seem to be fitting into the proposed program?
2. Is there an apparent interest in the use of the library?
3. Is there any improvement in pronunciation?
4. Is classroom discussion or conversation entered into with ease?
5. Have the pupils acquired any degree of skill in reproducing stories?
6. Can they make a list of storybooks and the authors respectively?

UNIT II. READING AND REMEDIAL WORK

"Reading is both the most important and the most troublesome subject in the elementary school curriculum. It is most important since it is a tool, the mastery of which is essential to the learning of nearly every other school subject. It is most troublesome since pupils fail in reading far more frequently than any other elementary skill!"

M. A. I. Gates. The Improvement of Reading. Dallas, Houghton-Mifflin Co., 1931, pp. 1.

*View points concerning causes of reading difficulties are characterized by:

1. Defective bodily organs
2. Certain unusual organic characteristics
3. Deficient psychological processes
4. Constitutional immaturity
5. Unfortunate forms of motivation
6. Educational immaturity
7. Inadequate reading techniques caused by
 - A. Ineffective teaching
 - B. Unfortunate accidents of trial-and-error-learning, or both.¹²

*Pupils of the upper age and grade levels should be given opportunity for wide reading of interesting materials suited to their ability and interest. Their basic reading skills are developed like other skills, through practice. These ages need guidance in the training ideals, imagination, and emotions!¹³

Objectives--General and Specific.

1. To extend the vocabulary and enrich the experiences of pupils through contact with wide fields of selected reading materials.
2. To extend ability to entertain others through reading and telling stories, and reciting poetry.
3. To help establish ideals of conduct and citizenship, and to stimulate the imagination and emotions through well-chosen reading materials.
4. To develop a love for literature and poetry to such an extent that the child will turn to reading as a leisure-time activity.
5. To develop the habit of using the library for informational and recreational reading.

12. Ibid., pp. 5.

13. Basic Learning Areas. Bulletin No. 471, pp. 243.

6. To increase accuracy and thoroughness in comprehension.
7. To increase pupil's speed in reading.
8. To develop the pupil's quality of oral reading;¹⁵

From the test given and from observation, the writer observed wide differences in reading abilities. Some pupils needed guidance in refinement of their reading; others needed to extend and develop power and skill in reading; others needed remedial reading.

Enabling Objective.-- To read and appreciate different types of literature; to memorize and write poetry of one's choice; to find the essential points in prose selections; to interpret poetry; write original articles; criticize literary work of each other in a friendly, intelligent manner, and to make reports.

Activities:

First Week:

Read and discuss long narrative poems and retell them in class.
Read poems and make oral and written reports on them.

Second Week:

Write an original article on a subject from the pupil's own experience. Revise the articles according to the teacher's suggestion. Read the articles in class. Make a list of the new words in the article.

Third Week:

Read stories and discuss them in class. Look for the parts of the stories. Draw pictures to represent scenes in the stories.

15. Ibid. pp.243-244.

Fourth Week:

Have the class have discussions and make comments on making book reports and the drawings made to represent the scenes.

Fifth Week:

Discuss Parliamentary Usage from the text and other books. Have the class organize a club, elect officers, set time for meetings, and perform other essential duties after studying the rules.

Sixth and Seventh Weeks:

Hold other meetings, giving practice in presiding, addressing the chair, being recognized before speaking, recording minutes, and adjourning. Divide the class into groups according to interests and hobbies. Have each group elect its chairman, its secretary, and appoint committees. Ask the class to prepare syllabuses including the activities of all groups, the assignments, and other essentials. The groups may be as follows:

1. Those who are interested in radio and sports
2. Vocations
3. Literature.

Eighth Week:

Give interesting reading material for study, for example:

*One of the best uses of airplanes is to find forest fires. You know that there are a great many forest fires in this country, and

and it is sometimes hard to find them until they are very large. Airplanes fly back and forth over the forest in the summer and as soon as the fire is seen, the airplane radios the news to the fire-fighters: 16.

16. A.I. Gates. The Improvement of Reading. Dallas: Macmillan Co., 1935, pp.82-83.

Give such tests on this material as:

1. Mark the statement which tells best what this paragraph is about.
The largest airplane made
Fires in the forest
Flying in an airplane
Finding forest fires by airplane.
2. Mark the two things most important in this paragraph-----
airplanes, fishing, summer time, news, forest fires, sport.
3. Write a title for the paragraph.
4. Underline the sentence which best tells what it is about.
5. Underline true or false for these statements.
Airplanes are useful for finding forest fires. True--false.
Airplanes are useful for carrying mail. True--false.
Airplanes radio news to fire fighters. True--false.

Ninth Week:

Give reading material and tests for imaginative ability. Give stories that contain several episodes, then ask such questions as:

1. What is the moral of the story?
2. Describe the characters.
3. What will happen next?

Tenth Week:

Give reading material and instructions to get practice in getting precise and exact understanding. Ask for main ideas such as:

1. Direction as given in the reading materials, for example, how certain games are played.
2. Give stated rules in your own words.

Eleventh Week:

Give reading material for the purpose of testing ability to find and denote significant details. Give sentences with several endings for them to select the correct one, etc.

Twelfth Week:

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*Literature--a Periodical-- The group will discuss periodicals

literature. Different types will be brought to class and discussed in
17. J.C.Tressler. English in Action. Dallas: D.C.Heath, 1935, pp.138.

the following manner:

1. Purpose
2. Class of readers appealed to
3. Price
4. Illustrations
5. Articles and stories
6. Advertisements
7. Reasons for its success.

Available Materials:

Poems Teachers Ask For, published by F.A.Owens Publishing Co.,

Poems, by J.G.Whittier, Mr. Chairman, and other books listed in unit one.

Magazines:

Life, Opportunity, Negro Digest, Ebony, Readers Digest, Our World, American Girl, Boy's Life, Look, Colliers, Saturday Evening Post, etc.

Newspapers:

Mexia Daily News, Houston Post, Dallas Morning News, Houston Chronicle, Fort Worth Star-Telegram, Waco News Tribune and Times Herald, Waco Messenger, Dallas Express, Houston Informer, The Call, and The Courier.

Other Materials:

Traxler Silent Reading Test, Tressler's Mastery Tests, texts in English and Science Readers.

Appraisal:

1. Are pupils becoming interested in the different types of literature?
2. Is there an apparent interest in the use of the library?
3. Is there any improvement in reading rate?
4. Is there any improvement in word meaning, pronunciation,

spelling, and comprehension?

5. Have the pupils acquired any degree of skill in reproducing stories?
6. Can they hold and conduct elections properly?

MID-TERM --UNIT III. WRITING

Objectives:

1. To motivate the child so that he will realize the social value of good legible writing and become willing to work for self-improvement.
2. To make the child realize that good writing is not just for the class drill periods, but is essential in all written work.
3. To develop enough skill in writing so that the pupil will be able to write with sufficient ease, legibility, and rapidity, to meet his life requirements.

