A STUDY OF SOME POSSIBILITIES FOR CORRELATING GENERAL LANGUAGE WITH OTHER JUNIOR HIGH SCHOOL SUBJECTS

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

General language is a course offered at the junior high school level to give the pupils a bird's-eye view of the nature of foreign language study, and to acquaint them with the country and people who speak these languages. In this paper are shown some possibilities for making this course meaningful and practical to the pupil. Suggestions are given for relating it to other courses being studied at the same time the pupil is learning about his European neighbors.

I. THE PROBLEM

Statement of the problem. It is not the purpose of this study to enumerate any of the advantages derived from foreign language study, but it is simply to indicate some possibilities for correlating general language with other subjects taught at the junior high school level.

Scope of the problem. This paper has attempted to outline some of the possibilities for correlating general language with other junior high school subjects; however, it is far from all-inclusive. The degree to which correlation is possible varies. Although it can be done to some degree with every subject, still some lend themselves more readily. The purpose of
correlating is to give the child the benefit of several approaches to the same subject matter at about the same time. Even after such a program is worked out, effective administration of it is dependent upon many factors. This study, however, has been concerned only with outlining the possibilities.

II. DEFINITIONS OF TERMS USED

General language. General language, sometimes referred to as introductory language, is as the title implies a comprehensive course in foreign language study offered at the junior high school level to give pupils not only a panoramic idea of what foreign language study is, but also to acquaint them with the customs and traditions of the peoples and their legacies to modern America. Usually included in this course are Latin, French, Spanish, and German.

Correlation. Funk and Wagnall define correlation as "a relation considered as connecting two or more persons or things in state or in operation, and either as matters of fact or as objects of thought."¹ In this study it has been used to mean relationships and connections between general language and the other junior high school subjects.

Junior high school subjects. The junior high school

subjects discussed in this paper are those offered at the eighth grade level at Thornton Junior High School, Vigo County, Indiana, the school in which the writer has taught. The purpose of selecting that level is that general language is offered only to that grade. Other than general language, the eighth grade program includes English, social studies, general science, music, art, industrial arts, home economics, and physical education.

III. METHOD OF PROCEDURE

The method of procedure of this study consists of library study of available material pertaining to Italy, France, Germany, Spain, and Latin American countries which can be used in junior high school classes.

In order to work out a plan for correlating general language with other subjects taught at the junior high level, it was necessary to examine texts, courses of studies, doctors' and masters' theses, magazine articles; to utilize information received in classes; and, to consult with teachers of junior high classes. By means of readings, notes, and discussions, the investigator was enabled to work out what is hoped to be an effective study of many possibilities of correlating.
CHAPTER II

SUBJECTS CORRELATED

It is the purpose of this chapter to treat individually each subject taught at the junior high school level at Thornton Junior High School, Vigo County, Indiana, and to show some of the possibilities of relating it to general language.

I. ENGLISH

It is impossible to live in society as complex as it is today without being concerned with words. They give evidence of one's character, his tastes as to company and books, his interests, his likes and dislikes, his very thoughts. They are his chief means of understanding others, and having others understand him.

Thought is expressed in the United States chiefly through the medium of English. The greater one's knowledge of his mother tongue, the greater his appreciation of the language.

To escape the influence of foreign languages on the study of English is impossible. Not only are many words retained without change from the foreign tongue, but many have been brought in "from the languages of many other peoples with whom the English people have had, either directly or indirectly, economic or cultural relations at different times in history."¹

A short list of words which have been received into English without change from the foreign tongue follows: age, also, alto, animal, arc, arena, blond, cafe, census, circus, chauffeur, chef, chocolate, conversation, corral, crayon, dame, date, depot, exit, fiesta, gross, gymnasium, honor, hotel, janitor, kindergarten, labor, minus, neuter, opera, orator, siesta, solo, stanza, superior, via, vim, warm, winter.

In addition to the words which have become English with no change from the foreign tongue, there are many which have evolved from a common root. For example, from the Latin verb facere meaning "to do or make", there are numberless derivative. A few of them are manufacture, fact, factor, factory, facsimile, beautify, magnify, effect, defect.

Some have changed radically from the original meaning of the words due to various reasons--new associations, slurring, misunderstanding of the words spoken and substituting a familiar word for one unfamiliar, etc. Examples of some of them are:

Love (in tennis). This word is from the French l’œuf meaning "the egg". Due to the elliptical shape of zero in "love" score, l’œuf becomes "love" through the resemblance of the sound of the unfamiliar word to the common English noun, love.²

² Ibid., p. 127.
Candidate. In ancient Rome, men who were seeking public office wore a white toga. Because of this, they were referred to as candidatus, or "one clad in white", to indicate their pure motives. Today the English word "candidate" refers to one campaigning for public office, although the original significance of dress is lost.3

Belfry. Originally this word is from the Middle English berfrey, meaning to protect the peace, and had nothing to do with bells. The berfrey must have been a kind of watch tower used to guard against attackers of early European towns. Later bells were placed in these towers, and usage changed the word then to belfry. Today the word refers to that part of a tower in which the bells hang.4

Stationery. From the Latin stare meaning "to stand" this word originates. At one time stationers were holders of stands for business, where books in particular were sold. In the course of time, stationers expanded their business to include writing materials; hence the origin of the word stationery.5

3 Ibid., pp. 115-16.
4 Ibid., p. 168.
Umpire. At one time this word was written "numpire", and came from the Latin non and par meaning "not equal". Because the umpire was "not equal" with the contestants, he was not on either side; therefore he was impartial in his decisions.6

Carnival. The last three days before Lent are called "carnovale" or "carnevale" by the Italians, since they do without meat on these days. There is disagreement as to the derivation of this word. Some claim the origin is the Latin carnem levare, meaning "to take away meat", while others contend it is derived from the Latin carne vale meaning "farewell to meat".7

Inauguration. Before the Romans would make any important decisions, they would consult the augurs to learn if the omens were favorable. Those running for public office were especially interested in favorable portents. Today the word inauguration refers to the ceremony of installing an individual into public office in a formal manner.8

Too, many of the common abbreviations in English are in reality abbreviations for the foreign language form; such as, A.D.: Anno Domini, in the year of the Lord

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6 Ibid., p. 247.
7 Ibid., p. 51.
ad lib.: ad libitum, at pleasure
A.M.: Ante Meridiem, before noon
P.M.: Post Meridiem, after noon
e tc.: et cetera, and other things
i.e.: id est, that is
lb.: libra, pound
N.B.: Nota Bene, note well
P.S.: Post Scriptum, written afterwards
vs.: versus, against
R.S.V.P.: Répondez, s'il vous plaît, Please reply.

The United States and many individual states of the Union have mottoes expressed in Latin, as do many of the branches of service. Examples of some of these are: United States, E Pluribus Unum, One from Many; District of Columbia, Justitia Omnibus, Justice to All; New York, Excelsior, Higher; Arizona, Ditat Deus, God Enriches; Missouri, Salus Populi Suprema Lex Est, The Safety of the People Shall Be the Supreme Law; West Virginia, Montani Semper Liberi, Mountaineers Always Free; Marine Corps, Semper Fidelis, Always Faithful; Coast Guard, Semper Paratus, Always Prepared; Air Corps, Sustineo Alas, I Sustain Wings.

