THE INTEGRATION OF A FIFTH-GRADE CURRICULUM THROUGH
LANGUAGE-ARTS SUBJECTS IN THE STONEWALL JACKSON
ELEMENTARY SCHOOL, DENTON, TEXAS

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ELEMENTARY SCHOOL, DENTON, TEXAS

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By

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CHAPTER I

INTRODUCTION

The Problem

For several years, educational leaders over the country have been trying to break down departmental barriers and subject-matter programs in the public schools in our land. Widespread scientific research in education has resulted in changes in educational philosophy, purposes, methods, and materials. Many social and economic changes, which are taking place outside the immediate realm of the classroom, demand a more comprehensive type of education, more workable methods, and more life-situation programs.

Consequently, there has been an evolution in the teaching of language arts from the time when traditional practices and personal opinion determined both method and material to the present time when results of scientific research are applied to the problem and scientific procedures are put to use.

As a result of the upheaval in educational theories and practices, many new philosophies and methods have appeared. Among them is the subject of integration in the elementary school curriculum. Much has been written regarding its meaning and application. An interest in the subject prompted the writer to choose as a thesis subject the problem of what could be done to integrate the fifth-grade curriculum through
the language arts subjects in the Stonewall Jackson Elementary School, Denton, Texas.

Purpose of the Study

The problem was planned to provide a carefully controlled experiment to test the practical value of the integrated curriculum in operation. Personally, the writer wanted to find out whether an integrated program provided a progressive enlargement of experience or participation in social situations; whether it placed value upon service to others through social participation; whether it resulted in personal satisfactions through the development and use of the capacity of each individual; whether it provided for the development of functional knowledges, skills, attitudes, and appreciations by which the problems were solved in situations which were real, meaningful, and worthwhile.

Definition of Terms

Integration.—This term has many interpretations, but for the purpose of this study it is synonymous with the teaching procedure which relates varieties of subjects and subject-matter to a unit of study or to a problem-solving situation. It is organized around central themes and furnishes the pupil with creative experience by attaching his learning activities to interests which are suitable and desirable to the child. It furnishes opportunities for him to reach out into the subject-matter fields and to take as much of each one as he needs in the solving of his particular problem. For example,
it permits the children to go to history, to geography, to science, to arithmetic, to spelling, to literature, to art, and to other fields of subject-matter in which they are able to find the information they need, then come back to their immediate problem and consider it in the light of the learning they have acquired from various sources. In contrast to the subject-matter curriculum, in which a large number of subjects are taught independently of each other, the integrated program consists of a series of purposeful life-experiences growing out of the interests and needs of the pupils. Its flexibility provides for individual differences. Pupils are free to follow and develop their own interests, determine their own goals, think through their problems, rely on their own judgment in choosing and planning, select their own means, and organize and evaluate the results of their own experiences as they work independently or with others. Learning takes place when each pupil deals intelligently with situations which confront him. The selection, development, and direction of the experience are cooperative undertakings in which pupils and teacher work together under teacher-guidance. Subject-matter is used primarily by the pupils rather than by the teacher, and the classroom becomes a workshop instead of a recitation room.

Language arts.—Communication of ideas is one of our most important activities. This is done by speaking, writing, and hearing. To meet the needs of the elementary-school child,
a group of subjects or activities called language arts has been placed in the curriculum. The group generally includes spelling, composition or language, writing, reading, and literature. It is their purpose to provide the pupil with those abilities that are important in efficient and effective communication.

Curriculum.—This is another term that has been given various interpretations. In this study it includes the whole body of experiences which condition and comprise the total activities of the child. The school assumes responsibility for these experiences, and they are arranged in a sequence corresponding to pupil needs, interests, and abilities.

Origin of the Problem

This study actually had its inception in the mind of a fifth-grade pupil. He suggested, while the class was studying story-telling in language, that it would be interesting for the class to tell stories to the first-grade pupils. His suggestion was accepted by the group, and this particular boy was selected to find and tell the first story to the primary pupils. He went to the library, but he was unable to find a story that he thought was suitable. Another child suggested that she would like to write a story for him. She wrote the story about a duck and then read it to the class. It proved acceptable to the group, so the two pupils together visited the first-grade room and told the story and its origin to the pupils.
Others in the class volunteered to write "make believe" stories about animals and insects. After several stories had been written and approved by the class, the group decided to put the collection together and make a book. A discussion of several days followed about how to write stories, how to make illustrations, how to do printing, and how to put all these stories together in book form. One child suggested that the class organize a publishing company. This brought up the subject of publishers and people who work for them. After this discussion, the group formed the company, as was suggested, and this study had its beginning.

Method of Procedure

As soon as the writer was aware of the fact that the pupil-initiated language arts activity could be an experiment in integration, and might be a profitable study for a thesis, she began to read extensively on the subject of an integrated curriculum. At the same time, an effort was made to locate all desirable and available material to be used as sources of information. Pupils were guided in arranging the classroom so that they would be stimulated to carry through the activity by investigation, manipulation, construction, and communication. Criteria for measuring the value of the activity were selected, and objectives were set up in the mind of the writer.

Simultaneously, various standardized tests were administered for the purpose of securing data to be included in
case-studies of the group. These studies were made as a background for the problem of this research. They tended to show that the group under consideration was an average class, comprised of children from homes of high, medium, and low economic status, and scoring high, medium, and low on standardized tests.

The following general method of procedure was followed by the pupils in carrying on their language arts activity for twelve weeks: first, the publishing company was formed. Two pupils were chosen as publishers, four as proofreaders, two as bookbinders, two as illustrators, one as secretary, one as janitor, one as errand boy, and all as contributors or writers. The "Book Worm Publishing Company" was chosen as a cognomen, and work was begun on the publication. For several days each pupil worked independently, reading in the library for information on animals and insects. Finally, the horizon was broadened, and information on a wide range of subjects was discussed.

The following days were spent in a discussion of functional grammar--form and usage. As the stories were written, the writers read them to the class, and criticism was made by the group. The teacher gave personal help when it was necessary and suggested pages and illustrations in the language book for references.

When a story was completed, written in correct form, and copied in ink, it was sent to the publishers. They read the material and wrote a letter of acceptance if the work
showed originality and contained an interesting episode. A check was included in the letter. If the story were dull and uninteresting, it was returned to the writer with suggestions for improvement.

When a story was accepted, it was sent to the proofreaders by an errand boy. Corrections were made during a conference with the writer of the story, and then the material was returned to the publishers for final acceptance. The publishers turned the material over to the printers who had done much investigating and practicing on correct printing. Regular hectograph paper, clipped on a lined paper, and Number 2 "Frances Moore" lettering pens and India ink were used.

When the printers finished a story, they sent it to the illustrators. Some of the drawings were first sketched on paper in order to get the correct size, but most of them were made directly on the page with the story. The illustrators were very careful, and no one ruined a paper which had been prepared by another pupil.

The publishers wrote all the checks and a strict account was kept by a secretary. At the end of each day she posted a notice telling how much had been paid out. Seventy-five dollars was paid for the best stories, fifth dollars for second best. Each person working drew a salary of fifty dollars a week. All checks were written on the First State Bank of Denton, Texas, and were signed by the "Book Worm Publishing Company."
The bookbinders prepared the end pages and collected cardboard, buckram, and other necessary material while the book was being written.