Enabling Objective:

To write all types of material, legibly, appreciatively, and correctly.

Activities:

First Week:

Developing handwriting skills by:

1. Correct position
2. Practices--adjusted to fit needs on individual pupils
3. Essentials of good writing.

Second Week:

Writing and discussing sentences.

1. Punctuation
2. Capital letters
3. Paragraphs and topic sentences.

Third Week:

Writing and discussing friendly, thank-you, and business letters.

Fourth Week:

Discussing and writing stories of interest. Try writing short plays.

Fifth Week:

Discussing and writing reports, figures, receipts, and checks.

Sixth Week:

Discussing and writing summaries. Check for pronunciation, capital letters and main ideas expressed.

Available Materials:

Letter forms, articles to read for summaries, articles to read for reports, forms for receipts, blank checks, play books, The Grade Teacher, and The Instructor.

Appraisal:

1. Can pupils make out checks and receipts intelligently?
2. Can the pupils write business and friendly letters correctly using correct spelling, correct form, and punctuation?
3. Can all students write legibly?
4. Can students prepare reports, stories, and summaries correctly?

UNIT IV SPEAKING AND LISTENING

Primary Objectives:

1. To stimulate the student's interest in man's social development and to create a desire for an accepted manner of expression in the society of today.
2. To instill within the pupil an interest in literary activities and to develop a desire for participation in literary programs.
3. To give students an opportunity for the development of poise

and technique in the presentation and participation of the discussion and to enjoy friendly contests.

Enabling Objectives:

1. To discern the difference in present and past social affairs with regard to form and conduct, to read for information, to make interviews, to use the telephone skillfully, hold conferences, to receive and entertain guests, to participate in conversation, to perform introductions to strangers, and to take leave from social gatherings properly.
2. To read and appreciate different types of literature, to memorize and recite poetry of one's choice, to interpret poetry, to speak before audiences without stagefright or nervousness, to criticize literary work of each other in a friendly, intelligent manner.

Activities:

First Week:

Compare present and past social customs of entertainment. Make a written report on some historical function. Bring newspaper clippings of recent social functions, public and private. Make oral reports on the most elaborate social affair you have attended. Interview your parents.

Second Week:

Plan a class party. Read conventional forms of conducting parties. Discuss details. Write letters to the principal to secure permission to have the party. Have interviews with the Home Economic teacher of the high school for the menu. Use the telephone for securing prices and for ordering materials and commodities.

Third Week:

Practice receiving and entertaining guests, introducing, taking leave from the party, making and accepting apologies and thanks, giving appropriate quotations.

Fourth Week:

Put into execution the exercise drilled upon and actually have the party. Have the class discuss and comment on the party. Write letters to friends telling them about the party. Write a news story for the school.

Fifth Week:

Find articles and declamations appropriate for school programs. Read poetry from which to select poems to be committed to memory and presented.

Sixth Week:

Commit and recite declamations and poems. Drill on reading and declaiming. "Strive to regulate breathing, or other speech defects, giving exercises for breath control!" "Give speech models or demonstrations to include voice, pronunciation, and intonation."

Seventh Week:

Discuss Choral Reading. Have the class do choral readings after having discussed and practiced doing several selections.

Make oral book reports. Let the class choose selections to be used for assembly programs conducted by the class.

Eighth Week:

Radio and Sports.--The group may discuss their favorite programs again. Each speaker may discuss one program and answer such questions as the following:

1. Why do you like this program?

-
18. R.M.Hay. "Correct Breathing Habits for Children's Speech". Quarterly Journal of Speech, Vol. XX, pp. 98.
19. L.Raubischeck. "Speech Improvement Program for Elementary Schools". Quarterly Journal of Speech. Vol. XX, pp. 34.

2. What fun was in it?
3. What did you learn from it?
4. Was there too much advertising?

Make dummy microphones and broadcast sports. They debate such questions as number four above, and "Are Negro Sports given a square deal in America?"

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Ninth Week:

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"Vocations"-- Each pupil in the class will select a vocation.

After gathering material from people and books, he will prepare a report including the following material or information:

1. Preparation
 2. Masseur
 3. Remuneration
 4. Opportunities in the field
 5. Advantages and disadvantages.
- These reports are read and discussed in class.

Tenth Week:

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"Literature-A Periodical."-- The class discussed periodical literature. Different types of periodicals were brought to class and discussed in the following manner:

1. Purpose
2. Class of readers appealed to
3. Price
4. Illustrations
5. Articles and stories
6. Advertisements
7. Reasons for its success.

Discuss Interscholastic Leagues. Talk concerning certain or special talents of students. Display banners from previous years.

20. J.C.Tressler. English in Action. Dallas: D.C.Heath, Ch.IX, pp.198.

21. Ibid. pp.198.

22. H.A.Green and K.Ashley. Building Better English. pp.228.

Eleventh Week:

Dramatics.---Drill on one-act plays, expression, interpretation, and oral reading. Have pupils read stories and convert them into plays. Prepare and present them.

Twelfth Week:

Have pupils write letters impersonating characters in books and plays read. Make lists of picture-making words found in the stories and plays read. Present syllabuses made of the period's work. Stress accuracy and conciseness of note-taking. Listen to comments and criticisms from students. Give achievement tests.

Materials:

(Same as those in other units).

Appraisals:

1. Did the students enjoy the work?
2. Do they show signs of improvement?
3. Did the program seem to improve instructions and aid learning?

CHAPTER III

DEVELOPMENT OF THE PROGRAM OF LANGUAGE ARTS-
DIRECTING EXPERIENCES THROUGH LITERATURE

Literature is literary culture.

"The teacher of English in the junior high school is obligated to become a teacher of reading if he is to teach the majority of the secondary school pupils worthwhile?¹

"Since 1920, significant changes have taken place in education. These changes have affected profoundly the basic aims and purposes of instruction in reading as well as in other subject matter areas. Modern education is concerned primarily with the provision and maintenance of classroom situations which engenders wholesome growth according to the varied needs of children. Subject matter is valued in terms of the contribution it makes to the continuous sturdy development of the child. It has been demonstrated that the problem of improving the ability of most poor readers involves a responsibility which the regular classroom teacher should assume?²

After holding informal interviews with pupils, the writer was able to understand many of the children's interests and attitudes and to obtain suggestions regarding the types of books and periodicals that would serve to meet individual and group needs.