Similarly do many of the foremost colleges and universities in the United States use Latin mottoes. Some are: Indiana and Yale, Lux et Veritas, Light and Truth; Illinois, Labor Omnia

Vincit, Labor Conquers All Things; Notre Dame, Crux Spes Unica, The Cross Is the Only Hope; Princeton, Dei sub Numine Viget, It Flourishes under the Will of God; Northwestern, Quaeacumque Sunt Vera, Whatsoever Things Are True; Johns Hopkins, Veritas Vos Liberabit, The Truth Shall Make You Free.¹⁰

It is interesting to note the frequent use of foreign language terms and references to mythology found in modern advertising; for example, Mercury car; Venus pencil; Pegasus, the flying horse, the Mobil-gas insignia; Bon Ami, a cleaner meaning "good friend"; Cuticura, a soap or ointment that "cares for the skin"; Aqua Velva, a "velvet water" after-shaving lotion.

The names of the months can be traced to classical origin. January is derived from Janus, the god with two heads, who has the ability to see back to what happened the past year and forward to what will transpire in the coming year. From the Latin word februaire meaning "to purify" comes the word February. On the fifteenth of this month, the Romans celebrated a feast called the Februa, a festival to cleanse themselves of the sins of the past year. March receives its name from Mars, the god of war. April is from the Latin aperire meaning "to open", referring to the opening of vegetation. May is from Maia, Roman goddess of spring and growth. June is of uncertain origin, although many claim it to be the month of Juno, the queen of the gods. July

honored Julius Caesar, while August is named for his grandnephew, Augustus Caesar. September is from the Latin septem meaning "seven"; October is from octo meaning "eight"; November is from novem meaning "nine"; December is from decem meaning "ten". Originally the Roman calendar began with March, thereby making September the seventh month, October the eighth month, November and December the ninth and tenth months respectively.\(^\text{11}\)

From the Teuton gods are derived many of the names of the days of the week. Tuesday honors Tiw, god of war. Woden and Thor survive in the names Wednesday and Thursday. To Freya, the Teutonic goddess of love, Friday is dedicated.\(^\text{12}\)

The Preamble to the Constitution of the United States is presented below with the words of classical ancestry underscored. By omitting the underscored words, the quotation has little meaning. From it one can understand the dependence of English on other foreign languages.

WE THE PEOPLE of the United States, in Order to \underline{form} a more perfect Union, \underline{establish} Justice, \underline{Insure} domestic Tranquility, \underline{provide} for the common defence, \underline{promote} the general Welfare, \underline{and secure} the Blessings of Liberty to ourselves and our Posterity, do ordain \underline{and establish} this \underline{CONSTITUTION} for the \underline{United States} of America.


Not only does the vocabulary, the framework of the English language, have a European background, but also does the literature, the finer compilations of vocabulary.

Modern literature books for the junior high school level present a great variety of stories and poems by authors from the European countries discussed in general language class, and also foreign settings and themes are used by writers of English. Some examples of the first type are: "William Tell and the Apple," by Friedrich Schiller; "The Bishop's Candlesticks" from Les Misérables, by Victor Hugo; "Don Quixote," Miguel de Cervantes; "My Cats," by Jean Henri Fabre; "The Violin-Maker of Cremona," François Coppée.

Examples of some works with a foreign or classic atmosphere or background are: "The Miraculous Pitcher," Nathaniel Hawthorne; "The Quest of the Hammer," Abbie Farwell Brown.

14 Luella B. Cook, et al., Hidden Treasures in Literature, Book Two (New York: Harcourt, Brace and Company, 1945), p. 120.
16 Ibid., p. 406.

Too, some stories included for this level have a title from a foreign language, such as: "Requiem," Robert Louis Stevenson; "Invictus," William Ernest Henley; "Ne Sit Ancillae Tibi Amor Pudori," Robert Louis Stevenson.

The biographies of many Europeans are read and enjoyed. Some of the latter type that are found in junior high literature texts are: "A Great Composer," Archer Wallace; "A Violin-Maker of Cremona," François Coppée; "The Invisible Painter,"

21 Ibid., p. 112.
24 Ross, op. cit., p. 425.
28 Ibid., p. 429.
II. SOCIAL STUDIES

According to The World Book Encyclopedia, "The term social studies has never been clearly defined. In a sense, all studies are social, since they are carried on by human beings for human purposes." However, here a narrower inter-

29 Ibid., p. 447.
30 Ibid., p. 450.
34 Ibid., p. 350.
presentation will be used because each subject taught at the eighth grade level at Thornton Junior High School has been discussed separately. The Tentative Course of Study in Social Studies for Secondary Schools in Indiana recommends for grade 8B, units on the "Social Development of the United States," and for 8A, units on "World Development." As stated earlier, the languages studied in the general language class are Latin, French, Spanish and German; so only countries concerned with these tongues shall be considered in this study.

Many terms referring to the government of the United States are derived from Latin. Some examples of these are: senate, from senex, meaning "old man;" legal and legislature, from lex, legis, meaning "law;" candidate, from candidatus, meaning "clothed in white," which refers to the white toga worn by Roman politicians when they were seeking office; congress, from congressus, meaning "a meeting or assembly;" judge, from judex, meaning "judge;" mayor, from maior, meaning "greater one;" civil, from civis, meaning "citizen." The motto of the United States, E Pluribus Unum, is pure Latin. Likewise are the mottoes of branches of the Armed Forces and of many states.

The very name "America" is derived from the Italian explorer, Amerious Vespuccius, who was erroneously given credit

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for discovering the New World.

The Roman Emperor, Justinian, compiled a code of laws which later

became the foundation of the system of law in Italy, Spain, France, and Germany, in the Spanish-American countries later, and in our state of Louisiana, which once belonged to France. The law of Rome is one of her most valuable gifts to the world.7

Many of the customs that are considered so typically American are an inheritance of one of the countries studied in general language. According to an article in a home economics magazine,

Roman brides were the first to wear garlands of orange blossoms, doing so as a symbol of the golden fruit presented by Jupiter to Juno on their wedding day. Roman brides believed that orange blossoms symbolized lasting marital happiness.8 Tossing of the bridal bouquet began in France.9 Too, the ornate wedding cake developed there.10 As for the practice of using the diamond as the engagement stone, Leggett says that in Italy this stone "was believed to have power to maintain permanent concord between husband and wife."11 This author further

9 Loc. cit.
10 Ibid., p. 336.
11 Ibid., p. 315.
Development of the engagement ring as a symbol apart from the wedding ring originated in Rome and came from breaking a strip of gold or silver to typify a marriage that later would unite two persons. Only half of the piece was retained by the future husband and the other half by the bride-to-be. Here we have the origin of the double ring wedding ceremony.42

Similarly have some of the funeral customs come from the Romans. In regard to this, The World Book Encyclopedia says, "Wearing black, walking in procession, and raising a mound over a grave"43 were brought by the Romans to England, and by the English to America.