After all the stories had been written, and the entire class had read them, the book was named *Short Tales*. The table of contents and a dedication were prepared by the publishers. The book was then bound and put on the table under the sign, "New Book of Fiction." It was carried home each day at noon and each night to be shown to parents and little brothers and sisters.

Interest in publishing material continued to grow. The children wanted to write another book. This time they decided to write poems. They chose the alphabet as a basis and made a jingle or rhyme for each letter. The same publishers, proofreaders, printers, and illustrators were re-employed by the class. This time five dollars was paid for each rhyme used. Every child brought in a large number of poems each day, and the publishers selected the best ones.

Heavy, white water-color paper was used and Number 4 "Frances Moore" lettering pen was used for this book. Each initial letter was made large and painted with red water colors. The printing and illustrating were done with India ink.

The music teachers saw the rhymes on the board and asked the pupils about them. Then it was decided that the class could compose the music for several poems. The pupils clapped the notes out, then wrote the music on staff paper.
After publishing two books, the class decided to publish a newspaper. The school did not have a mimeograph machine, and the ditto machine was too slow. In addition, the pupils thought that such printing would not look like a newspaper anyway, so their big problem was how to get a paper printed. Finally they decided to sell coat hangers and popcorn balls in order to raise the money for having the paper printed. However, they found that printing was expensive so they had only the heading printed. The remainder was mimeographed on a borrowed machine.

Two editors, a business manager, a sports reporter, and six regular reporters were chosen when the class started the newspaper. Every member in the class wrote for the paper as he had written for the books. The reporters selected the articles they wanted to use. They had the writers correct them, cut out some parts and add others. No money was paid for the newspaper articles, because when the publishing company's accounts were audited, it was found that the Book Worm Publishing Company had no money in the bank.

The speech teacher was very interested in the work the class was doing in language arts, so she followed it with a mock press banquet. Committees were formed for table decorations, table setting, collecting linens, dishes, silver, arranging the auditorium for the banquet, and placing the tables and chairs. Other committees were formed to plan and make place cards, invitations, and programs. Days were spent discussing desirable conversations at the table. Much time was spent selecting the best person for toastmaster.
The publishers of the book and editors of the paper were presented special awards made of cardboard and tinfoil for the best work done on the books and newspaper. The names of the recipients were kept secret until the final day of the banquet, so each person had to prepare an acceptance speech, in case he should be the one to receive the award.

Lilacs were used as table decorations. The birthday cake for the press was a white enamel pan turned bottom-side-up with one candle in the middle. Everyone enjoyed the banquet, although no food was served. F. W. McDonald from Texas State College for Women made pictures of the group at the banquet; the best ones were enlarged and hung in the classroom.

The culminating activity was an open-house program. All work was on exhibition, and each child conducted his parents around the room, explaining the methods and procedures used in various activities. Punch was served and the language arts integrating experiment ended even more happily than it began.

Criteria

The following criteria were used for measuring the language arts activity described and explained in this study:

A. With respect to the recognition of purpose—the major educational goals accepted:
   1. Is the experience (activity or subject content) directed toward meeting the needs of the children in their immediate adjustment to life conditions:
      a. Is it related to other activities of the children, both in and out of school?
b. Will it give fuller meaning to the daily experience of the children?

2. Does it form a part of a continuing development?
   a. Does it provide opportunity for the growth of the individual? the group?
   b. Is it more difficult than previous similar activities?
   c. Does it furnish leads into other worth-while experiences, stimulating a desire for a continued widening of interests and understanding (foundations for later learning)?

3. Does it give promise of outcomes functional in meeting the larger demands of society (the needs of adult society)?

4. Does it provide for selecting, planning, executing, and evaluating experiences?
   a. Fostering an inquiring attitude?
   b. Developing initiative and self-direction in the ordering of experience and in carrying the activities forward?
   c. Evaluating the worth of experiences, the effectiveness of the plan used, etc. (i.e. judging relative values, organization of experiences in relationship)?

5. Has it inherent within it the necessity for the development of the tools-skills, habits, knowledges, appreciations—judged incident to the important aspects of human life? (Are the phases of subject matter content worth while?)

6. Does it provide opportunity for social living and cooperative action-group thinking and planning?

7. Does it provide for individual thinking and planning within the free, informal association of pupils?

B. With respect to adaptation to the pupil group—is it opportune with this group?

1. Is the experience adapted to the general level of development of the children?
   a. Does it provide for the recognition of individual differences in interests, abilities, and needs, making individual growth possible within group activity?
   b. Is it suitably graded to the pupils' growing interests and capacities?
   c. Is it of a degree of difficulty that enlists the children's abilities fully and yet provides for at least a measure of success? (1) Does it provide for principles of increasing difficulty? (2) Do the children have the background necessary to carry it out with satisfaction?
2. Is the experience significant to the pupil group—will it be accepted by them as worth while?  
   a. Is it related to experiences familiar to the children?  
      Does it come out of the children's previous experience?  
   b. Is it related to other activities of the children?  
   c. Will it give fuller meaning to the experience of the children?  
   d. Does it provide for differences in environment and occasion which constitute the avenues of immediate and direct interest and approach.  
3. Does it provide for proper balance and variety of experience?  
   a. How often and how recently have similar activities been experienced?  
   b. Does it provide for needed recall of past learning experiences?  
   c. Does it introduce and emphasize essential elements (eliminating unnecessary, artificial, and forced repetitions)?  
4. Is it practical in the school situation?  
   a. Are the needed practical materials available?  
   b. Does the time factor permit it to fit in with the total program?  
   c. Is it possible to carry it to a reasonable degree of completion in the school situation?  
   d. Is adequate guidance available?  

Related Studies

In 1937, E. E. Oberholtzer made a study of the effectiveness of an integrated curriculum in the fourth and fifth grades of the Houston, Texas, public school system. The research was carried on for a year and a half. Seventy-three teachers and approximately two thousand pupils participated in the experience. Regular classroom groups of pupils were chosen from every section of the city, without reference to social, economic, or achievement status. Three

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types of groups were set up—two experimental groups, (one using minimum administrative and supervisory restrictions, and the other using fixed controls, including time distribution and specific aims and objectives with outcomes desired within specified time or grades), and one control group. The experimental groups used the integrated curriculum. The control group used the regular curriculum of the city schools.

When the study was completed the writer concluded that the standards of academic achievement were not lowered by the use of the integrated curriculum; that less time was required for teaching the fundamental skills; more time was found for enriched activities, problem-solving activities and development and creative expression; pupils showed a tendency toward superior achievement; more factual information was acquired; more learning resulted; more extensive reading was noted; equal achievement with less drill was accomplished; greater interest and enthusiasm on the part of pupils was in evidence; and there were more opportunities for development in initiative, self-reliance, and creative endeavor.

In 1940 Ruth Harrell made a comparative study of the progress in reading interests of pupils who were taught by the traditional method in language arts and those who were taught functional language. The participants in the experiment

included ninety-nine members of the sixth grade in a junior
high school of Hillsboro, Texas. The two groups were matched
comparably in mentality by means of mental maturity tests.

Systematized organization and presentation of subject
matter, discipline, homework, extra school periods, drills,
and other elements of traditional value were characteristics
of the procedure used in the group using the traditional
methods. On the other hand, the functional method group had
no definite schedule of class work. Pupil-initiated discipline,
student planning, creative work, cooperation, and appropriate
units of work centered around mutual interest were character-
istics of the procedure in this group.