For basic characteristics of the program the writer used the following:

- 1. "Provisions for free expression of interests, for voluntary

1. Nelly Appy. Pupils Are People. pp. 148.
2. Witty, Paul and D. Kopel. Reading and the Educative Process. (Preface).

participation in many wholesome activities and for access to rich offerings of appropriate easy reading materials! 3

2. A special room library with a nucleus of several hundred books and many current periodicals! 4
3. Freedom for the child to choose new books for supplementary reading and to express his reactions to them! 5
4. Selection of simple materials which could be read successfully and which were suited to the diversified social interests of the children! 6

The writer discussed briefly the purpose of the program, expressing confidence in the ability of every child in the class to improve his reading, writing, speaking, and listening habits. Basing the work on the information obtained from interviews and class discussions on interests and of the books, individual assignments were made during informal discussions. Short stories were read for about forty-five minutes and questions like the following were asked.

1. Did you like the story?
2. Would you like to read another story like this one?
3. Write other statements that you would like to make about the story.

The writer emphasized the fact that the pupils would not be graded or scored on what they wrote but that their answers and comments would be helpful in finding other selections they would like to read.

Intensive Reading.-- "Literary critics and great teachers of literature have long been agreed that literature is the embodiment of experience and that the function of reading literature is to broaden the

3. Ibid. pp. 97.

4. Ibid. pp. 97.

5. Ibid. pp. 97.

6. Ibid. pp. 97.

7
reader's experience!

Seeing literature as life and seeing life as literature is very helpful to children. The literature was suited to the weather and conditions about the children as nearly as possible. For example, a blizzard had just been experienced. Upon their return to school, they were discussing the snow and how they had been kept indoors. The writer read Emerson's Snow-Bound to the class and prepared the following lesson:

Notes.

"Snow-Bound was written in 1866. It is a poem of rural life and boyhood memories. Its physical setting is the farm, near Haverhill, Mass., upon which the poet was born, December 17, 1807. Although Snow-Bound holds an assured place among American Classics, it must be recognized that it presents a more difficult teaching problem, for most of our pupils, than it did in the days when a much larger number of American children lived in rural communities than is true today.

The old homestead of Snow-Bound was built in 1688, by the poet's great-great-grandfather, who had come to America fifty years before. The house with its thirty foot kitchen centered around a large fireplace and chimney. With the exception of the addition of a second-story room, it is today substantially the same as it was over 250 years ago.

In Whittier's boyhood the farm was owned by two brothers, John and Moses Whittier. John was J. Greenleaf's father. The homestead remained in the Whittier family until Whittier sold it because he decided that he was not equipped either by interest or physique for working on a farm. Tilling a large and not very productive farm was not an alluring occupation for a poet.

Whittier sold the property for \$3,00. Of this, he reinvested \$1,200 in the house at Amesbury. This was his home the rest of his life. In his extreme old age, he spent much time with relatives at Danvers, New Hampshire.

In Whittier's boyhood the life of a farm boy was not an easy one. It meant hard work and no luxury. John had to milk seven cows twice a day and perform other tasks around the farm. It is said that he so over-taxed his strength in his youth that he was more or less of an invalid all his life, although he lived a ripe old of eighty-five.

From early descriptions of the poet, he seems to have been a

handsome, black-eyed boy with a gift of rhyme and a hunger for knowledge. We are told that he read everything upon which he could get his hands! 8

As is true of most long poems, Snow-Bound has some less interesting spots than others. The two sections which should be studied most carefully are lines 1-211 and 590-655. Here we get a description of the members of Whittier's family and of the guest around the fireside. Various lines bring out the essential characteristics of these interesting people.

The chief objectives in my teaching this poem are for you to learn about rural life of that period; to get an idea of Whittier's background; and to teach an appreciation of the beauty of the poem.

QUESTIONS ON THE POEM

1. When was this homestead built?
2. When and where was the poet born?
3. Describe the Whittier homestead.
4. Why does Snow-Bound present a difficult teaching problem today?
5. Give three reasons for the study of the poem.
6. Do the Whittier heirs yet own the homestead?
7. How does the poet make you feel the coldness of the air?
8. Describe the physical features of Whittier.
9. What is meant by "the wind blew east?" "nightly chores?" "hard's grass?" "a stanchion?"
10. Describe the appearance of out-of-doors on the second morning.
11. Draw the picture of the "well sweep"
12. Draw at least six scenes to represent this picture.
13. Tell what you have learned about life in rural New England in the days of Whittier. Compare it with today. Do you think you would like to live on a farm like this one?

Following this lesson, a little boy misplaced five dollars in the classroom. His mother had given him the money to bring family supplies home with upon his return from school in the afternoon. After a long

search the money was found. The story of the Pied Piper studied and discussed, teaching the value of honesty. Later this story was dramatized.

For ideas of the customs of ancient times, the class was permitted to study Sohrab and Rostum and Idylls of the King.

Extensive Reading.---Extensive reading was given in order to broaden the reading knowledge or comprehension of the class. Discussions of the interests and hobbies of the class revealed a keen interest of the desire to read different types of material. The following books were selected and read by members of the class.

<u>Daddy-Long-Legs</u>	Jean Webster
<u>Scarlet Letter</u>	Hawthorne
<u>Tom Sawyer</u>	Mark Twain
<u>Uncle Tom's Cabin</u>	Stowe
<u>Tale of Two Cities</u>	Hawthorne
<u>The House of Seven Gables</u>	Hawthorne

Reports of these books were made out on forms given out by the teacher, a copy of which is given below.

I. THE AUTHOR

- A. Name _____
- B. Where and when born _____
- C. Parentage _____
1. Father _____
2. Mother _____
- D. Education _____
1. When a child _____
2. When a youth _____
- E. Personality (outstanding characteristics) _____
- F. Types of work _____
- G. Name important works _____

II. TITLE OF THIS WORK

- A. Does it arouse your interest? _____ Why? _____
- B. Is it suitable? _____ Why? _____

III. THE FACTS

- A. Setting at the start _____
- B. True to life or impossible _____ How? _____
- C. List the leading characters _____
- _____

- D. Is it common or unusual? _____ How? _____
 E. Describe briefly the climax _____

IV. CONCLUSION

- A. Happy or tragic? _____
 B. Sudden or drawn out? _____
 C. Were you interested to the end? _____
 D. Did you anticipate the outcome? _____
 E. Should the ending be truer to life? _____
 F. How would you have ended it? _____ 6

V. CRITICISMS AND COMMENTS

- A. Are the characters real? _____
 B. Name the characters you liked. _____
 C. Name the characters you disliked. _____
 D. What is the moral? _____
 E. How would you have improved the work? _____

VI. SUMMARY

An assembly program was planned for the second week in November which was Book Week. This was done to interest all pupils in reading and to raise their reading standards.

