

ABSTRACTS OF THESES IN THE FIELD OF ELEMENTARY EDUCATION,  
SOUTHWEST TEXAS STATE TEACHERS COLLEGE, 1943-1952

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By

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## CHAPTER I

### INTRODUCTION

#### A. Statement of the Problem

The purpose of this study was to prepare abstracts of individual theses in the field of elementary education as filed in the Southwest Texas State Teachers College library for the years 1943-1952.

#### B. The Need for the Study

There are several needs for this study. They are as follows:

1. Students may make use of these abstracts as references to current research being done in the field of elementary education.
2. By the use of these abstracts, those who are contemplating a thesis project can minimize the possibility of duplicating a problem which has already been undertaken.
3. These abstracts can be used by instructors of elementary education and other academic courses.
4. The information found in these abstracts can be used as a guide for planning and developing the elementary school curriculum.

5. These abstracts can help instructors and students in determining where there is a definite need for research.

#### C. Procedure

In developing this study, the writer has made use and prepared abstracts of individual theses written in the field of elementary education as filed in the Southwest Texas State Teachers College library for the years 1943-1952.

#### D. Limitation

This study is limited to all theses in the field of elementary education on file in the Southwest Texas State Teachers College library from 1943-1952.



## CHAPTER II

### THE ABSTRACTS

#### A. Elementary Education

ADAMS, ELIZABETH, INTEGRATED AIR-AGE EDUCATION FOR GRADE 2A. Master of Arts (Elementary Education), August, 1945, 58 pp., bibliography, 14 titles.

In this thesis, the problem has been the preparation of a collection of stories, activities, and materials suitable for use in the integration of the various subjects taught in the second grade with the vocabulary and concepts of thinking essential in today's modern air age. The data came from informational materials gained from the Texas State Department of Education, pamphlets obtained from the various air lines, and reference books.

The author has endeavored to present a justification for the integration of air-age education and the general school program. In so doing, the author has prepared and included in his study a unit on air-age education for grade two. Attention is directed to the paramount aim of the study, which was to offer a pattern that will bring about the necessary orientation of the child. The author concludes there has been no other period in the history of education which has offered such a golden opportunity for the teacher in recognizing easily the potentialities of air education, and utilizing them to the fullest.

ADAMS, ODELLE SAUNDERS, SUGGESTED PROCEDURES FOR THE ENRICHMENT OF THE FIRST GRADE READING PROGRAM OF THE SMITHVILLE PUBLIC SCHOOLS. Master of Arts (Elementary Education), May, 1951, 251 pp., bibliography, 68 titles.

The principal aim in this work has been the compilation of procedures designed to enrich the first grade reading program of the Smithville Public Schools. The data for this thesis were obtained from professional magazines, service bulletins, library books, state courses of study, basic readers, Guidebook for the Pre-Primer Program of the Basic Readers, commercial workbooks, and reports from annual conferences in reading. A careful study of the objectives of first grade instruction was undertaken. The instructional program that has been used in the Smithville Public Schools was examined critically.

The research presented in this study shows, develops, and proves that the primary teacher should ever be concerned with the individual child, and that in accepting this philosophy, it is his responsibility to provide the child with vitally interesting experiences, and to develop the essential skills of reading.

ADARE, HOWARD, A STUDY OF SIGHT CONSERVATION IN THE SCHOOLS OF BURNET COUNTY, TEXAS. Master of Arts (Elementary Education), August, 1949, 45 pp., 3 appendices, bibliography, 16 titles.

The purpose of this study was to present a suggestive method by which the problem of poorly lighted classrooms of Burnet County, Texas, may be solved, and to show how these classrooms can be relighted and redecorated to conserve energy and prevent eyestrain.

After an introductory chapter, the author discusses the results of some recent investigations in the field of sight conservation and the use of screening devices for the discovery of visual defects. Chapter III of this thesis presents data obtained from a survey of lighting conditions in the schools of Burnet County, Texas, and suggests possible plans for improvements, with due consideration for the financial status of each system.