Many of the pagan festivals were adopted by the Christians and interpreted in the light of Christianity. The most common example of this is the Christmas celebration, which corresponds to the Roman Saturnalia. This festival honoring Saturn began on December 17, and lasted a week. According to The World Book Encyclopedia,

The Saturnalia Festival was a gay occasion. Schools observed holidays and all public business was halted. Courts of law closed their doors, and no criminals could be punished. Families held gatherings and elaborate banquets. Even Roman slaves were free to attend the festival.44

42 Ibid., p. 316.
43 Wilfrid Dyson Hambly, "Funeral Customs," The World Book Encyclopedia, VI, 2808.
Although Thanksgiving Day in the United States commemorates the day of thanks for the safe landing of the Pilgrim fathers, "the Romans observed a harvest-festival which they called Cerealia."\footnote{Helen Philbrook Pattern, \textit{The Year's Festivals} (Boston: The Page Company, 1918), pp. 218-19.} This was a thanksgiving to Ceres, the goddess of grain, for a good harvest.

Other festivals celebrated in the United States having European origin are the Mardi Gras of New Orleans and the New Year's Tournament of Roses at Pasadena, California. The latter is similar to the Battle of the Flowers held on Shrove Tuesday in Nice, France.\footnote{Elizabeth Hough Seorist, "Feasts and Festivals," \textit{The World Book Encyclopedia}, VI, p. 2502.}

The countries studied in general language have contributed much to the early exploration of the United States. It was the Italian Christopher Columbus who discovered America; Balboa, a Spaniard, the Pacific; Ponce de León, another Spaniard, Florida; De Soto, Père Marquette, Joliet, and La Salle, the Mississippi. These are but a few of the most renowned.

Because many of the early explorers were from the countries studied in general language, a large number of the cities and states in America have foreign names; such as, Sacramento, Santa Fe, Los Angeles, New Orleans, Vermont, Montana, Louisiana.

After 1600, European civilization had spread around the
world. As Rugg says, "In every continent they established settlements... and brought to, a feeling for democracy and equality." 47

III. GENERAL SCIENCE

At the junior high school level, the child is given a general knowledge rather than specific or specialized training. He is given in the general science class a bird's-eye view of what the study of science consists. At this elementary level, the chief means of correlation are through a study of the contribution of each of the countries studied in general language class to modern scientific development. While terminology is important and offers much opportunity for coordination, only some of those used at this exploratory level are considered here.

One of the first lessons concerns atmospheric pressure. 48 In this area, Galileo Galilei, an Italian, is remembered as he is the first man known to weigh air. His experiments aided his pupil, Torricelli, another Italian, to produce an instrument to measure air pressure, the barometer.

Another unit considers the use of light. 49 Here the

49 Ibid., pp. 127-163.
story of photography is explained. A pioneer in that field is Louis Jacques Daguerre, a Frenchman, who made the daguerreotype picture. In 1839, his process was perfected. Since his pictures were printed on metal, no other pictures could be printed from them. Modern photography has advanced much from this early tintype.

A chapter on magnetism and electricity affords much opportunity for correlation. Many of the famous pioneers in this field are Italian, French, or German. One of the first was Galvani, who was a professor of anatomy. His experiments with animal electricity in frog legs led to Volta's invention of the electric battery. Ampère, a French physicist, is famous for his research in electricity. Ohm, a German, and Marconi, an Italian, have each contributed endless discoveries or inventions to this vast scientific area, electricity. The electrical vocabulary daily rings with such terms as amperes, amperage, volts, voltage, galvanize, galvanism, galvanometer, ohm, and marconigram.

Many scientists have studied the health problem with careful consideration. Perhaps one of the greatest pioneers was Lazaro Spallenzani, an Italian, who studied the reproduction of cells. He saw them divide. Pasteur, the French scientist,

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50 Ibid., pp. 165-211.

developed a process of killing the bacteria in milk without doing harm to the milk itself. France also honors Pierro and Marie Curie who did much research with radium. Koch, like Pasteur, proved that microbes cause certain diseases. He is most famous for his research and discoveries with the bacillus of tuberculosis, although he has found the causes of such diseases as sleeping sickness and malaria, and prepared antitoxins for them. 

In order to understand much about science, it is of primary importance to know its vocabulary. Most scientific terms are derived from Latin. Although each chapter of general science texts contains numerous examples, only a few will be used. One very common English word is stimulus, which is a direct derivative from the Latin word which literally means "a prick," but is extended to mean "an incentive." The English plural of this word is the same as the Latin, "stimuli." The basic unit of life is called a "cell," which is a word derived from the Latin cella meaning a "storeroom."

Animals are said to herbivorous and carnivorous. Both of these words are derived from Latin. The first is from herba

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52 Richard Webster, managing editor, "Robert Koch," The Volume Library, 1537.
54 Ibid., p. 118.
meaning "grass," and voro meaning "eat;" the prefix of the latter is from caro meaning "flesh." Hence those animals which feed on plants are herbivorous; those feeding on flesh are carnivorous.

Trees may be classified as deciduous and coniferous. Deciduous is from the Latin deciduus meaning "falling off;" coniferous is from the Latin conus meaning "cone," and fero meaning "bear." Deciduous trees are those that shed their leaves in winter, and coniferous trees are those that bear their seeds in cones.

An animal having a soft body, like snails, is referred to as a mollusk, from the Latin mollis meaning "soft." Those having a backbone are called vertebrates from the Latin word, vertebra meaning "jointed."

Birds are either resident or migrant. They are resident when they stay in the same locality all year, and migrant when they go somewhere else for different seasons of the year. Resident is derived from the Latin word resideo meaning "remain

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56 Ibid., p. 405.
57 Ibid., p. 663.
58 Ibid., p. 557.
59 Ibid., p. 1598.
60 Ibid., p. 2646.
behind," and migrant is from the Latin *migrare* meaning "depart."

This list could extend to great length, but it is only meant to show the influence of the European peoples and languages on scientific thought in the United States.

IV. MUSIC

Music offers an endless opportunity for a correlative study with general language. Emotional traits, customs, beliefs, environment, and history of every race have been expressed in its music. Not only that, but most of the very instruments used today were invented and perfected in Europe. Too, many of the most popular names in music are European.

As far back as history can be traced, man has shown an interest in music. According to Roman mythology, Apollo was the reputed originator of music. It was his son, Orpheus, who stirred even the animals, trees, and rocks with his sweet music. The story of his love for the beautiful Eurydice is expressed in an opera, *Orpheus and Eurydice*, by Glück. Similarly have other stories of mythology been set to music. From the Greek, there was *Prometheus* by Beethoven, and *The Youth of Hercules* by Saint-Saëns; from the Teutonic legends have come the theme of many Wagnerian works, as *Die Walküre* and *Siegfried*. Then there is *Philemon and Baucis* by Gounod, and *La Belle Hélène*, an opera by Offenbach.