Procedure:

1. Informal discussions of the real purpose of such a program were held by the class.
2. Volunteer student committees to cooperate in the selection of the type of material and the presentation to be used.
3. Extensive reading by all members of the class and final selections of titles and scenes best suited for the purpose.
4. Creative writing of original sketches into which dramatic scenes were to be fitted.
5. Try-outs conducted by students best fitted to impersonate the characters of the selected scenes.
6. Training of students for program also under student direction and supervision.

7. Posters, placards and stage properties assigned to committees.

Outcomes:

1. Demand by the pupils for worthwhile books to be added to the library.
2. Approach toward critical evaluation of books and writers by members of the class participating. Children would express likes or dislikes for books.

This Book-Week Program activity gave new life and meaning to reading. As interest grew, the pupils decided to write brief reviews of books they had read and enjoyed. This made others want to do the same thing. They made reading charts of books that they read. These charts were headed with the words: GOOD BOOKS; I KNOW FOR I HAVE READ THEM. On one side of the sheet of mimeograph paper, the name of the book with the author and the date read were placed. On the other side, a large circle was drawn and divided into four equal parts. These parts were labeled; Effective Living; Special Types of Literature; Natural Science; and Social Science. As the books were read, a small circle was drawn in the part of the circle that it represented and colored with crayolas.

Remedial reading was given informally, as there were students who needed it. This was done along with the daily work. Questions were asked to see if the pupils were grasping the material as desired:⁹

Free reading.--- "The logic of our theories is driving us relentlessly toward free reading as a part of the literature curriculum!¹⁰ Out-of-school experience with literature includes the choice of what to read and when--even whether to read at all. Adequate preparation for activ-

8. Roberts, et al. English For Social Living. pp. 47.

9. Frances Trigg. Remedial Reading. pp. 13.

10. Conducting Experiences in English. pp. 51. (National Council of the Teachers of English).

ities must include similarly free choice now--but the pupils must not choose not to read and their choices of what to read must progressively better. "Our delima is that we must see that he takes the right road!"

Children are impressionable and reading is fun when the child gets a real taste of it. In discussions, various types of activities have been set up that everyone must use in his everyday living. These are reading, writing, speaking, and listening. We noticed and discussed two types of reading--recreational type and work-type.

A list of books arranged according to kinds was posted on the bulletin board so that the students could select and read the ones they desired.

Permanent book records were made from the books the pupils read from the list. (List included at the end of this thesis). These books varied according to hobbies, interests, and abilities. Most of the students enjoyed books about Negroes.

The free-reading-program stimulated quite an interest among, not only the eighth grade, but the entire school.

Reading and out-of-school sources.--"In adjusting the English curriculum to a changing world and to a changing school population, the teachers all over the country are finding it necessary and worthwhile to use newspapers, magazines, photoplays, and other visual aids, and public libraries!"

Teachers over the country are discovering the necessity of training boys and girls to read, and without discrimination, periodical lit-

11. Ibid. pp. 51.

12. Ibid. pp. 77.

erature.
Objective:

To develop the habit of intelligent reading of the newspaper.

Activities:

- A. Check the make-up of the paper
 1. Front page, first section
 2. Front page, second section
- B. The rest of the paper
- C. Business organization of the paper
 1. Contents
 2. News gathering
 3. Business, photography, rewriting, make-up, etc.
 4. Advertising
 5. Circulation
 6. Editorials and comparisons.

Magazines:

With the flooding of the market with hundreds of magazines, bad and good, the class decided to attempt to evaluate only a few and come to some conclusion as to their readers and material.

Our greatest difficulty came when we endeavored to set a standard of evaluation for such a different group of magazines. After the discussion it was agreed that each magazine would be examined for these points:

- *1. Cover--its distinguishing mark, how made attractive.
2. General make-up--number of pages, circulation, where and when published, and by whom.
3. Departments--articles, stories, movies, current affairs, etc.
4. To whom it is most appealing! 13

The following magazines were taken under consideration for the above points: Life, Boy's Life, Saturday Evening Post, Negro Digest, Times, Colliers, American Girl, Opportunity, Hygeia, and Our World, along with Ebony.

Radio.--"Teachers are introducing radio listening and discussions of radio programs into English classroom for two quite distinct reasons.

Some consider radio plays, monologues, and speeches, just another form of literature and are trying to refine pupil's tastes and to encourage more discriminating choice of programs. Others are also trying to use the radio as a lever of interest in an appreciation of literature.

Informal discussions on favorite radio programs and announcers were held. Special attention was called to new words and to sentence structure used for radio speeches.

A radio program was planned and talks given in broadcasting fashion by several members of the class using improvised mikes. There was an announcer in charge of the program.

Letters were written to the manager of a radio station, some expressing appreciation of certain programs, others making requests for the playing of favorite compositions.

The attention of the class was called or directed to radio advertising; cogent use of English, making every word "tell" apparent sincerity of the broadcaster's belief in the value of the product advertised; influence of the voice and manner as elements of persuasion.

As a climax to the radio study, a selected group of children prepared a playlet for a special assembly program, which they were later permitted to broadcast over a make-belief network. This was the story of the Pied Piper.

Libraries.--A library--classroom, school, or community--is an essential element in experience centered English course. Any extensive reading, free reading, any integrated program, emphasizes the need for many well-selected books classified and arranged so as to be

quickly accessible to the pupils. The writer tried to meet this need as nearly as possible. The white citizens of the town and from my home town were very nice about donating books that were very useful.

"In this fast moving and changing world of ours, we cannot put too much emphasis on proper training for adequacy in social situations!"¹⁵

What can the school do to help the child become more effective in social situations? The first provision requires that the classroom include situations which are life situations and which will function for the child. Most of the social situations can be grouped under the following classifications:

1. Social group conversing
2. Conversing over the telephone
3. Conversing after a formal and after an informal introduction
4. Social interviewing.¹⁶

Objective:

To learn how to communicate with others; to gain ease, poise, naturalness, and a sense of good form and breeding in everyday conversation.

Activities:

1. Record in a diary an event, a thought, an observation which seemed significant.
2. Look about constantly for interesting material.
3. Speak in a way that will arouse the interest of others by:
 - a. using adjectives
 - b. avoiding monotonous sentence patterns
 - c. commenting, describing, and discussing.

Letter writing and composition.--- Letter writing is a purposeful and pleasant activity. The pupils read samples of friendly letters brought to school by individuals in the class that were found in lan-

15. Ibid. pp.121.

16. (These facts were brought out at the Class Party).

guage and literature books. The pupils discussed possible adaptations to individual authors to be addressed and reiterated standards applicable to this type of letters. Types of greetings and closings were considered to find those appropriate to the pupils' relation with correspondent. Correct forms of capitalization and punctuation needed in these letters were also reviewed. Letters were written and read aloud in class, being appraised according to standards previously accepted.