The study reveals that Burnet County, Texas, because of financial difficulties in some districts, has been one of the last counties in the State to make an effort toward progress. The study also contains the writer's recommendations designed to better the existing situation.

ANDER, DAISEY R., THE DEVELOPMENT OF FUNCTIONAL READING IN THE CONTENT AREAS OF THE INTERMEDIATE GRADES OF THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1952, 118 pp., bibliography, 50 titles.

The data for this study of functional reading in the content areas were obtained from books, bulletins, and periodicals. The thesis studies modern educational principles pertinent to the teaching of reading. The author has made a compilation of the results of the findings to define the role of the teacher of the content areas in regard to his responsibilities as a teacher of reading, and sets forth some techniques designed to facilitate functional reading development of pupils in the intermediate grades.

Among the conclusions reached by the author are that (1) the reading program in the intermediate grades should provide for definite instruction in basic reading, functional reading, and reading for enjoyment; (2) functional reading in the content areas of the intermediate grades merits special consideration as a developmental phase of the total reading program; (3) it is the obligation of every classroom teacher in the intermediate grades to analyze the difficulties in reading encountered in the content areas and to devise techniques for furthering the child's development in reading.

The author recommends that all teachers of the content areas make a more conscious effort to provide definite instruction and guidance in reading, and that further study be made to devise improved techniques by means of which this can be accomplished.

ARREDONDO, SANTOS T., A SURVEY OF SPECIAL METHODS AND PROCEDURES FOR TEACHING ENGLISH TO SPANISH-SPEAKING CHILDREN. Master of Arts (Elementary Education), August, 1943, 57 pp., bibliography, 39 titles.

It has been the purpose of this study to survey some of the special methods and procedures currently in use in the teaching of English to the non-English-speaking child with particular emphasis upon Spanish-speaking children. The survey is based upon an investigation of representative courses of study and other special studies dealing with this subject.

The thesis has been organized into five chapters: The first chapter is the introduction which sets forth the problem, the source of data, and the plan of procedure. The second chapter presents and interprets the data contained in related materials and advances some recommendations based upon the conclusions drawn from the interpretation of the data.

Chapter three presents a classification of songs, lesson plans, and test exercises. Chapter four sets forth a series of comparisons of the progress made by various fourth grade classes. Chapter five is comprised of the author's summary, conclusions, and recommendations. The findings reveal that many of the practices in use are inadequate. Attention is focused on the need for the utilization of special methods and procedures concomitant to the teaching of English to Spanish-speaking children.

ASKEW, ELLOISE (OETKEN), SUGGESTED ACTIVITIES IN HOME AND FAMILY LIVING AT THE PRIMARY LEVEL. Master of Arts (Elementary Education), August, 1949, 106 pp., bibliography, 127 titles.

In developing this study the author has undertaken to plan and integrate some activities in home and family life at the primary level, based upon everyday living experiences of children and aimed at their total development. The data for this study were obtained from research through observations, interviews with teachers and representatives of educational agencies, curriculum guides, methods of teaching, books, and articles in educational publications. The study presents an informational guide helpful in the correlation of childlike activities with social studies, health, language arts, music, and creative arts.

An investigation of the eating habits of boys and girls contributed an important phase of this study. Diet surveys were made, consisting of a record of the food the child ate for his three meals and for between-meal lunches during a period of three days. After having scored the surveys, the food needs of the class as a whole as well as the needs of individual pupils were revealed. The author arrives at definite conclusions regarding this study for a successful home and family living program, and offers recommendations aimed at developing better home and family members. It is hoped that the findings of the thesis are basic, and that they will therefore be valuable to elementary teaching.