Not only the mythology, but the early legends and history
of people and nations have been preserved in music. The Overture to Coriolanus by Beethoven presents the story of the Roman aristocrat who was traitor to his country, but due to entreaties of his mother, wife, and son, he ceased his marches on Rome.

Later the heroic deeds of Don Quixote and William Tell have been set to music by Richard Strauss and Rossini. Jeanne d'Arc by Tchaikowsky is another such example. Saint-Saëns wrote the opera, Les Barbares, which recounts the Teutonic invasion of Gaul.

Folk music has always had appeal because of its simplicity, and its pictures of everyday living. It sings of a particular period in history, or of a typical class of people. Some typical folk songs from Italy are: Santa Lucia, Tic-Tic-Ta, Tarantella, O Sole Mio. From Spain come Andulusia, In Aragon, In Spain. Although Frère Jacques, Sur le Pont d'Avignon, Alouette, are really French folk music, they are quite popular in the United States especially with children. Similarly are such German songs as Der Tannenbaum, Achi du lieber Augustin.

Too, the language of written music is indicated in a foreign tongue, most commonly, Italian. Examples of some are lento meaning "slow;" con gusto meaning "with taste;" allegro meaning "lively;" alto meaning "high." This list could be continued at great length.

Not only do the musical compositions themselves serve as a medium of correlation, but the development of musical
instruments, and the stories of the composers' lives afford opportunity for correlation.

It is François Tourte,61 a Frenchman, who perfected the modern violin bow, as it is used today; and it was the Italian Stradivarius and Amati families who are world-famed violin makers. Another outstanding Italian figure is Cristofori62 who designed the pianoforte, the immediate predecessor of the modern piano. His invention of about 1710 gave rise to great artists and composers, such as Beethoven, Liszt, Chopin, Schubert, Mendelssohn, and Schumann.

Still another Italian, Claudio Monteverde,63 has reason to be remembered, as it was he whose idea it was to have several instruments tuned together or in harmony, and play together. As early as about 1600, he used about forty instruments. A little later, about 1725, the Italian Scarlotti64 divided the violin section into first and second violins.

After 1700, however, Germany produced most of the great names in music. Some of the most renowned were Johann Sebastian Bach, Georg Friedrich Handel, Franz Joseph Haydn, Wolfgang Mozart, Ludwig van Beethoven, Felix Mendelssohn, Christoph W.

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62 Loc. cit.
63 Ibid., p. 48.
64 Ibid., p. 48.
Glück, Karl Maria Von Weber, Richard Wagner, Robert Schumann, and others.

Although Germany produced the largest number of famous composers, still they were not the only ones. From Italy came Rossini, Bellini, Verdi, and Puccini, while France produced such notables as Gounod, Bizet, and Debussy.

The opportunity for correlation of general language and music is boundless, as the genius of ancient and modern Europe has been especially important in the history of music.

V. ART

There is no current specific course of study outlining the art program for the junior high school. With such a flexible arrangement, the head of the art department is free to work with any department on an art project. This is such an extensive field that it could include art in costume design, architecture, handicrafts, dancing, poetry, drama, and various other areas; however, only that related to painting will be discussed here.

Some of the most renowned persons in this area are Europeans from the countries studied in general language classes. There is little doubt that of the countries studied in this class, Italy is the focal point of artistic endeavor; so some of her outstanding contributions will be discussed first.

The history of Italian art would include the beautiful
paintings found in the excavated cities of Pompeii and Herculanum, the religious murals in the Catacombs, the illuminations found in the handwritten copies of the Bible done by early monks, and the artistic mosaics adorning the floors of old churches; but it was during the Renaissance that Italian art was at its best. To this period belong such famous artists as Giotto, Botticelli, Titian, Leonardo da Vinci, Raphael, and Michelangelo.

Giotto, although not as famous as some of his contemporaries, deserves attention because he was a pioneer in the field of making paintings natural. Giotto was a muralist who portrayed scenes from the life of St. Francis of Assisi by his own ingenuity. This was a most difficult task because many persons still living had known St. Francis. However, he solved his problem most successfully, and although faded, these murals still exist.

Botticelli was one of the first Italians to paint anything other than religious pictures. In 1481, he went to Rome to help decorate the Sistine Chapel in the Vatican and

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64 Richard Webster, managing editor, "Giotto", The Volume Library, 1509.


66 Loc. cit.

painted three frescoes there. 68 Besides painting some exquisite pictures of the Madonna, he did portraits of famous families. 69 His most famous non-religious works are Spring, and Venus Arising from the Sea. 70

Titian, whose real name was Tiziana Vecelli, 71 spent most of his life in Venice. 72 It is from his paintings that the word Titian or Titian red has been derived. According to Hendrik Van Loon, 73 however, that shade was not an innovation of Titian, but it was a fad for women to tint their hair that shade at that time. He merely painted what he saw. One of his masterpieces, the Assumption of the Virgin, is considered one of the finest paintings in the world. 74

Leonardo da Vinci, one of the foremost painters of any age and any country, would have been a famous man had he never painted a picture. He was a musician, a poet, a sculptor; he studied anatomy so that he could improve both his paintings and

69 Webster, op. cit., "Sandro Botticelli," p. 1465.
70 Hughson and Gostick, loc. cit.
71 Van Loon, op. cit., p. 281.
72 Ibid., p. 282.
73 Ibid., p. 285.
soul turings. 75 To the field of science and engineering, he also contributed much. As an engineer, he planned projects for tunneling and swamp drainage. 76 He even had plans to raise a church in Florence by a substructure because the church had sunken and gave an unpleasing effect. 77 Da Vinci is a pioneer in the field of aviation, having at this early date constructed a flying machine. It is da Vinci's scientific mind that has made him so outstanding in the field of art.

Perhaps the most famous painting of da Vinci is the Mona Lisa which hangs in the Louvre in Paris. It is a portrait of a Florentine woman, Mona Lisa del Giocondo, who was the wife of a friend of Leonardo. 78 Although the artist worked four long years on this portrait, he still considered it unfinished. 79 The faint smile of this lady has caused endless discussion.

Another of his great works is his painting, The Last Supper, which is located in the damp refectory of a convent. 80 François I wanted to break down the wall and carry it into France.

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78 Eastlake, *op. cit.*, p. 287.

79 *Loc. cit.*

80 *Loc. cit.*
but as this was impractical the painting has suffered abuses through the ages. In 1500 this room was for a time partly under water, which caused the masonry to be ruined. Later a door was cut into the wall, which destroyed the feet of Christ. Painters, under the pretext of preserving the painting, touched it up in their own design and covered it with varnish. However, in the early part of the twentieth century, a scientist discovered a method of removing the varnish and the coats of paint added by other painters, so that today it is in better condition than it has been for years.

One of the contemporaries of Leonardo was Raphael, as immortal in the field of art as da Vinci. Although he was only 37 years old when he died, he produced numerous paintings. He is said to have painted over a hundred Madonnas. His Sistine Madonna is proclaimed by some critics as the world's greatest painting. It is so called from the church in which it was first placed, but today it is in an art gallery in Dresden.