Compositions were written and discussed. They were checked for:

1. Correct usage, for example
 - A. Pronouns should agree with their antecedents in gender, number and person.
 - B. A verb should agree with its subject in number and person.
 - C. Every pronoun should have an unmistakable antecedent.
2. Recognition of the elements of sentences.
3. Paragraph unity and sentence sense.
4. Paragraph coherence through
 - A. Punctuation where needed
 - B. Correct order of details.
5. Punctuation and capitalization

Dramatizing and Broadcasting were discussed in the discussion of the use of the radio.

Publishing a newspaper.---In connection with the discussion of the newspaper, the class decided to attempt the publication of a school paper. They gathered school and community news and published a little newspaper for one month. This was done in order to give each pupil an opportunity to assist in a piece of creative work and to heighten the appreciation of steps and problems in planning any newspaper.

Reacting creatively to life and literature.---"Since the real purpose of creative expression is the development of the child's capacity to react creatively to his own experience, the process is more important than the product. The creative person does not sit behind his eyes, he sees with them!"
17

The class was carried to the park and asked to write a poem about one thing they saw on the trip. One little girl wrote:

"Little drops of water,
Little grains of sand,
Make a mighty ocean, Make a mighty land!

Another child wrote:

"O man, bent in tender silence there,
Not a worry, not a care,
How he works from morn till night
Goes back home and rests from strife!

Storytelling is a very old art and one that delights children both in the role of the teller and the listener. The contents, as well as the manner of telling, contribute to the experience. The class told stories to determine listening and speaking needs. The stories read in previous units were told and criticized from the following points:

1. Poise
2. Pronunciation
3. Details
4. Way told
5. Contents.

Speakers were invited to the school and the class was asked to take notes. This was done in order to teach intelligent methods of note-taking and of outlining as well as to check on how well they were able to grasp the contents of the speech.

Scenario Writing.--After the group had studied Snow-Bound spoken of in the previous chapter, the class expressed the desire to present a motion picture to the school of the scenes taken from the poem. They had made the old homestead for the project. They redrew the homestead scene on brown paper, along with the crew plowing in the snow, the barn with the chickens on the second morning, the fireside scene with the dog lying before the fire, and the upstairs' bedroom of the Whittier boys. These scenes were pasted on strips torn from an old bed sheet and placed on a screen made from a card board box and a broomstick. Other stories were told by the use of the flannel graph.

Speeches were given by members of the class. This was done to:

1. Give training in speech, to break down certain inhibitions and overcome self-consciousness and physical tenseness.
2. To improve oral reading by learning that it is a three-fold process based upon thought and understanding.
3. Understanding the importance of the proper use of coordination of both body and voice in expression of thought.
4. Becoming word-conscious in order to improve pronunciation, enunciation, and articulation.

Choral Speaking and Oral Reading.--Literature is experienced more deeply by many people when it is heard or said than when it is merely read silently. Poetry especially takes on an added charm when its rhythm swings its vivid imagery and emotional tone into the memory of the reader or the listener.

"The radio has brought back to the masses some of the joys of oral literature. The classrooms over the country likewise are finding that choral reading can be a means of immediate personal pleasure and of social entertainment. Activities that once were carried by the pick-

ed, best student in class or in a school, now have greater audience response and educative value through utilizing every individual in his appropriate part either as a member of a speaking choir or of a class group trained to read well orally as a group!

18

Objectives:

1. To bring together a group of poetry lovers among the pupils.
2. To increase their enjoyment of poetry by permitting self-expression.
3. To increase their familiarity with good verse.
4. To strive for pleasing voice effects.

Activities:

The class was divided, the boys on one side and the girls on the other for the first selection, Whistle, Whistle. In other selections, they were mixed. Some carried solo parts.

Outcomes:

Among the participants

1. An increased enjoyment of poetry
2. An increased self-confidence
3. An improvement in diction--temporarily.

In the audience

1. Other classes wanted to try
2. An increased interest in poetry.

School and community activities.--"Throughout recorded history language has been universally recognized as central to social existence. It is language that makes us human. Today radio has given wings to our words, and the hourly, daily exchange of thought and feeling has become indispensable to the welfare of millions of the earth's people. The advances of industry and invention are evidence that spoken and written words will unite even more millions tomorrow and that the day is now discernible when all men in every portion of the earth will have avenues of instantaneous communication open to tie them to each other!

19

18. Ibid. pp.208.

19. Roberts, et al. English For Social Living. pp. 3.

The daily routine as well as the extraordinary occurrences in school and community life furnish boys and girls with purposes for communication. Youths have desires to do constructive thinking, to invent outlets for dramatic impulses, and to interpret imaginatively all that they see and hear. Each creative activity set up for classroom work has focused on one of these normal creative impulses.

Using English for practical affairs.---"English as a tool has a place in the experience--centered curriculum. To every pupil of any age, learning what he needs in a practical situation is motivated and tested by experience itself. The writer has attempted to make this classroom and the procedure practical in every way.

Vocational Training.---Language skills are needed in vocational training. The student, through the study of English, is able to make an analysis of himself in order to develop further and effective personality.

Solving logical problems.---Developing the language skills needed in the logical solution of social and personal problems has been a goal of the pupil in English under the direction and the guidance of the writer of this thesis. Students appraise themselves by asking and answering these questions.

1. Do I see more clearly the exact question to be answered in order to solve a problem?
2. Do I know how to find what information is available on any phase of a problem?
3. Do I realize more fully that all information is not of equal value?

1. Have I a better idea of how to organize my material logically?

Preserving the Social Amenities.--Parents and teachers are often shocked at the discourtesy and irreverence of youth. Yet all too often these apparent shortcomings represent only a lack of skill in the choice of words, not insensitivity to the feelings of others. The same facts can be transmitted in a telephone conversation or call, or letter without irritating the recipient of the news. A favor can be requested in a way that affords pleasure to the donor. Appreciation can be expressed without strain on the energies of the person who received a letter, gift, a favor, etc. It need not be easier to express sympathy in gift than words.

"The opportunities in every school for direct and indirect teaching of language as a means of getting along with people--of preserving the social amenities--are so numerous that all that is needed is a well-mannered teacher who is sensitive to the flavor of words!"
21

Language facilitates or inhibits pleasant social relationship depending upon the speaker's choice of words. We attempt daily to teach the pupils how to get along with each other.