The writer concluded that in comparison with the tra-
ditional method, the functional methods resulted in a superior
free expression on the part of the pupils, and that parents
and teachers noticed an improvement in the reading interests
and social adjustment in pupils in the functional group.

In another study of the relationship between factual
English grammar knowledge, and correct usage, N. R. Barr
found that in application to daily usage, a knowledge of
formal grammar had little transfer value. In his study, Barr
used data secured from an experiment with more than one thou-
sand sophomores and juniors in the senior high school at Long
Beach, California.

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3N. R. Barr, "Relations of Achievement in Formal
Grammar to Achievements in Applied Grammar," *Journal of
The preceding studies are similar to the present problem in that the integrated curriculum was given a trial and found to be more satisfying than a subject-matter curriculum. The results of the studies are particularly interesting because the experiments, in two instances, were carried on in schools of Texas.
CHAPTER II

CASE STUDIES OF INDIVIDUAL CHILDREN

Introduction

The case studies in this chapter try to show that an integration of the curriculum through language arts enriched the daily program of the fifth-grade children of the Stonewall Jackson Elementary School, Denton, Texas, to such an extent that the work was not only more interesting, but attitudes, work habits, and learning skills improved.

This was an average class comprised of children of high, medium, and low economic status and scoring high, medium, and low on standardized tests.

The fifteen selected cases range in intelligence from five in the highest class rank to five in the lowest class rank. These fifteen cases have been chosen because they are a fair representation of the class.

This investigation was made at the close of the school term of 1939-1940. The group of children used in this study had completed the fifth-grade work. The Surrell-Sullivan Reading Capacity Tests were the chief standards of measurements used. They were given to the entire group. Table I gives the results of the test. An asterick marks the fifteen cases selected for this study. Initials have been substituted for names.
### TABLE 1


<table>
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<th>Intelligence Quotient</th>
<th>Chronological Age</th>
<th>Mental Age</th>
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<td>12-0</td>
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<tr>
<td>R. B.</td>
<td>104</td>
<td>11-3</td>
<td>11-5</td>
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<tr>
<td>*M. D.</td>
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<td>10-5</td>
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<td>11-4</td>
<td>11-8</td>
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<td>G. N.</td>
<td>101</td>
<td>11-10</td>
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</table>

*Case selected for this study

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**Case Data**

**Pupil B. A.**

B. A. was a boy whose intelligence quotient was 119; his chronological age was eleven; his mental age was eleven years and four months. He was a healthy, well-cared-for child.
The father and mother both spoke rather poor English, and at times B. A. unconsciously spoke as they did. There were an older brother and younger sister who were unusually bright. B. A. was more familiar with history stories than the average seventh-grade child; he was very much interested in geography and followed closely all newscasts on the radio.

Although B. A. was smaller than most of the fifth-grade boys, he was the leader in everything. He played football, baseball, and excelled at tumbling and stunts.

This child was also very outstanding in speech and creative dramatics. If he happened to be on the stage with someone who forgot, he talked until the other person thought of his lines.

B. A. lacked sympathy for others when they made mistakes. Being very quick in arithmetic and widely read, he could answer almost any question that came up in the class discussion. When another pupil failed to know something, which he considered very easy, he was very likely to say, "Anybody ought to know that."

Although B. A. was very bright and alert, he was very careless with his writing, spelling, and English. Some of his papers could scarcely be read. When he was selected to be one of the publishers of the books, he had to learn to be more careful. His duty was to read the stories, then hand them to the proofreaders to be corrected. When he first tried to read some very carelessly written papers, he complained that he was unable to read them. The children told him that some
of the papers were neater than papers he had prepared. After a very short time B. A.'s work was much neater, and he was more careful with his spelling and English.

Pupil A. P.

A. P. was the youngest of three girls who came from a very comfortable home where the parents worked hard and expected the children to do the same. She had very few clothes, which were unattractive, but always clean. At times, her hair, which she wore in braids, was not combed for two or three days. This was because her mother did not have time to take care of her properly.

The realization that she was different in dress and appearance from the other children caused A. P. to be very timid and retiring. She never volunteered to give information in class, or to take any active part in dramatics. When she read, the class could barely hear what she said.

This child did very nice work in drawing and her writing and manuscript were beautiful. A. P. had an intelligence quotient of 111; her chronological age was eleven years and two months; her mental age was twelve years and six months. Any written work she was asked to do was as near perfect as she could make it and she seldom misspelled a word. She never became discouraged or gave up because she made a mistake on paper, but kept on working until she had corrected all errors.

The class knew what a hard and steady worker A. P. was; therefore they asked her to be one of the printers for the
books. This opportunity made her very happy because she knew she was doing something very few of the others could do.

When work really started on the books, A. P. finished all her regular work as soon as possible in order to print the stories. She worked after school and carried pages home on the week end to print. She copied some pages three or four times to make them as neat as possible. She overcame much of her timidity and felt as if she were helping in class as much as any of the others.

Pupil M. H.

M. H. had always been considered among the best "all around" pupils in school. When she was in the third grade she read "Alice in Wonderland," "Robin Hood," and many other books which belonged to the sixth-grade level. She could spell almost any word she had ever seen in print. Her arithmetic, writing, and language lessons were very neat and accurate. Her intelligence quotient was 110; her chronological age was eleven years and two months; her mental age was twelve years and five months.

M. H. was the only child of very strict, but broadminded parents, who lived in a new addition of the town where there were no other children near, therefore she spent a great deal of her time alone. She helped her mother and father do everything from cooking to building a rock fence. For this reason she was a very capable child, with ability and willingness to try any task.
She was chosen as a printer for the books and an editor of the newspaper. She not only did her own duties, but she wrote stories and poems for the books and helped in any place where she was needed.

Because M. H. was such a strong pupil and did such outstanding work, her progress could not be measured by improvement in school subjects or grades. She was quite understanding and sympathetic toward those who were weaker. Her only gain came from helping others and the good she received from giving.

Pupil F. K.

F. K. was no older than the others in the group, but somewhat larger. She had a natural ability for getting along with every one. She mothered the whole group and they liked it. This child was very dependable and everything she did was as near perfect as she could make it. She had an intelligence quotient of 109; her chronological age was eleven years and seven months; her mental age was twelve years and eight months. She did not care about being in plays or on the stage, but liked to be stage manager and see that the others did their parts correctly.

F. K. came from the best of homes where she and a younger sister were surrounded by all the best books, magazines, and music. Being Jewish, and of a different religion, she told the class very interesting things about their special holidays, church beliefs, and customs. She knew her church and
religion far better than the average adult of Christian faith. Her strict training and sincerity had helped to make her a natural leader.

F. K. had all the qualities necessary for leadership. She was understanding and helpful with all the other children. For this reason they chose her to be one of the publishers of Short Tales. There was no marked improvement in any of her school work, because she always put forth her best in any service. F. K.'s experiences were enriched by the close contact she had with all the children in the room, and by the help she was able to give to the weaker ones.

Pupil N. P.

Pupil N. P. was a girl with an intelligence quotient of 108; her chronological age was eleven years and five months; her mental age was twelve years and four months. She had everything that was needed to make her happy. N. P. was a very attractive child with a great deal of natural ability for singing, dancing, and dramatics. She never missed seeing a show that was a musical comedy or one that had beautiful costumes used in it.

N. P. started taking private dancing lessons before she was of school age and had many beautiful costumes. This seemed to be the only thing that interested her.