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81 Loc. cit.
82 Loc. cit.
83 Loc. cit.
85 Loc. cit.
The Metropolitan Museum in New York houses one of his Madonnas, and two of his paintings are in the National Gallery of Arts at Washington, D. C. Another, The Colonna Madonna, was presented to the Metropolitan Museum in New York by J. Pierpont Morgan.

Perhaps the most celebrated artist of the Renaissance is Michelangelo Buonarroti. He is not only talented as a painter, but as a sculptor as well, so much so, in fact, that even his paintings have a sculptured effect. His best works are the frescoed paintings on the ceiling of the Sistine Chapel in the Vatican. Although others were hired to help with this gigantic undertaking, the assistants proved incapable and he had to do all the work himself. It took four years to complete it. Most of this painting had to be done in the awkward position of laying flat on his back.

About the time when Leonardo da Vinci and Raphael died, there was an artist named Hans Holbein who was beginning to

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88 Ford, loc. cit.
89 Arthur Mee and Holland Thompson, editors-in-chief, "Raphael, Michael Angelo, and Titian; Italy's Three Immortals," The Book of Knowledge, XV, 4590.
make a name for himself. Both he and his father had the same
name and were artists, but it is the younger who is more famous.
Although he spent most of his life in Switzerland and England,
he is considered a German artist as that is the land of his
birth. He is a celebrated portrait painter. One of his most
celebrated portraits, that of his good friend Erasmus, is in
the Louvre in Paris. 92

Another German artist of note is Albrecht Dürer, who
was a generation older than Holbein. 93 However he was more
typically German. When fifteen years of age, he was apprenticed
to one of the foremost painters of Nuremberg, 94 and after spend­
ing three years there, he visited in both Italy and the Nether­
lands. 95 As a result of his travels, his paintings and portraits
quickly became famous for the color, their simplicity, and their
liveliness. 96 Dürer is not only famous as a painter, but also
as an engraver, perhaps the greatest, on both copper and wood. 97

The foremost painter of Spain was Velasquez, who was one

93 Committee on Education of the American Institute of
95 Wolfgang Stechow, "Albrecht Dürer," The World Book
Encyclopedia, IV, 2139.
96 Ford, loc. cit.
97 Loc. Cit.
of the most masterful portrait painters. In 1622, he was appointed court painter by Philip IV of Spain, and it is for his pictures of royalty and dignitaries of the court that he is best known. He was sent by the king to Italy to buy some statues for the Spanish palace, and it was on this errand that he painted his famous portrait of Pope Innocent X. However, besides being court painter, he was in charge of the royal living quarters. On the occasion of the wedding of Philip's daughter, Maria Theresa, to King Louis IV of France, it was his responsibility to make all arrangements. As a reward, he was a guest. But this was a strenuous task, and he died from the effects of a cold he contracted while preparing for it.

One of Velasquez's pupils, Murillo, also became one of the world's memorable painters. He is famous for his religious paintings, and for those of poor ragged street urchins. It is said that his pictures were so realistic that a dog snarled

100 Ibid., p. 355.
101 Loc. cit.
at a spaniel in one of his paintings, and a bird pecked at the lilies in his masterpiece, St. Anthony of Padua. 104

Then in France there were such artists as Corot, Millet, and Rosa Bonheur. The first of these, Corot, is most famous for his landscapes. There is usually a light mist or haze enveloping his pictures. 105 Although probably his most famous work, Danae of the Nymphs, is in the Louvre in Paris, still there are many of his paintings in museums in the United States. The Forest of Fontainebleau is in the Boston Art Museum; Just before Sunrise is in the Chicago Art Institute; The Moat and Ville d'Avray are in the Metropolitan Museum in New York. 106

Jean François Millet is famous for his paintings of peasant life. In his early youth he helped work in the fields of his father's farm and spent his lunch hour drawing. 107 When he was eighteen years old, his parents gathered together their meager savings and sent him to Cherbourg to study art with a master. 108 Later, having received a small pension from the town council of Cherbourg, he went to study in Paris. 109 While

104 Loc. cit.
there, he was beginning to become disgusted with "their conventional and artificial spirit."\textsuperscript{110} It was in 1848 that he started to paint what was nearest his heart—the fields and simple peasant folk. He was not appreciated until the latter ten years of his life, and then his health was failing.\textsuperscript{111}

His most famous works are \textit{The Angelus}, \textit{The Gleaners}, \textit{The Man with the Hoe}, and \textit{The Sower}. The latter two works are in the United States: \textit{The Man with the Hoe} is in the San Francisco Museum, and \textit{The Sowers} is in the Metropolitan Museum in New York.\textsuperscript{112}

Perhaps the greatest woman painter of animals is the French Rosa Bonheur. It is said that she had a whole menagerie, as she not only loved to paint animals, she loved them.\textsuperscript{113} She painted from early youth, and by the time she was nineteen, one of her works was displayed at the Salon, an annual Paris exhibition.\textsuperscript{114} At the time she finished her \textit{Horses Threshing Corn}, it was the largest animal picture ever painted.\textsuperscript{115} In 1865, she was awarded the cross of the Legion of Honor, and was the

\begin{itemize}
\item \textsuperscript{110} Ford, \textit{loc. cit.}
\item \textsuperscript{111} Ford, \textit{loc. cit.}
\item \textsuperscript{112} \textit{Ibid.}, p. 176.
\item \textsuperscript{113} \textit{Ibid.}, II, 174.
\item \textsuperscript{114} Sheldon Cheney, "Rosa Bonheur," \textit{The World Book Encyclopedia}, II, 883.
\item \textsuperscript{115} Ford, \textit{op. cit.}, 174.
\end{itemize}
first woman to be one of its officers. 116 One of her best loved pictures is the Horse Fair, which was bought by Cornelius Vanderbilt and given to the Metropolitan Museum in New York.

The artists mentioned here are just a few of those who have received world acclaim. Although this study is far from complete, it does give an idea of the contribution of these countries—Italy, Germany, Spain, and France—to the world of art.

VI. INDUSTRIAL ARTS

Industrial arts is concerned with construction. At the junior high school level, the emphasis is placed on activity and the proper use of tools. However, in the presentation of particular units, there is ample opportunity to point out the history of various phases of these arts and the great workmen who have contributed to its being considered an art. Too, the terminology used in shop classes is basically classic, or coined from the names of famed European pioneers in special areas.

While industrial arts courses differ with the size and wealth of the school system, one subject that is basic in any industrial arts course is mechanical drawing. Here the child is taught the fundamentals of drawing and the rudiments of interpreting blueprints.