Sharing Experiences in an Integrated Program.--All subject matter may be integrated. After being integrated and summed up, we get, principally, language arts. Following is a plan showing how one school interprets in the general plan of integration of subject matter. This plan was worked out by Miss Maud L. Knowlton, Supervisor of Intermediate Grades, Public Schools of Syracuse, N.Y. 1937, and approved by F.R. Shingle!
21

21. Ibid. pp.236.

22. Ibid. pp.281.

THE FUSED PROGRAM

II. Social Studies
A. Geography
B. History

I. English
II. The Social Studies
III. Natural Science
IV. The Fine Arts
V. Skills and Abilities

III. Natural Sciences
A. Our Universe
B. Health

I. English
A. Speaking Experiences
B. Reading Experiences
C. Writing Experiences
D. Listening Experiences

IV. The Fine Arts
A. Music
B. Drawing

V. Skills and Abilities
A. Arithmetic
B. Spelling
C. Penmanship

Outcomes

1. Useful knowledge
2. Developed skills and abilities
3. Appreciation of value
4. Understanding
5. Desired attitudes

CHAPTER IV

EVALUATION

Evaluation of the First-term's work.--- "No evaluation program may be considered complete without the child's participation. Objective test results are important, subject ratings, observations, and estimates may be very valuable; of great significance also are children's own appraisals of their development. Their statements of personal needs and their criticisms of the program frequently provided suggestions and insights to be obtained in no other manner."¹

"A summary of the evaluation program in terms of specific procedures should be:

1. Standardized tests administered.
2. The trait-rating scale for evaluating behavior and reading which was used at the beginning of the semester should be used again.
3. Each child is to fill out a summary sheet of reading. Before doing this activity, discuss your concept of evaluation with the children. Stimulate the children to suggest the items which should be considered in a thorough evaluation of their reading. After this discussion give forms for summary.
4. Have the children express their reactions to the whole program in writing. Invite self-appraisal, criticisms of the program, and suggestions for effective improvement in the school.
5. Select from each child's folder two reading reports which typify his work at the beginning and at the end of the program, respectively. Clip together, along with dates, with the child's evaluation, to the summary sheet.
6. One important purpose of evaluation is to provide a basis for future guidance. Therefore, it is essential that you make some statement about each child's needs and recommend the special measures which should be employed in the English program next year to foster his language development."²

1. Paul Witty and David Kopel. Reading and the Educative Process. N.Y.: Ginn & Co., 1939, pp. 114-115.

2. Ibid. pp. 114-115.

"When students show unsatisfactory achievement, one explanation may be that the teacher failed to present material properly, or that the curriculum was not adopted to the level of their ability or maturity, or to their needs and interests."³

Reports from the first term's work showed that eleven of the fifteen pupils in the experimental group made term averages of seventy and above. In other words, more than two-thirds of the pupils in this group passed. Only three in the control group passed.

In light of the fact stated in paragraph one from Clara M. Brown, the writer of this thesis is of the opinion that her work in former years has not been as efficient as it should have been or as she had thought it was; however, for the benefit of the pupils, she is pleased to use the better program.

As to the aim of the program.--The aims of the program as to evaluation were:

1. To improve instructions so that learning may be more practical and effective.
2. To try to discover what changes need to be made in curriculum contents and methods of teaching.
3. To provide a basis for guidance--personal, educational, and vocational.

As to meeting the needs of the pupils.--This program was designed to meet, as effectively or as nearly as possible, the individual abilities and interests of the pupils in the eighth grade.

The work of the first semester was measured by giving the Traxler Silent Reading Test the second time and by giving mastery tests

3. Clara M. Brown. Evaluation and Investigation. N.Y.: F.S. Croft, 1941, pp. 23.

from the Tressler workbook. Written work of the first week of school was compared with the written work of the last weeks of the term, interviews, special talks and the telling of stories were checked with those given earlier in the term. General observations of new interests and appreciation were made.

From these observations or forms of measurement, it was learned that the eighth grade pupils seemed to be easily adjusting themselves to the situation. There was apparently more interest in the work generally than there was before the proposed program was tried. The examination grades of the first term in the experimental group were higher than the grades of the pupils in the control group.

Evaluation of the second term's work.-- In order to determine the value of the proposed program, the following findings are made known:

Upon entrance in September, the pupils were given the California Mental Maturity Test and the Tressler Silent Reading Test. The class was composed of twenty-three students and each student took the tests. The class was then divided into two groups; one group to experiment on which was called the experimental group, and another group called the control group that did not take part in the program. Fifteen pupils were placed in the experimental group and eight in the control group. The groups were taught by the same teacher in periods of the same length, daily. By the end of the first semester, the same tests were given again to all of the students. On the next page is the results.

TABLE VIII. A RECORD OF THE TEST RESULTS

Scores	First Test		Retest	
	Exp. Group	Control Group	Exp. Group	Control Group
20-30	0	0	0	0
30-40	1	1	0	1
40-50	2	2	0	0
50-60	2	0	0	2
60-70	5	3	4	2
70-80	3	1	3	1
80-90	1	1	7	2
90-100	1	0	1	0

This table shows that eleven of the fifteen pupils in the experimental group made grades of seventy and above and that three in the control group made grades above seventy in the retest.

In the test that was given in September only four in the experimental group made scores above seventy, while in the control group two made scores above seventy. This showed quite an improvement in the experimental group.

As to the aim of the program.— From the results of the experimental group, the writer feels justified in saying that the program was a success. In the experimental group, eleven-fifteenths of

the class made grades of seventy and above, while in the other group only three were able to pass.

It was the aim of the writer to try to discover what changes could be made in her method of teaching that would prove more beneficial to the pupils. She was also desirous of improving instructions so that learning would be more practical.

As to meeting pupil needs.--- "Needs of youth grow out of such basic drives as the need for security, for a place among one's fellows, for meeting the physical needs, for love of off-spring, for possession, for approval and attention. No one needs Shakespeare, or Dickens, or Thackeray. He needs to meet his problems and life offers instruments, ideas, techniques, etc., to meet his problems."⁴

"The school must seek first to determine what the needs of youth are and then individually seek to distribute to pupils the tools they may use to solve them, teaching youth how to discover them, how to select and use these tools. As youth develops, these tools change; thus we must be alert to change needs. As society changes, so do the problems and tools, and again they must be recast."⁵

After seeking and finding some of the interests and needs of the class, the writer attempted to meet these needs by placing in the way of the child the proper tools needed for development.

"Satisfaction for basic life needs have been emphasized repeatedly by sociologists and hygienists as essential for personality adjustments. Different classifications of needs in the case of the

4. Nellie Appy. Pupils Are People. N.Y., D. Appleton-Century Co., 1941, Part I.

5. Ibid. Part I.

school child are to be found; the following list is typical and sufficiently comprehensive for our purposes:

1. Physiological needs
2. Social needs or status
3. Ego or integrative needs.*

We know that physiological requirements are those for food, rest, and sleep. Social need springs from man's desire for making and obtaining human response or a sense of worthy self-hood. Ego or integrative needs promote adjustment and growth in all children.