This child learned very little about reading when she was in the first and second grades. In the third grade she was reading what she should have read in the first grade.
When the teacher let the pupils dramatize stories, she realized that she was with a group that did not do the type of work that she enjoyed most. She had been challenged; she improved in reading so she could "act out" stories with a better group.

When N. P. came to the fifth grade she was still very lazy. Miss Sands, from Texas State College for Women, tried out a group in reading for a play. N. P. could not read the script, therefore missed the opportunity of being in the play. This seemed to be the beginning of her awakening.

Later in the year she had improved so much that she appeared in two of the College Little Theater productions, and one Sunday broadcast on W.F.A.A. from Texas State College for Women.

In the early spring when the class started writing stories for the books, N. P. was chosen to be one of the proofreaders. This was hard work for her, but she was proud of the responsibility and did it splendidly. By the end of her fifth year in school she was reading with the best group and doing very acceptable work in written English.

Pupil E. H.

E. H. had an intelligence quotient of 106; her chronological age was eleven years; her mental age was eleven years and nine months. This child came from a home where she was surrounded by the best books, magazines, and home environment. She read a great deal and could express herself well on paper,
but it frightened her to talk in class. Her mother said she worried so much she could hardly sleep when she knew she was to talk or sing in class the following day. This child never played with other children after school, and did not enjoy playing with the group while at school. She wore beautiful clothes and her only feeling of security was in her appearance and dress.

E. H. did very outstanding work in everything except music. This was not because she was unable to learn music, but for fear of having to sing.

Drawing, manuscript, and written work were done better than by most of the pupils in the room.

When the class organized the Book Worm Publishing Company, E. H. was not elected to do any special work. The work started coming in faster than the proofreaders, printers, and illustrators could take care of it. First the proofreaders called on E. H. to help them correct papers. She very gladly helped. Then the illustrators found their work coming in faster than they could take care of it. E. H. was asked to help them and she did some of the best illustrations. The printers had more work to do than any group on the staff. They were very anxious to finish Short Tales and have it bound, so they asked E. H. to help with the printing. She was left-handed, therefore her printing was slightly different. She took ink and printing pens home for several days and practiced printing before she started on the pages for the
book. The stories she printed are neater than any in the books.

This work helped E. H. to discover that she had a real place in the group. After she learned that she could do some things as well, or better, than many in the class, she was not quite so timid. She was one of the first to take Short Tales home for her mother to see. Later she brought her mother to visit school while they were working on the A.B.C. Book.

Pupil J. O.

J. O. was the youngest of five children. His mother died when he was only a few months of age. When he first started to school, he cried a great deal and said the teacher picked on him because he did not have a mother. By the time he reached the third grade he had stopped crying, but wanted to gain attention by showing off. J. O. had an intelligence quotient of 106; his chronological age was eleven years and nine months; his mental age was twelve years and six months.

When he came to the fifth grade he could do acceptable work when he wanted to, but was very careless and continued to try to "show off" and "act smart" as the other children called it. Nothing he did was seriously wrong, but the petty annoyances were never ending. When another child was called upon, he was sure to answer; when all were working quietly, his pencil or book always fell to the floor with a loud clatter. This was especially true when student teachers came in to teach
music and speech. This boy tried to disrupt as many classes as possible.

When the Book Worm Publishing Company was organized, J. O. asked to be the janitor. He was given the position and was very proud of his responsibility in keeping the desks of the staff neat and in order. After he had worked at this for two or three days, he brought a story in our morning and gave it to the publishers. They liked his story and gave him a check for $50.00. A letter accompanied the check, approving his story and suggesting that he write others.

From that time on, when J. O. finished his janitor's work, he was busy writing stories. He became very careful about his writing, spelling, and sentence construction. His language work as a whole improved greatly. Three of his stories were published in Short Tales.

J. O. soon felt less need to show off and call attention to himself. He had found something to do which kept him busy except when it was necessary to attend to the janitor's duties. His attitude in all classes improved.

Pupil E. G.

E. G. was a quaint little girl who never talked much, but in a very subtle manner had control of many situations which arose in the class room or on the play ground. She was very popular with both boys and girls, but never made any visible effort to attract attention.

All of E. G.'s work was very neatly done. Her intelligence quotient was 103; her chronological age was eleven
years and four months; her mental age was eleven years and
and eight months. She was an excellent reader, therefore read
many magazines and library books. This girl was an attentive
listener. Almost every morning she had some worthwhile story
or news report from the radio to give to the class.

As M. G. did such neat work in drawing, manuscript, and
language it was hard for the children to decide where she could
best serve the class. Finally she was asked to help make illus-
trations for both books. This pleased her very much for
there was nothing she enjoyed more than drawing and coloring.
She worked faithfully on the books, but found time to write
two stories for Short Tales.

The two stories written by M. G. were voted the most
popular in the book. At the press banquet she was awarded
the medal for making the greatest contribution to the books.
Her speech of acceptance was both witty and original, which
characterized her manner of speech.

The weaker and more timid children were helped more by
working with M. G. than she was in her work with others.

Pupil

M. D.

M. D. lived with her mother in a small, but neat and
fairly comfortable apartment near the school. Her father
had died when she was seven years of age. Her mother, who
worked in the W.P.A. sewing room, managed to give M. D. most
of the advantages of the average child.
This girl was rather quiet and retiring in the school room, but at play periods she took a very active part in base ball, folk dancing, and tumbling. She was well liked by all the pupils, but did not enter into class-room discussions and activities often. This condition existed perhaps because she realized she spoke poor English.

M. D. was very quick and accurate in arithmetic, but her reading and written work were rather poor. She knew she was not able to read as well as the other children, therefore she hesitated to read anything to the class. This pupil had an intelligence quotient of 99; her chronological age was twelve years; her mental age was eleven years and eleven months.

M. D. did very unusual work in drawing and coloring. She helped everyone in the room. Because the children knew of her willingness to work, as well as her ability, she was asked to be an illustrator for the books. This was a help to her, because she had to read each story or poem before she could do an illustration for it. She gained confidence in her own ability and enjoyed working with the group. Her reading and sentence construction improved after she had read each story and poem printed. This material was on her reading level and she had no trouble with the words.

Pupil M. S.

M. S. came to the Stonewall Jackson School from Dallas. She had an intelligence quotient of 98; her chronological age was eleven years and ten months; her mental age was eleven
years. She was very advanced in English and arithmetic, but her imagination and initiative were not developed. She had never worked with a group in creative dramatics, music, and language arts, such as the fifth grade was working on at that time, therefore she was a little shy and retiring.

The Book Worm Publishing Company had been organized about two weeks when M. S. entered. The first few days she was in school, she only watched and did not take any part in the work. One morning she handed a story in to the proofreaders. It was well written and free from mistakes in spelling. They commented on this and read her story to the class. It was accepted and published. Later she wrote several poems for the A.B.C. Book.

When both books had been printed the children published one edition of a newspaper. M. S. wrote an article on St. Valentine for the feature section.

A mock-press banquet followed the publishing of the books. M. S. was presented with an award for the best feature story in the newspaper. Although she did not know she was to be awarded a medal until her name was called at the banquet, she gave a well-worded acceptance speech.

The experience of working with this particular group helped M. S. because she learned that she could work while she played. She found a place in a new group of children, and was very happy and popular with them.

Pupil S. M.

S. M. was only eight years of age when he came into the
fifth grade, which was a year younger than the others in the class. He was much smaller and talked baby talk. He was a mis-fit socially and took no active part in class room work. He was too small to play with the other fifth-grade boys on the ground; he played with a younger group or with the girls.