116 Cheney, op. cit., 884.
In the mechanical drawing classes, the student uses many terms which are derived from Latin. Some of the most common instruments for this course are the T-square, compass, triangles, eraser, curves, and protractor. Each of these words has classic origin. Square is from the Latin quadra meaning "square;" the word quadra is of the same root as the Latin quattuor meaning "four." Compass comes into English from the French compasser meaning "to go round," or "to measure." However, the French is derived from the Latin cum and passus meaning "with step." The next word, triangle, is from two Latin words tria meaning "three," and angulus meaning "angle," hence a figure having three angles. A necessary tool for anyone in mechanical drawing is a good eraser. This word too had its origin in Latin from a and radere meaning "to scratch out." The English word is a derivative of the past participle, erasus. From the Latin curvare, meaning "to curve," comes the English word, curve. A protractor is an instrument which enables one to draw to a scale. This word is derived from the Latin pro and trahere meaning "to draw forward."

As stated in the science unit of this study, the field of electricity is full of words derived from Latin and French. Some of the most common are circuit, from the French circuit, which comes from the Latin circum meaning "around," and it meaning "goes;" conductor, from the Latin word spelled the same and meaning "a lessee;" non-conductor, from the same word plus
the Latin prefix **non** meaning "not;" insulation, from **insula**, meaning "an island"; current, from **curro** meaning "to run;" and transformer, from the French word spelled the same, and meaning "to change." The terms amperage and voltage are derived from the names of two men who have done notable scientific research in the field of electricity, André Marie Ampère, a Frenchman, and Alessandro Volta, an Italian.

Not only is much of the industrial arts vocabulary from the classics, but the countries studied in general language have made many contributions to the field of building. In this area the Romans are renowned for their great roads. Although the Roman roads did not have the wear that modern highways do, nevertheless, they have been used for hundreds of years and many are still in use today. Since Rome was a military nation, she needed highways for transporting easily materials of warfare. Her highways were carefully planned and constructed. From a study of existing roads and ancient Latin writings, it is learned that the Roman highways were about fifteen feet wide and three feet deep.\(^1\) Another interesting fact is that they were built in a straight line. "Cuttings, viaducts, gradings, and even tunnels are still to be seen on many of the routes, the evidence of their refusal to deviate."\(^2\) The most famous

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of the Roman roads is the Appian Way, built in 312 B.C., which ran a distance of 360 miles.\textsuperscript{119}

Much of the strength of Roman building can be traced to their discovery of the use of concrete.\textsuperscript{120} They not only made use of it in erecting massive public buildings, but also in the construction of bridges and aqueducts. Many of these structures remain today. In fact, it was an old Roman bridge that aided the Serbian army to escape to the coast during World War I.\textsuperscript{121}

The Romans not only had aqueducts to supply them with water, but they also had learned to use covered sewers of great size and strength. The Cloaca Maxima, one of the great sewers, is still in use.\textsuperscript{122}

During the Empire the Romans were fond of luxury. The wealthy Roman of this period spent much time at the baths, which were similar to the athletic clubs in the United States. However, they had many features which were peculiarly their own. They had rooms for cold, hot, and warm baths, swimming pools, game rooms, libraries, reading and lecture rooms, as

\begin{enumerate}
\item \textsuperscript{119} Thornton Jenkins and Anthony Pelzer Wagener, \textit{Latin and the Romans} (New York: Ginn and Company, 1941), p. 71.
\item \textsuperscript{120} Hendrik Willem Van Loon, \textit{The Arts} (New York: Simon and Schuster, 1937), p. 128.
\item \textsuperscript{121} \textit{Loc. cit.}
\end{enumerate}
well as lounges. Just as the water varied in temperature, so did the air in the various rooms. In the caldarium, or hot bath, hot-air ducts of tile lined the wall behind the stucco near the surface; in the tepidarium, or tepid bath, the same construction was used, but the ducts were set deeper to bring the heat slower; and in the frigidarium, or cold bath, there was no heat. Furthermore, the hot bath had hot air circulating under the floor.

Besides lounging, the Romans enjoyed being entertained, and as a result some mammoth architectural structures were built. Probably one of the most famous that still stands is the Colosseum at Rome. This colossal structure, which was opened in the year 80, had an arena which measured 280 by 175 feet, and had a seating capacity of 50,000. This huge arena could be flooded, and naval battles staged. Then it would be drained. In this huge amphitheatre were gladiatorial combats, and later this was the scene of much Christian persecution.

The Romans pioneered in many branches of building, and many of their ideas are still in use today. If one were to go to New York City, he would see in the design and plan of

123 Showerman, op. cit., p. 355.
124 Loc. cit.
125 Ibid., p. 333.
the Pennsylvania Station a replica of the ancient Roman Baths of Caracalla.\textsuperscript{127}

A Frenchman, Pierre Charles L'Enfant, planned the city of Washington.\textsuperscript{128} "Another Frenchman, J. J. Ramée, designed the earlier buildings of Union College at Schenectady and laid out there the first large-scale general plan for any American educational group."\textsuperscript{129} Many homes in the United States enjoy patios and balconies, both typically Spanish.

A study of the European influence on the architecture in the United States is without limit, but it is the purpose here to point out only possibilities for relating industrial arts and general language.

VII. HOME ECONOMICS

Home economics is a practical arts course that is concerned with food and clothing. Not much ingenuity or concentrated effort on the part of the teacher is needed to correlate home economics and general language. In fact, the relationship is so interwoven that it is difficult to escape.

A knowledge of French, or at least the meaning of the


\textsuperscript{129} \textit{Loc. cit.}
English words that have been brought into that language without change, must be known if one is going to understand the vocabulary of cookbooks or menus. Even in typical American restaurants and dining rooms, it is seldom that one finds a menu that does not contain some pure French. Naturally, this is even more common in cuisines in the United States specializing in French meals. Knowledge of French terms is so important that one unit is devoted to "A List of Foreign Words and Phrases Often Used in Connection with Cooking" in The American Woman’s Cook Book. Some of the most common expressions found in this list are: à la mode, au gratin, canapé, caviar, compote, demitasse, éclair, entrées, fillets, fondant, meringue, poulet, and tarte.

Not only are common terms frequently from a foreign tongue, but many of the favorite recipes are also brought from the countries studied in general language. Every large city in the United States has restaurants that specialize in them. One of the most famous perhaps is Antoine's in New Orleans.

Much of the best liqueurs are imported from France also. According to The American Woman’s Cook Book, the best claret wine comes from the Bordeaux district, while the vicinity around Dijon produces the best burgundies. Other French regions from

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131 Ibid., pp. 737-39.
which some of the best wines come are Anjou, Alsace, and the Valley of the Rhône.

In the clothing division of home economics, there is also much opportunity for correlation. Although real classic design in clothing is a Greek heritage, the Romans, nevertheless have made their contribution to modern dress too, especially with make-up, accessories, and shoes.

According to Lester, the Roman woman used cosmetics and perfumes profusely. However, she continues, "white lead to soften the skin and vermillion to tint it were constantly employed by both sexes." For eye make-up, she says that black powder or soot was used.