Judging from the results of the Standardized Tests administered, the children's Summary Sheets, the expressions of the children concerning the whole program, their criticisms and appraisals, the writer thinks her aims met the needs in a very successful way.

6. Ibid., pp. 43.

CHAPTER V

CONCLUSION, SUMMARY, ACHIEVEMENTS AND RECOMMENDATIONS OFFERED

Conclusion.--- The middle of the twentieth century finds the American people in a rapidly changing chaotic social scene where new problems and new ways of life are constantly presenting themselves. If our young citizens are to make the most of life and meet successfully these changing conditions, they must learn how to work successfully upon this problem. This may be done through the trend of our educational system.

"We should point our work directly toward helping children meet effectively their own social situations, teaching them that cooperation and working for the common benefit of mankind are the best ways of achieving prestige and success!"

Although society has developed such new methods of communication as the radio and sound picture, these tend to supplement rather than supplant reading. Not only is reading important in solving our everyday problems and contributing to enjoyment, but it is an essential tool of citizenship in that it supplies information which can be checked and verified.

"The general objective of speech training in the school is to develop with the individual those processes that will enable him to live effectively in whatever life situation he may find himself. This objective is reached by the continued development of techniques, skills, habits, and personality traits that are necessary for effective living in any democratic society; by a constant correlation with the work of

the other departments of the school; and by definite specialization in the divisions into which the speech field naturally falls.²

Handwriting is a tool used by the child to express his ideas. It is a social courtesy of much value in modern life and is an essential tool in self-expression.

To comprehend well one must be able to listen well. It is very important that one knows how to listen intelligently.

Too often in the past educational institutions have failed to make reading an exciting adventure for children and to establish a permanent interest in reading. Too many children find reading a dreary task which they associate with unhappiness and failure. This situation can be eliminated almost entirely by determining when children are ready to read and subsequently using modern techniques which emphasize reading for comprehension and enjoyment. In the intermediate grades emphasis should be placed on how to use reading in life activities.

Talking and writing are the avenues through which people communicate and learn how to cooperate successfully in a democratic society. Without the ability to communicate, and to this may I add, to listen, there could be little understanding, appreciation or cooperation. Since talking is the most used fundamental of the language arts, special emphasis in the elementary school should be given to helping the child achieve good patterns.

Likewise, there is a growing recognition that handwriting and

2. Teaching Speech in the Junior and Senior High Schools of Texas.
Bulletin, Curriculum Division, Department of Education, Austin,
Texas, September, 1940.

spelling are integral parts of written expression and that they should be taught in connection with or rather than, as separate subjects. With in recent years much interest has been displayed and a great deal of careful research carried out in the field of language arts. These contributions have added greatly to our knowledge of how to make oral and written expression function more effectively a media of citizenship which will help children to cooperate more successfully in solving problems of group living.

The change from the formal stilted classroom to the informal living situation of the modern classroom, naturally provides a situation in which the child has much more of an opportunity to express himself.

This language arts program had for its chief function that of meeting as effectively and as nearly as possible, these life situations which involve the use of language. Since children cannot participate in the many and varied school activities without using language arts skills, it is not feasible to isolate the language arts program from the rest of the child's experiences.

As has been said, the expressing of ideas include speaking, written composition, handwriting, and spelling. In addition to these abilities included in the language skills, the child needs to learn to listen attentively, to read intelligently, and be given help in corrective speech.

The program was organized in terms of the child's interest, which is based on his maturation and experience. The teacher took

under consideration each child's background and stage maturity, remembering the fact that a child is often limited in his language because he is limited in the necessary conceptual background.

Summary.

1. "This program was based upon a concept of grammar and rhetoric that was applicable in actual classroom procedure! 3
2. "The program here proposed adhered to the idea of making situations in which the child would be able to adjust himself to the activities of the social group! 4
3. "The program was outlined in a manner that attempted to meet the needs of boys and girls so that they can live and work satisfactorily! 5
4. "Emphasis was placed on reading to secure information and on reading widely from various sources, using the text as a reference work, not page after page! 6
5. "Grammar was taught incidentally, and usage was directed according to the living language of today, that is, according to the use of cultured persons in our locality! 7

If the proposed program is properly executed, the eighth grade pupils, at the close of the year, will be able to find any materials they need and use them intelligently.

Achievements.--On the basis of the results given in the evaluation table in chapter IV of this thesis, the writer is of the opinion that the difference came as a result of the control group's using the regular program in English and the experimental group's using the proposed program of Language Arts.

3. Language in General Education. Committee on Secondary Educational Curriculum, Chapter IV.

4. Witty, Paul and David Kopel. Reading and the Educative Process. Ch. II.

5. Smith, Dora V. Evaluating Instructions in Secondary School English. Ch. II.

6. Gene, Rome. Critical Reading Comprehension. Chapter VIII.

7. Lee, J.M. A Child and His Curriculum.

(This was used throughout the entire program).

Since the experimental group has the point of advantage to its credit, the conclusion follows that the proposed program was and is worthy of consideration.

Recommendations.-- That the most effective results may be received from the proposed program of language arts for the eighth grade of Douglass Elementary School, the writer offers the following recommendations:

1. That the proposed program be adopted for use by all divisions of the grade.
2. *That the teacher of English in the junior high school department become the chairman of a committee for the program of Language Arts throughout the system.*⁸
3. That conferences of the teachers of language arts be held at least once in every period of six weeks.
4. That all teachers accept the "Ten Commandments" For Better Teaching" as given by Miss Hennigan, Supervisor of Secondary Schools, Austin, Texas. They are:
 - (1). Study our children harder than we do our books.
 - (2). Fit the work to the child. Teach him what he needs and can understand. Give him a feeling of security and success.
 - (3). Work on language usage everyday in every class.
 - (4). Give pupils a part in planning and evaluating their progress. Pupils will become self-directive only when they have had experiences which develop the necessary skills for self-direction.
 - (5). Give pupils a chance to participate. Don't do all the talking.
 - (6). Give pupils many opportunities to develop creative talents. Use many mediums and many devices to encourage pupil interests and initiative.

8. Hitty, Paul and David Kopel. Reading and the Educative Process. Ch. II.

- (7). Have pupils participate in activities which are significant; home, school, and community life should be better because they have had a part in making it so.
- (8). Watch out for time-wasting procedures: roll calling, blackboard copying, dictating assignments, etc.
- (9). Work to get more teaching materials but take careful checkups on yourself to see how effectively you are using those which are available; state textbooks on all levels, out-of-adoption books, magazines, newspapers, free materials, community resources, people, etc.
- (10). Keep trying. Keep experimenting. Visit good schools, see good teaching. Make your school serve its community.