This child could read and spell very well, but he was poor in arithmetie. He was never able to give oral reports to the class because of his speech. He spent a great deal of his time making little paper toys and coloring. His written work was very carelessly done. S. M. had an intelligence quotient of 97; his chronological age was nine years and four months; his mental age was ten years and six months.

S. M. had no special duty or position in the making of the books. He wrote some stories for Short Tales, but none of them were accepted. He became interested in the A-B-C. Book, which was also written about animals, and wrote several poems for it.

Later in the year, the reading groups worked on units of their own selection. S. M. selected the study of animals for his. He worked hard and did a great deal of reading and searching for information and pictures. It was noticed that the time he had previously spent on just coloring and playing, was now spent on drawing and coloring animals for his note book. His reading teacher said he improved very much in reading because he had found an interest. Through this experience he learned how to use the reference book and the dictionary. His knowledge of animal life had grown also.
Pupil B. S.

B. S. was a boy with an intelligence quotient of 97; his chronological age was twelve; his mental age was eleven years and four months. He was a nice-looking, well-cared-for child who was rather shy and reserved. He had many friends and played well on the school ground, but never took a very active part in class-room discussions. His school work was far better than it appeared to be, because he never talked or contributed anything to the class in oral reports or news.

When the publishing company was organized B. S. was not given any special duties, although everyone was with a writer or a reporter.

"The Busy Little Tailor," which was written by this boy, was one of the first stories accepted for Short Tales. After he had written one story he was very anxious to help the other children prepare their papers for the proofreaders.

B. S. wrote an article on Abraham Lincoln for the feature page of the newspaper. It was well written and he felt as if he had really made a contribution to the work of the class.

B. S. gained much from working with the group on the project because the other members of the class, as well as the teacher, had come to know him for the first time and had discovered that he was capable.

He did better work in reading and in all of his written work as a result of this experience, for he had lost much of his timidity. On different occasions he responded to the class
work, and performed beautifully at the press banquet given at the conclusion of the activity.

Pupil P. S.

P. S. was only a few months older than the average fifth-grade child, but larger. She was an only child, well taken care of by understanding parents.

This child had no number concept. She could never learn to add or subtract, even the smallest of numbers, neither could she grasp spelling and reading. Her intelligence quotient was 91; her chronological age was twelve years and five months; her mental age was eleven years and four months. P. S. had a keen ear for music and a very nice voice. In one music period she composed the melody for a poem in the *A.B.C. Book*. She was also very outstanding in creative dramas. She had a most unusual ability in art; she could do creative work, draw form objects, and she was very color conscious. Her mother and father realized her weakness in other fields, but they were very proud of her ability in music, speech, and art.

P. S. gained confidence in herself through the work on the publications.

When the children sold coat hangers and popcorn balls to raise money to have the paper printed, P. S. realized a practical need for numbers. She was one of the bookbinders and had to help measure the paper, cardboard, and buckram for the for the book backs. The responsibility placed on P. S. gave her work to do which stimulated more thinking than the things
she had formerly enjoyed doing for pleasure only. She found a new interest in all of her work, and was very happy.

Pupil C. H.

C. H. was a maladjusted child, both mentally and physically. He weighed one hundred and twenty pounds when he entered the fifth grade and gained rapidly during the year. This boy had large protuding eyes, and at times appeared to be unable to see. The Kiwanis Club had his eyes examined by a doctor in Denton, Texas. The mother then took him to an eye specialist in Dallas, Texas. She reported that he must have a very serious operation or lose his sight. The operation was never performed and the boy is still unable to see well.

This boy had been called the "problem child" since he entered the first grade. The mother and father, who were very eccentric, were separated. The father never contributed anything to the support of the children, but gave them money to attend the Kiddie Show on Saturday. C. H. had a brother younger and a sister older, both of whom were the same type, with the exception of having better sight.

C. H. disregarded the rights and property of others. When he saw things he did not have, but wanted, he took them. When his mother was called in for conferences about C. H., she always excused him and never cooperated in any way.

This boy learned to read simple primary books, but always selected the largest book in the library to take home. He could work arithmetic fairly well, but his writing and number
work were so poorly done that they could scarcely be read. His intelligence quotient was 76; his chronological age was twelve years and two months; his mental age was nine years and four months.

At times C. H. could have surprisingly deep thoughts, considering the type of work he did. When the children began writing stories for Short Tales, he wrote one. The proofreaders were able to read only enough of it to determine his idea could be developed into something worthwhile. They asked him to tell his story, and this they prepared for the printers. When his name appeared as author of the story, he was quite happy in feeling that he had made a contribution to the publication. As a result, his attitude and interest improved.

Pupil R. H.

This girl was one of eleven children. The family was very poor and the father never had regular work. The boys mowed lawns in the spring and summer. In the fall all the children picked cotton until near Thanksgiving. During the winter the father and older boys cut wood. The family lived in a small house which consisted of two rooms and a small shed at the back. The home environment was in no way inviting to the children.

R. H. came to school so very dirty that no one wanted to sit near her. When the teachers talked to her about taking a shower at school, she refused, saying her mother did not want her to bathe or wash her hair in the winter for fear she
would "catch" pneumonia. Nothing seemed to appeal to her to make her have any desire to be clean and associate with the other children. She always played with her smaller brothers, sisters, nieces, and nephews at play periods.

Her intelligence quotient, which was 70, indicated she was a very dull pupil who never made any effort to meet the class requirements. Her chronological age was fourteen years and three months; her mental age was nine years and one month. Many nights the family stayed at church until twelve or one o'clock, and she could scarcely stay awake at school the following day.

Since she was given free lunch at school each day, there was no evidence of undernourishment.

R. H. never attempted to write any stories or poems for either book. When the class decided to edit a newspaper, she wrote a short article about open house, which was to be one of the news items. Mr. Phillips, the principal, stopped by her desk and complimented her writing. From that time on, this girl showed more interest in writing and letter formation than she had ever shown in any school work.
CHAPTER III

METHODS OF INTEGRATION THROUGH LANGUAGE ARTS

Introduction

The old formal program of segregated subject matter has given place to the integrated curriculum, wherein the child is taught how to think, instead of what to think.

Learning best takes place when the child, as an active individual, is dealing intelligently with situations confronting him in interacting with his environment. The experience is not selected in advance by the teacher, organized into topics, activities, outcomes, with minimum essentials in subject matter. Neither is it selected in advance by the pupils. It is selected on the spot by pupils and teacher who compose the particular learning group.¹

In this process the child learns to develop his interests, to find worthwhile purposes, to think through his problems, and try to rely upon his judgment in choosing, planning, and evaluating the experiences which to him are significant. Hopkins said that, "By relating the subject matter of one subject to that of another whenever possible, teachers have learned that an improvement in learning effect is experience in each subject."²

²Ibid., p. 201.
The ideal elementary school course of study is, perhaps, one in which the entire curriculum is administered on a plan of perfect articulation of various subjects. Language is no longer taught in isolation, but as an integral part of all other subjects.6

The integration of subjects and subject matter does not mean that teachers have done away with text books. It means that they have found a new use for them, as reference books. At one time pages were assigned in them for the pupils to learn; facts and dates had to be memorized, and long lists of words in the speller had to be studied. The children were expected to memorize as many facts as possible and be able to give them back to the teacher in order to "pass."