Jewelry was a necessary part of a fashionable woman's attire. Her rings, necklaces, brooches, bracelets, and earrings were decorated with lavish artistic workmanship and precious jewels. Lester quotes Seneca as writing that a single pair of earrings "was worth the revenue of a large estate." Many patterns of summer footwear for women of the present day are an exact replica of that worn by the Romans. They are heelless and toeless, and have straps to hold them on the


134 Lester, *op. cit.*, p. 77.
foot. Too, the colors the Romans used were gilded, white, or colored leather, just as today. However, it is not so much to the ancient Greek or Roman that we look for styles in dress, as it is to Paris, which was for so many years the fashion capital of the world.

For this reason most of the vocabulary of modern style is French. Even the common words, such as style, fashion, mode, vogue, and elegance, are direct derivatives from the French. A recent publication entitled Clothing for Moderns lists at the end of some of its chapters words which anyone interested in clothing should know. A large percentage of them are direct derivatives from the French. Words taken from this book are: bouffant, chartreuse, compliment, complement, débutante, décolleté, dolman, ensemble, formal, gilet, jade, lamé, negligée, silhouette, trousseau, robe de style, beret, bouclé, cloche. However, as the student of French and home economics knows, this is only a partial list.

When perusing even casually the pages of recent copies of fashion magazines, one feels the French atmosphere. In fact, even the titles of the most outstanding periodicals are French derivatives. Manufacturers like to give their product a French

135 Johnston, op. cit., p. 176.


137 Ibid., p. 186.
Many of the most renowned names in fashion design are French. There are Lily Daché, Lanvin and Worth, Paquin, Molyneux, Eisenberg, and others. And the Rue de la Paix is synonymous with elegance in fashion.

In her book, *How to Be a Fashion Designer*, Gladys Shultz\(^\text{138}\) declares that "So much of the technical idiom of style is French that a working knowledge of the language is practically a 'must' for the would-be designer." This writer further suggests that "Right now an excellent bet for the girl with her eye on the Main Chance is Spanish, and she should make a determined effort to learn it even if she has to go to night school."

VIII. PHYSICAL EDUCATION

In order to show some possibilities of correlating general language and physical education, one merely needs to look at the history of the athletic program. It was Greece who first made it a requisite in the educational system.\(^\text{139}\) As Rome began to be greedy for land and power, she saw the need of physical training in order to produce the best warriors.\(^\text{140}\) During the Middle


\(^{140}\) Loc. cit.
Ages, it was only the knights and warriors who paid attention to physical strengths. 141

One of the pioneers in the field of physical education as known today is the Italian, Vittorino da Feltre, who includes in his school at Mantua courses in dancing, ball games, swimming, archery, etc. 142 Advocates of this philosophy of bodily as well as mental training were such notables as Rousseau, Montaigne, Rabelais, and Milton. 143 The earliest known modern textbook on this subject is one done by Guts Muths, a German. 144 Another German, Friedrich Ludwig Jahn, is a pioneer in this field as it was he who introduced acrobatic equipment, such as horizontal bars, as early as 1811. 145 Denmark made physical education compulsory in all public schools as early as 1814, and Germany followed about thirty years later. 146 However, it was not until the first part of the twentieth century that it became compulsory in most states of the Union. 147

From this short outline of the history of physical educa-

141 Ibid., 5592.
142 Loc. cit.
143 Loc. cit.
145 Loc. cit.
146 Loc. cit.
147 Wood, op. cit., 5591.
tion, it is easily seen that many avenues of correlation with general language are apparent. In the physical education classes of junior high, primary emphasis is placed upon activity. However, rest periods are necessary, and this time may be wisely used by the instructor to bridge some gaps between physical education and other subjects. This opportunity is especially applicable in the teaching of folk dancing. The heads of the physical education and general language departments must work together and plan a correlative program. Physical education courses of the junior high school may be roughly divided into games and rhythmic activities. Both areas offer ample opportunity for such a project.

A great many sports that are played and enjoyed in the United States today had their origin in one of the European countries that are studied in the general language class.

In both boys' and girls' physical education classes, soccer is taught. The exact origin of the game is doubtful, but the Greeks played a similar game, although they threw the ball. It was the ancient Romans who introduced kicking the ball as a means of propulsion. As early as about 40 A.D. this game was referred to by the poet, Martial.

One of the ever-favorite sports of junior high age

148 Means, op. cit., p. 175.
149 Loc. cit.
children is that of pitching horseshoes. Frank Menke,\textsuperscript{150} the most outstanding sports authority of this time, attributes the origin of this game to the Greeks. When Caesar and his legionnaires crossed the Alps, they passed time by discus throwing.\textsuperscript{151} Some of the soldiers could not afford a discus; so they used the discarded horseshoes from the cavalry division. At that time, horseshoes were round; so the soldiers put up a stake and tried to circle it.\textsuperscript{152} With little change, the game is played today.

Another game enjoyed at the junior high level is tennis. Credit for the origin of this game, as it is played today, goes to the French. The word tennis is from the French tenez meaning "to perform, or play." In the thirteenth century, the game was played mostly on indoor courts, and was almost solely a game for royalty.\textsuperscript{153} However, England took an interest in it and built several courts. Later gamblers saw in it a chance to amass some wealth, and that ruined it as a sport.\textsuperscript{154} By the nineteenth century, it had nearly died in France and England. But in the latter part of the nineteenth century, the game was


\textsuperscript{151} Means, \textit{op. cit.}, p. 136.

\textsuperscript{152} \textit{Loc. cit.}

\textsuperscript{153} Means, \textit{op. cit.}, p. 235.

\textsuperscript{154} \textit{Loc. cit.}
introduced in the United States and has brought hours of pleasure and exercise to many.

Besides the sports mentioned above, these countries studied in a general language class also contributed bowling, handball, fencing, and many other games.

Not only does the sports program offer an area for correlation, but also does that of folk dancing. Perhaps this is one of the richest areas, because, if it is properly taught, one learns of the history, the habits and customs, and the folk music of these peasants.

At the junior high school level, the course of study for physical education in the state of Indiana recommends three folk dances from countries studied in general language class. They are the "Broom Dance," (German); "Tarantella," (Italian); and "Dutch Couples," (German-Holland).

The folk dance itself could be considered a study of

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156 Ibid., 139.
157 Ibid., p. 69.
158 Ibid. p. 104.
160 Ibid., p. 102.
correlated activity, as from it one learns of the customs, beliefs, temperament, occupations, and numerous themes common to a given country. It is impossible to interpret a dance fully without some background as to the symbolism involved in the gestures and other bodily expressions, in the costumes, and in many such important aspects of the dance.

Each people then has its particular type of folk dancing. To the Germans the most popular are couple dances, which include the waltz, the polka, and the schottische. Although the originator of the polka is claimed by some to be Bohemia, it was widely used in all European countries by the middle of the nineteenth century. Since the step of the polka is basic in many German folk dances, it rightly deserves mention here.