PARTIAL BOOKLIST FOR SEVENTH, EIGHTH, AND NINTH GRADES

Poetry

- Davis, Mary Gould. Girl's Book of Verse-----Stokes
- Drinkwater, John. The Way of Poetry-----Houghton-Mifflin Co.
- Fish, Helen Dean. Boy's Book of Verse-----Stokes
- Matthew, Brander. Poems of American Patriotism-----Scribner
- Mountcier, Mabel. Singing Youth-----Harper
- Olcott, Frances J. Storytelling Ballads-----Houghton-Mifflin Co.
- Olcott, Frances J. Storytelling Poems-----Houghton-Mifflin Co.
- Smith, Elva S. Peace and Patriotism-----Lothrop
- Spplier, Agnes. Book of Famous Verse ---Houghton-Mifflin Co.
- Walter, Lavinia. Christmas Carols-----Macmillan Company

Fables, Folk and Fairy Tales, Myths, Legends, and Hero Stories.

- Aesop Aesop's Fables-----Doubleday
- Baldwin, James. Story of Siegfred-----Scribner
- Story of Roland-----Scribner
- Story of the Golden Age-----Scribner
- Bulfinch, Thomas. King Arthur and His Knights-----McKay
- Legends of Charlemagne ---Cos. Book Co.
- Crane, Amy. Book of Epic Heroes-----Little
- Wiggins, Mrs. Kate. Tales of Wonder-----Doubleday

General Science, Nature and Animal Stories.

- Beebe, Charles. Beneath the Tropic Seas-----Putnam
- Chapman, Frank. Bird Life-----D. Appleton
- Fabre, Jean H. Book of Insects-----Dodd

Jordan, David.	<u>Science Sketches</u> -----	A.C. McClung
Salten, Felix.	<u>Bambi; A Life in the Woods</u> --	Simon and Schuster
<u>Biography.</u>		
Beard, Annie.	<u>Our Foreign-Born Citizens</u> -----	Crowell
Bok, Edward.	<u>Americanization of Edward Bok</u> -----	Scribner
Bolton, Mrs. S.K.	<u>Lives of Girls Who Became Famous</u> ----	Crowell
Bridges, T.C.	<u>Heroes of Modern Adventure</u> -----	Little
Cheney, Mrs. E.D.	<u>Life, Letters, Journals of Louisa M. Alcott</u> ---	
	-----	Little
Farmer, Mrs. L.H.	<u>Book of Famous Rulers</u> -----	Crowell
Mable, H.W.	<u>Heroes Every Child Should Know</u> ---	Crosset
	<u>Heroines Every Child Should Know</u> ---	Crosset
Parkman, M.R.	<u>Heroes of Today</u> -----	D. Appleton
	<u>Heroines in Service</u> -----	D. Appleton
Shaw, Anna H.	<u>Story of a Pioneer</u> -----	Harper
<u>Fiction.</u>		
Alcott, Louisa M.	<u>Little Women</u> -----	Little
	<u>Little Men</u> -----	Little
	<u>Jo Boy and How He Turned Out</u> ---	Little
	<u>Old-Fashioned Girl</u> -----	Little
Aldrich, T.B.	<u>Story of a Bad Boy</u> -----	Houghton Mifflin
Gleason, S.L.	<u>Prince and the Pauper</u> -----	Harper
	<u>Tom Sawyer</u> -----	Harper
Cooper, James F.	<u>Last of the Mohicans</u> -----	Harper
Dickens, Charles.	<u>David Copperfield</u> -----	Macrae-Smith
	<u>Old Curiosity Shop</u> -----	Macrae-Smith

Dickens, Charles. Oliver Twist-----Macrea-Smith
-----Tale of Two Cities-----Macrea-Smith
Kingsley, Chas. Westward Ho!-----Scribner
Kipling, Rudyard. Kim-----Doubleday
Stevenson, R.L. Kidnapped-----Scribner
Scott, Sir Walter. Ivanhoe-----Houghton-Mifflin

"Whether books are written for Negro children or about them for other children, the objective should be the same. They should interpret life. They should help young people to live together with tolerance and to understand each other better.

The following list constitutes a selected Bibliography for children. This list has been developed in the light of the need for a guide to literature of Negro Life for boys and girls.¹

Fiction.

Allie, Majorie H. Susanna and Tristram. 1929, Houghton-Mifflin. \$2.00
A brave Quaker girl helps an elderly relative during the time of the Underground Railroad.

Fischer, Majorie. Palaces on Monday. Random House, 1936. \$2.00
Story of two American children traveling in Russia, where they meet a black boy who helps them out of difficulty, and they become friends.

Jackson, Jesse. Anchor Man. Harper Bros., 1947. \$2.00
Story presents frankly the problems faced by both white and Negro youth who attend high school together for the first time.

_____ Call Me Charley. Harper Bros., 1945. \$2.00.
Charley, the only Negro in the junior high school of a suburban community, faces many problems.

Means, Florence G. Shattered Windows. Houghton-Mifflin Co., 1938. \$2.00.
A Northern Negro girl found it hard to adjust herself to the southern way of life, but a growing understanding and sympathy led her to remain and work among her own people.

Swift, Hildegard. Railroad to Freedom. Harcourt, Brace Co., 1932. \$2.00.
Dramatic story of Harriet Tubman, escaped Negro slave, through whose efforts more than three hundred slaves were brought north to freedom via the Underground Railroad.

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Becker, John. Negro in American Life. Julian Messner, 1944. \$1.00.
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Richardson, Ben. Great American Negroes. Crowell, 1945. \$2.00
Useful collection of twenty-one biographies of well-known Negroes.

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Stirring history of the American Negro from early slave days to service in World War II, presented in distinguished prose and magnificent full-page lithographs.

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A history of Negro migration with emphasis on the personalities in each great movement.

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A well-informed survey which will be valuable to all students of Negro culture as well as to all students of drama.

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An original and beautiful play which presents a Negro's interpretation of the Bible.

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For anyone interested in the Negro and his place in American Literature, this volume is excellent for reference. It is for individual and group use, forming a comprehensive outline of what the Negro has done in the field of literary endeavor.

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A compilation of some of the writings of twenty-one Negroes who wrote prior to 1860.

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A large volume of selections from Negro authors, spanning the following fields: oratory, short story writing, novels, poetry, folk literature, drama, biography, and essays.

Dunbar, Paul L. Complete Poems of Paul L. Dunbar. Dodd-Mead, 1926, \$3.00.
A classic of Negro poetry.

The Negro in Music and Art.

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An enlarged collection of cabin and plantation songs as sung by the Hampton students.

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The type of folk music known as blues is a unique contribution of the Negro to music.

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Contains stories of George Dixon, Little Chocolate, Joe Gans, the Old Master; Joe Walcott, the Barbadoes Demon; and several contemporaries.

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