An Experiment in Integration

In this chapter, the writer presents her own experiences through a period of twelve weeks with twenty-nine fifth-grade children in the Stonewall Jackson Elementary School of Denton, Texas, in an integrated program centered around language arts.

Arrangement of room.—The room furniture was arranged to have the appearance of an office. Two large tables, an art table, and the teacher's desk were grouped in one end of the room near the bulletin board. One child brought chairs from home to use at the tables. Placards with the names Publishers, Printers, Bookbinders, Proofreaders and Illustrators

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6Margaret F. Schaeffer Glace, Arts in the Integrated Programs, p.5.
were clipped in small card holders and placed on the desks. Calendars, paper-weights, book ends with books, and small pot plants were used on the tables to make the place have the appearance of a real office. A large sign bearing the words, "Book Worm Publishing Company" was made by one of the printers and tacked over the room door.

One child brought a small battery-operated telephone to school, which connected the desks of the different staff members. This telephone was used to call from any one desk to another for material to be delivered. When the call had been made, the errand boy delivered the desired articles.

The First State Bank of Denton supplied the book keeper with checkbooks and a bankbook. Each day the amount of money spent was entered in a ledger. Another book was kept with recipient's name, amount of money he received, and for which story he had been paid, so no confusion would arise. Salaries for staff members were also entered in the book of accounts.

Many times during the printing and making of the books, office desks became untidy, ink was spilled, paste was smeared on tables, and papers were found out of place. The janitor cheerfully did his duty and put the office in order.

Language.--As was stated in Chapter I, the problem of this study had its origin in a language-arts class while the children were studying story telling. One of the brightest pupils wrote a story and read it to the group. It was well-worded, had an interesting incident in it, and was well
received by the class. Figures I and II are photostatic copies of the original work of a child as it was prepared for the book. These two plates are reproductions of the story which gave the pupils the idea of making a book.

When the class-members started writing stories, they found much need for drill work. They found it necessary to stop writing and study Chapter X on "Writing Paragraphs" in My Own Language, Fifth Grade. Proofreaders checked the papers by the following questions:

1. What is told in the first sentence?
2. Are good connecting words used in the sentences?
3. Does he tell about more than one thing in each paragraph?
4. Are all the paragraphs related to the same subject?
5. Is there space at the top of the page?
6. Is the title of the story in the middle of the first line?
7. Is there a space between the title and the first paragraph?
8. Is there a margin at the left side of the paper?
9. Is there a margin at the right side of the paper?
10. Is there a space at the bottom of the paper?
11. Is the first sentence of each paragraph indented?
12. Is there a period after each statement?
13. Is there a question mark after each question?

\[7\] O. Newlin and L. H. Meacham, My Own Language, pp. 88-102.
14. Do the names of persons and places begin with capital letters?

15. Are any words misspelled?

16. Does the last sentence make a good ending?

Letter writing was reviewed as letters of acceptance were sent to the contributors with the checks. Examples of the types of letters are found in the following specimen:

Denton, Texas
March 1, 1940

Dear Jack,

Your story "Dipsy Duck" was very interesting. We are sending you a check for $50.00 and we hope you find time to write many more of the same type.

Sincerely,
Publishers,
Book Worm Publishing Company

Denton, Texas
March 1, 1940

Dear Sam,

We are sorry that we are unable to publish your story, "Mr. Dog", as that story has been copied from a book. We can print only original material. We should suggest you try again.

Sincerely,
Publishers,
Book Worm Publishing Company

The following problems in letter writing were discussed:

1. Where was the letter written?

2. When was the letter written?

3. What punctuation marks are in the heading?
4. To whom did the publishers write?
5. Was a line skipped before the salutation was written?
6. What mark was placed after the salutation?
7. How many paragraphs did the letter contain?
8. Can any sentences be left out?
9. Where was a capital letter used in the close?
10. Where was the signature placed?

When all the stories had been corrected and printed, they were made into a book, which was named Short Tales. Table of contents, dedication, title pages and end sheets of books were carefully studied. Short Tales was dedicated to all little boys and girls who like to read. At the bottom of the page, which carried the dedication, the publishers wrote the copyright. Figure III is an exact reproduction of the dedication and copyright as it was written by the publishers.

When Short Tales was near completion, one pupil suggested that the class make another book. Another child thought it would be interesting to write stories about people. After discussing the subject for several days, a child brought in a book which had been made by a high school class. It contained only block prints of animals made on colored material. An investigation showed that this method was too expensive and too difficult for a fifth-grade group.

After much discussion an A.B.C. Book was begun. Each letter of the alphabet was used in a four line rhyme or jingle about a real or fabulous animal. Figure IV shows a photostatic copy of the poem "A", which was the first poem accepted for the A.B.C. Book. Words were found to rhyme with the name of
each animal. Poem books were carried to the class room from the library, and the children read many short, simple poems for ideas and poem patterns. The rhymes written by the pupils had alternate lines ending in words with rhythm or swing. When the beginning line had been written, it was read aloud several times to suggest other lines. Many lines had to be re-written because they were too long and did not fit the pattern of the poem. After the jingles had been finished, they were tapped out to see if they fit the poetry pattern. Figure V is also a photostatic reproduction of a poem for the A.B.C. Book. The poem for "F" was selected for use here because it shows good rhythm.

Both the A.B.C. Book and Short Tales were finished and bound two weeks before the school had its formal open house. One of the publishers came in one morning and asked if it would be possible to print a newspaper in such a short time. He thought it would be nice to have newspapers for the parents when they visited the room. The class was very enthusiastic about the idea, as everyone could have a newspaper, and the books were to be left in the library. The principal was called in by the publishers and told of the plan. He promised to type the articles and inquire about the price of printing, if they would write the editorials and make enough money to pay for the printing.

At once they thought of selling popcorn balls and coat hangers. A committee was appointed to collect sugar, syrup
and popcorn for the following day. Another committee was selected to make the popcorn balls after school. A group of six girls went to the home of Martha Len Henderson, and with the help of her mother, made three dozen popcorn balls. The next morning another child brought in one dozen.

A committee was chosen to collect, count, and sell coat hangers. The following week twenty-six-dozen hangers were sold.

By the time that enough money had been made to pay for the printing, the work on the newspaper was well organized. Two editors and a business manager were elected. All the members of the class were reporters.

Through this activity, the children learned to write accounts of ball games, assembly programs, Parent Teacher Association programs, and many other things about which they were not interested in writing before this time. Because these articles were to be printed in a newspaper for the other children to read, the pupils continued to work cheerfully. No one complained when a paper had to be re-written three or four times. Figure VI is a reproduction of the front page of the newspaper, which was published by the class.

Art.—Through the children's activity in writing poems and stories came the desire to create original and appropriate representations of their ideas of these thoughts. Some pupils who were unable to express themselves in written language, made effective expressions in drawing. Figure VII is an enlarged reproduction used for the story "The Busy Little Tailor", as was published in Short Tales.
There was little opportunity for creative drawing, as most of the stories and poems were written about well-known animals and insects. These were drawn from memory of other pictures or from looking at the actual object. One child was unable to find a picture of a cow that suited him. The next morning he came in with an unusually attractive sketch; he had drawn his own cow while she stood in the barn.

Some pictures had to be drawn of a few less-familiar animals, then books and dictionaries were searched until the children found the desired pictures. Such animals as vole and unicorn were not known to many pupils, therefore a search was made for information as well as for pictures.