As for the French they have developed rather few folk dances, due perhaps to their desire to receive remuneration for any work they did. Because of this desire, their dances "remain for the most part simple, frolicsome forms of play." Rather than work on perfecting an artistic folk dance, the French concentrated their efforts on the development of ballet. "The leisure class in the French courts of pre-Revolution days devel-

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162 Loc. cit.
163 Ibid., p. 130.
164 Loc. cit.
The simple folk dance forms of the people into elaborate, refined dances which represent the zenith of perfection in detail and structure." 165 Some of the most popular French dances include the gavotte, cotillion, and volte (waltz). 166

The Spanish, on the other hand, have always been famous for the manana philosophy and have always provided time for leisure. This, combined with a refined sense of beauty, has "resulted in a particularly elaborate and refined type of folk dance in Spain." 167

Music is never lacking as an accompaniment to the dances. Anything from typical instruments such as the zither, mandolin, guitar, or banjo, to the simple singing of folk tunes furnish a lyric touch.

When studying folk dancing intelligently, it is impossible to neglect the costumes of the peasants worn at folk festivals. Not only do the countries differ as to dress, but there are slight variations that denote from which section of the country that dance has come. In Germany, the headdress of the woman varies according to the section in which she lives. 168 One can distinguish religious beliefs of the women of France from the

165 Loc. cit.
166 Ibid., p. 133.
167 Ibid., p. 130.
168 Ibid., p. 42.
color of the bows the women wear on their heads. If they are brightly colored, the women are Catholic; if black, they are Protestant. Too, in many countries the traditional costume of married and single women differ.

In the United States today there has been retained some of the folk dance spirit in districts where the foreign born are thickly settled. One of the most nationally outstanding is that of the annual Mardi Gras carnival in New Orleans. Mardi Gras (Fat Tuesday) is the day before Lent begins and has been celebrated in New Orleans since 1857 with a parade and pageants portraying scenes from literature and history. To climax the event is the famous masked ball.

The Mexicans in San Antonio have retained some of their festivals and celebrate annually. On April 21, is held the Fiesta de San Jacinto, which commemorates the anniversary of the battle of the same name at which time the Mexicans captured Santa Anna. Two religious fiestas, Las Posados and Los Pastores, are also celebrated in this city during the Christmas season. Cities on the west coast where the Mexican population

170 Loc. cit.
172 Loc. cit.
173 Loc. cit.
is large also hold annual fiestas.

This field offers ample opportunity for correlation and for the development of varied types of programs to show the interrelationship of general language, physical education, music, art, home ec, and social studies.
CHAPTER III

SUGGESTED ACTIVITIES

Every term, or at least yearly, the general language department could present an assembly program, or have some outstanding activity. The type used would depend upon several factors, but some possibilities will be given in this chapter.

At the outset it must be said that it is almost impossible to correlate every area in one year without disrupting the school program radically, and perhaps sacrificing time that could be used to better advantage another way. However, it is quite simple to show the interrelationship of many subjects, and have better and more interesting classes because of it.

Each year literature classes spend some time on the reading and studying of myths. Plays, skits, pageants, or marionette shows portraying one or two of the stories could be presented. Poetry and prose scrap books with illustrations could be made.

When studying letter writing, the pupil can be furnished with names and addresses of children in foreign countries. Through their pen pals they will learn much about the habits, customs, and geography of the country.

Many excellent movies are available depicting the history, geography, and social customs of the countries studied. In many larger schools today there are students and patrons who
have traveled widely and who are willing and anxious to talk of their travels, or to give illustrated lectures on particular countries. Too, an exhibit of material from the country studied could be arranged. This alone, in many instances, would be ample for an entire assembly program.

Slides can be made interesting by having pupils give travel talks. Debates, panel discussions, and reports on timely topics of world events, or of famous contributions in science and industry could be scheduled. Pupils could plan a modern newspaper containing articles of interest at a particular period, or about a particular topic, and report them as a modern journalist does.

Perhaps an international art exhibit could be planned by the general language and art departments. A special program describing the food of the European countries, and some of the common foreign terms used on menus in the United States could be arranged. Copies of menus could be given to the members of audience as souvenirs. Following the foods part of the program, a style show could be given. If a bird's eye view of many cultures is desired, a World's Fair might be planned. If, on the other hand, a particular country has been studied, a Pan American pageant and exhibit, a Spanish fiesta, or a Mardi Gras could be staged. Other projects can be beautifully executed at Christmas, Easter, or some other special occasion by featuring the arts and music of some of these European countries. Or the
physical education department could present a program of folk dances of some of the countries studied.

When planning an outstanding activity, the help of many departments is frequently required. The art department is needed for caring for the scenery and stage setting; the home economics department for costumes; and the music department, both vocal and instrumental, for making the program sound more professional. Whenever difficult stage settings are required, the industrial arts department is called upon to build them. The English and dramatic teachers assist with voice training and dramatics, while the physical education teacher directs the dancing.

When all departments cooperate, any display of correlation is sure to be impressive. By using so many varied activities, there will be a place for every child to contribute a worthwhile portion to the project.
CHAPTER IV

SUMMARY AND CONCLUSIONS

It has been the purpose of this study to indicate some possibilities for correlating general language with other subjects taught at the eighth grade level at Thornton Junior High School, Vigo County, Indiana.

General language is a comprehensive course offered one semester at the eighth grade level to give pupils not only a panoramic view of what foreign language study is, but also to acquaint them with the customs and traditions of these peoples, and their legacies to modern America. Usually included in this course are Latin, French, Spanish, German, and sometimes Italian. Subjects correlated are English, social studies, mathematics, general science, music, art, industrial arts, home economics, and physical education.

I. SUMMARY

It was found that, although there are varying degrees of correlation possible, each subject taught at the eighth grade level at Thornton Junior High School offered some possibilities for correlation with general language. Vocabulary furnishes much opportunity because of the large percentage of English words derived from the languages studied in this course. Literature, art, and music frequently use stories from Roman myth-
ology or other classic stories of European origin. Too, many of the most renowned artists in these areas are natives of Italy, France, Germany, Spain, or Latin America.

For a number of years Paris, France, was the fashion center of the world, and even yet her ideas influence style in dress. Today in the United States, the French language is employed by some manufacturers to give their product an exotic air.

Not only do many of the favorite sports enjoyed in the United States originate in one of the above mentioned countries, but also many important scientific achievements have been accomplished there. Many of our present social customs are an outgrowth of an early European practice or superstition. Folk dancing and folk music also furnish ample opportunity for correlation.

Planning and organizing with the heads of many departments can be used to advantage. For culminating a correlated study, various activities are suggested, some of which are: debates, reports, movies, newspapers, Mardi Gras, exhibits, and style show.

II. CONCLUSIONS

As a result of this study, it was found that in order to be educated today one must have more than a superficial knowledge of the arts and sciences; he must have a sense of their inter-relationship. Some of the advantages derived from
such a program could be: (1) The student is taught to see a nation as a whole—not as a writer, a musician, an artist, a maker of laws, or a bridge builder—but as a composite of these. (2) The child is given the benefit of several approaches to the same topic at about the same time. (3) With such a program each child is enabled to make a contribution, whether it be large or small, to the whole project. Through such a correlated program, as suggested in this paper, these advantages could be better achieved.
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