The end sheets for Short Tales were made on light brown charcoal paper. Lines drawn with a wide lettering pen and red ink were placed diagonally across the paper, making blocks one and one-half inches square. One child brought a small rubber printing set to school. With the use of red ink, pigs, horses, ducks, chickens, dogs, turkeys, and cows were stamped in each block, making an all-over surface pattern. Figure VIII is an exact photostatic copy of one end sheet which was used in Short Tales.

The book back for Short Tales was covered with light tan monk’s cloth, and the title was put on with brown wool thread. The corners and shoulders were reinforced with brown buckram.

In the A.B.C. Book all illustrations were done with India ink as was used for the printing. The initial letters, which
were one and three-fourths inches high, with lines one-fourth of an inch thick, were painted with red water color and brush.

For the A.B.C. Book regular end sheets with red and white printed designs were bought. After the end sheets were selected, a matching cover for the book was needed. The school librarian had been watching the class-members work and was interested in the book. She showed them some rolls of buckram and let them select a cover for the book. They chose bright red. After the cover had been selected, the librarian showed the bookbinders how to bind the book and allowed them to use her loom. The pages were fitted together in sections, then placed in the loom and sewed with regular bookbinders thread. After a strip of flannel had been pasted on the sewed section, the book was placed in a press to dry. As that part was drying the buckram was prepared for the book back. When the pages had been fitted in the back, and the end sheets glued in, then the title was applied with white transfer paper and an electric stylus. Figure IX is a photostatic copy of the book cover of the A.B.C. Book as it was bound and titled by the class.

When this book was presented to the class, it was received with much enthusiasm and admiration, for it looked more like a "real book" than Short Tales.

Music.-- When the publishing company was organized no one had considered the possibility of using music, as it was taught by a student teacher who was in the building only a short time.
Each day when she came in for her class, she observed that different poems were on the board. For several days she asked the children questions about their work. They were glad to show her the finished book, and also the one in the making. This teacher required the children to compose original music each semester. She saw an opportunity to use the poems in her class work. The group discussed the length of the lines and chose three rhymes for which music would be composed. The poem for the letter "B" was selected for the first trial. The melody was a composite of tunes, hummed to the teacher by several members of the group. Next the poem for the letter "C" was selected. One girl in the group composed all the melody for this jingle. The music for "D" was composed in the same manner as for "B". In figure X is shown a reproduction of the music as it was written on staff paper by one of the children.

After the music had been hummed to the teacher, then the class clapped out the song. Later each child wrote the words and music on staff paper.

When the parents visited the room to see the books, the songs were sung by the class, and special recognition was given to the child who had composed the music for "C" with no help.

**Spelling.**—Spelling had been taught in this group at a regular spelling period. My Word Book\(^8\) was used and a given number of words were studied each week. For the higher-ranking

pupils the words were easy, and they could spell all of them correctly the first day they were given. The lower-ranking pupils knew a greater part of the words by Friday, the day of the final test. However, when a review test was given the following week, or when words from the list were needed in sentences, the pupils were unable to spell them. The words had been learned in order for the children to make a passing grade on the test, and were forgotten as soon as possible. These words did not carry over because the children found no need for them.

Spelling found its place in this unit in a very informal way. Dictionaries for every child in the room were kept in a book shelf. These were in use constantly. Pupils did not ask how to spell words for fear they would give another person their idea for a poem or story. Reference books were kept in the room to make it possible for the children to read and find information on strange and unknown animals. Many new words became familiar in print and spoken English through this study. The children chose their own spelling list from words that were used in stories and other written work.

The following is a sample of a list of words chosen for spelling:

<table>
<thead>
<tr>
<th>wild</th>
<th>fawn</th>
<th>kangaroo</th>
</tr>
</thead>
<tbody>
<tr>
<td>cape</td>
<td>dawn</td>
<td>leaps</td>
</tr>
<tr>
<td>bear</td>
<td>giraffe</td>
<td>leopard</td>
</tr>
<tr>
<td>plump</td>
<td>effort</td>
<td>through</td>
</tr>
<tr>
<td>feed</td>
<td>insects</td>
<td>circus</td>
</tr>
<tr>
<td>tricks</td>
<td>jackal</td>
<td>chatter</td>
</tr>
<tr>
<td>yarn</td>
<td>yak</td>
<td>decided</td>
</tr>
<tr>
<td>parrot</td>
<td>zebra</td>
<td>swan</td>
</tr>
</tbody>
</table>
Arithmetic.-- The bookbinders found a new use for arithmetic. They had to learn to use a ruler. They first measured the card-board for the book-backs. It was made one-fourth of an inch larger on the top, bottom, and front edge than the books pages were. The end sheets had to be cut one-fourth of an inch smaller than the cardboard backs. The committees on book binding had to work out all the sizes and then use the same measurements on the paper-cutter in order to have both pages and book-backs of the desired size.

The A.B.C. Book called for much measuring and figuring of correct space and lines. This was worked out by the entire class. After much planning and sketching on the board to see how the pages would look when put on paper, the class decided on the size of the pages, printing, and initial letters. The pages were made eight inches by fourteen inches, folded in the middle to make each sheet eight inches high and seven inches wide. The initial letters were one and three-fourths of an inch high. The small letters were three-fourths of an inch tall. One-half of an inch was skipped between lines. The initial letter was placed one and three-fourths of an inch from the top of the page. All measurements had to be very accurate in order that the ruled paper with guide lines would fit under
The entire class did more arithmetic work on financing the newspaper than on any other phase of the unit. Each day as coat hangers were brought in and tied in bunches of twelve, the amount of money they would sell for was put on the bulletin board. Not only the book-keeper was interested in the bank account, but the writers and staff members watched the bulletins. Children in groups of four sold popcorn balls, as another means of financing the newspaper. As soon as a group sold out they posted the amount of money they had made on the bulletin board. After all popcorn balls had been sold, then the grand total was posted for the class to see.

The following arithmetic problems came up in class:

1. Martha Lou brought 28 coat hangers, Marilyn brought 16, Bobby brought 30, and Nancy brought 10. How many dozen did they all bring?

2. Every child in the room brought coat hangers. There were 26 dozen to be sold. How much money will the class get for coat hangers; if they are sold at 2 for 1 cent?

3. Popcorn balls sold at 5 cents each. How much money did the class make by selling 4 dozen?

4. How much money does the class have to print the newspaper which they made by selling the popcorn balls and coat hangers?

Writing.—No formal drills were given either in cursive or manuscript writing. As work on the stories continued, cursive writing of the group as a whole improved, because the
proofreaders returned the stories if they found them poorly written. A chart of small and capital letters was put on the board to show the correct formation and size of each letter. As every one was in a hurry to hand in a story and receive a check for it, in a very short time the papers showed such improvement that few were returned to the authors marked, "messy- please re-write."

Manuscript called for much practice by the printers. They found it necessary to learn to write with the "Frances Moore" lettering pens. Those who were not printers were soon severe critics of manuscript.

Reading.-- A wide variety of reading was done by the class, although no assignments were made. Primary books were read to enable the children to become familiar with reading material on first grade level, as these books were planned for the first-grade children. By reading primary books, the children who were slow in reading were greatly helped. They were using material, which was on their level. This was not embarrassing to them, as the higher-ranking children were reading from the same books. Compton's Pictured Encyclopedia were kept in the room so the pupils could read at any time.

There was no formal reading period and no child was told to read. When a story or poem had been finished the children searched for material to be used in a new story. The library was in constant use and more library books were checked out during the work on this unit than at any other time during the year.

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9Compton's Pictured Encyclopedia, 1939.
Speech.--- A mock-press banquet followed the completion of the books and the newspaper. The speech teacher who was a student in Texas State College for Women, was ever in search of new ideas. She was interested in finding some method by which the pupils could express themselves and get something worthwhile from class that would help them in working and living with others. By telling the children of a banquet at the college, the teacher brought to the minds of the children the idea of a press banquet.

For a number of days the group-members discussed banquets. They talked of programs, table arrangements, silver, linens, place cards, invitations, seating arrangements, decorations, and conversations. Committees were selected to work out plans for each of the preceding items. Every child had some task.

The preparations for the banquet required two weeks. The invitation committee made small invitations, eight by six inches, of white tag board. These were folded, and on the outside fold it read, "Extra News". On the inside was the invitation, giving time, place, and date of banquet.

Place cards were made of the same material and the same size as the invitations. Names were printed at the bottom of the folders. Near the top of both back and front, small holes were cut, through which tubes of paper were pushed. On the front of the tube was a small round piece of paper with a face painted on it, wearing glasses. This was the children's idea of a bookworm.
A group of boys was responsible for having the auditorium clean and for having tables ready for use the afternoon before the banquet. This was done by sweeping and mopping the floor, then moving tables in from the library.

The committee had been reading and looking for attractive pictures on table setting and service. The table committee borrowed sheets for table linen, silver and dishes from Stoddard Hall, Texas State College for Women. This same committee also brought bouquets of lilacs and a number of vases to place on the table and piano.

It was interesting to see the group work on desirable subjects for conversation. For three days before the banquet small groups could be seen together on the school ground, in the room, or with their committees, discussing interesting subjects. Some children made a list of pleasant conversational topics and tried to read some article about each subject, in order to have a variety, for no one knew whom he or she might be seated near until place cards were located.

A very interesting program was worked out by the program committee, a copy of which is found on the following page of this study. One child gave a special dance. When the stage curtain was opened, she was covered with newspapers and her two attendants wore capes and hats made of newspapers.

The editors of the paper and publishers of the books had selected the two pupils they thought had made the greatest contribution to the publications. These names were kept a secret until the banquet, so each child had to prepare an
acceptance speech. The awards, made of card board and covered with tinfoil, were made by one of the illustrators. Each was put in a small jewelry box and wrapped in cotton. These were pinned on the two people who had been selected, then the acceptance speech was given.

PROGRAM

1. Speech of Welcome----------Bobby Allen
2. A Toast to the Press--------Bobby Allen
3. Song: "Happy Birthday to the Press" ------Group
4. Presentation Speech--------Frances Kahn
5. Acceptance Speech---------By a Story Writer
6. Songs: "Down by the Old Mill Stream"
   "My Wild Irish Rose"
   ------Betty Jean Settle
   ------Marilyn Grube
   ------Nancy Price
7. Reading: "When the Paper Doesn't Come"
   ------Bobby Smith
8. Introductory Speech---------Bobby Allen
9. After-Dinner Speech--------Mr. Phillips
10. Presentation Speech--Martha Lou Henderson
11. Acceptance Speech---------By a Reporter
12. Piano Solo: Opus No. 36 Movement No. 4
    Clementi---------Frances Kahn
13. Dance----------------------Nancy Price
14. Song: "God Bless America"-------Group

At the close of the program the children who were not given special honors congratulated those who were honored.
They had learned during the development of the unit to work together unselfishly and to appreciate the work of their classmates.

On April 3, 1940, the Denton Record-Chronicle carried the following report.

A mock "Press Club Banquet" was held by students of the fifth grade at North Ward School Tuesday afternoon as a culmination program for speech and social studies activities.

Opening the program for the "banquet", held in the school auditorium, was a speech of welcome and a toast to the press given by Bobby Allen. The entire class sang "Happy Birthday to the Press" which was followed by a presentation speech by Frances Kahn, introduced as the "publisher of the Book Worm Publishing Company."

A story writer gave the acceptance speech.

A trio composed of Betty Jean Settle, Marilyn Grube and Nancy Price sang "Down by the Old Mill Stream" and "My Wild Irish Rose." "When the Paper Doesn't Come," a reading, was given by Bobby Smith. Shelby Phillips, principal of North Ward School, was introduced by Bobby Allen as the after-dinner speaker.

A piano solo, "Opus No. 6, Movement No. 4 from Clementi was given by Frances Kahn. Introduced as editor of the Book Worm Press, Martha Len Henderson gave a presentation speech with a reporter accepting. A dance by Nancy Price was a feature of the program, with the final selection a song by the group, "God Bless America."

All committees who had borrowed any material for the banquet were responsible for returning it to the owners. The mock press banquet was discussed for days and was enjoyed as much as a real banquet with food would have been.

Figure XI shows the two pictures made at the press banquet by Mr. F. M. McDonald from Texas State College for Women.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study is the story of how language arts was used as a foundation in the fifth-grade curriculum in the Stonewall Jackson Elementary School, Denton, Texas; and how such subjects as music, speech, art, spelling, reading, and arithmetic were integrated with language arts.

This was an experiment to test the value of an integrated curriculum, to find out if it provided for the development of functional knowledges, skills, attitudes and appreciations by which real and meaningful problems could be solved.

The study was organized and presented in the following manner:

Chapter I contains an introduction to the problem, purpose of the study, origin of the problem, source of data, and method of procedure.

Chapter II contains case studies of fifteen children in the fifth-grade class who were selected from high, medium, and low ranking pupils. Data given includes intelligence quotient, mental age, chronological age, paragraph meaning, and word meaning of the entire class. This information is based on Durrell-Sullivan Reading capacity tests.
Chapter III contains a detailed description of the method by which language, art, writing, music, arithmetic, reading, and speech were used in the experiment of integration. Photostatic copies are included in Chapter III, showing reproductions of the actual work of the pupils during the activity.

Chapter IV presents a summary and the conclusions made from a survey of the foregoing study.

Conclusions

From a description of the data contained in this study, the following conclusions were drawn:

1. This unit of work provided for individual differences in interests, abilities, and needs and made individual growth possible.

2. Classroom work was so organized that children grew in total personality.

3. It was observed by all teachers who worked with this group during the activity that the children showed growth in tool subjects.

4. The pupils gained skills in fundamentals that compared favorably with skills learned by teaching subjects in isolation, according to the judgment of the teachers.

5. Leads were furnished into other worth-while experiences and a desire was stimulated for continuous widening interests.

6. Individual thinking and planning were provided for within the free, informal association of pupils.
7. This unit provided for recall of past learning experiences.


9. The pupils showed great interest in school work.

10. More parents visited the classroom while this activity was in progress than at any other time during the year.

11. The children were more democratic in their method of working with the group.

12. This activity contained many happy experiences for all teachers who worked with the group, as well as for the boys and girls.

13. Children were very happy as they carried out the unit of work to a successful conclusion.

14. The activity was difficult enough to enlist fully the children's abilities, yet it provided for a measure of success.

15. The activity gave fuller meaning to the daily experiences of the children.

16. The experience was adapted to the general level of development of the pupils.

Recommendations

The following suggestions and recommendations are made:

1. Teachers should experiment with an integrated program.

2. Teachers should make a study of integrated programs that have been put into operation and that they put the best
parts of those in their local programs.

3. Teachers should make a survey of their pupils regarding their social needs, and try to meet those needs in their integrated program.
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