AUTREY, ADA C., AN ANALYSIS OF INTERMEDIATE GRADE READING DIFFICULTIES AND SUGGESTED TECHNIQUES FOR OVERCOMING INDIVIDUAL READING PROBLEMS. Master of Arts (Elementary Education), August, 1951, 74 pp., bibliography, 54 titles.

The purpose of this study was to analyze intermediate grade reading difficulties, and to give suggested techniques for corrective work.

The data used in this study were obtained largely from journals, magazines, books, supplementary educational

monographs, workshops, and teaching experience of the author. All written material considered was published within the last thirty years.

The writer discusses (a) basic methods of diagnosing reading difficulties; (b) the main causes of failure in reading; (c) significant items that aided in making case histories; (d) the basic principles of correcting reading disabilities; and (e) the organization of remedial programs.

The findings of the study show that a large percentage of the pupils are retarded when they reach the intermediate grades. The author offers recommendations conducive to the improvement of corrective work so that the reading ability of children might be better developed.

BARBER, MRS. HELEN (HOLCOMBE), A SURVEY OF METHODS USED TO REPORT PUPIL PROGRESS AND AN EVALUATION OF THE REPORTING PLAN USED BY THE SAN MARCOS ELEMENTARY SCHOOL IN 1946-1947. Master of Arts (Elementary Education), August, 1947, 80 pp., 4 tables, bibliography, 53 titles.

This study deals with a plan inaugurated in the San Marcos Elementary School in 1946-1947 that would incorporate the best features of all different methods of reporting into one plan for the purpose of effectively conveying reports



of pupil progress to parents. The data for this thesis were selected from periodicals and books containing information on reporting practices during a period of twenty years.

From a study of the findings the author reveals that approximately twenty-five per cent of the homes were not visited because of administrative difficulties. Responses to questionnaires sent to parents, those concerned with pupils' letters, and those obtained from teachers were enumerated. The findings revealed that a more careful and comprehensive explanation to the parent of the whole reporting system would tend to make it more effective; and the author recommends continued evaluation of the plan in use, that through modification and revision, a definite, effective plan for reporting pupil progress and for permanently recording progress reports be attained.

BELL, C. F., AN ANALYSIS OF THE HISTORICAL CONTENTS OF TEXAS-ADOPTED READERS FOR THE GRADES TWO THROUGH EIGHT, 1946-1947. Master of Arts (Elementary Education), May, 1947, 24 pp., 4 tables, bibliography, 38 titles.

The problem of this study was to show the amount of historical material found in elementary readers and to indicate the frequency of occurrence of each historical

subject and the grades in which most historical material appears. The data were obtained from the elementary and junior high schools of San Marcos, Texas, and from theses and dissertations in the library of Southwest Texas State Teachers College, San Marcos, Texas.

Among the chief findings of this work were: (1) a considerable amount of space is devoted to material with historical significance in the Texas-adopted readers for the year 1945-1946; (2) the emphasis on historical material in the readers was heaviest in the fifth, sixth, and seventh grades, while very little material appeared in the second and third grade readers; (3) the range of subjects treated historically in the textbooks ranged in frequency of occurrence from forty down. The author concludes that much of the fiction that deals with historical subjects is inaccurate and since children who are impressed early in life tend to retain those impressions, it is important to create correct impressions by giving them historically correct material. The author believes that a survey of the intolerance provoking elements contained in the elementary readers would be helpful in creating better understanding among the peoples of the world.

BLAKENEY, GOLDIE, TEACHING READING TO A SELECTED GROUP OF SLOW-LEARNING CHILDREN IN THE HIGH FIRST. Master of Arts (Elementary Education), May, 1949, 98 pp., bibliography, 64 titles.

The purpose of this investigation was to determine by research and experimentation some workable methods and procedures for use in the teaching of reading to a group of slow-learning children in the high first grade. In developing the thesis, the author approached the problem in the following four steps: (1) a survey of literature in the field of instruction in reading was undertaken; (2) an intensive search of literature dealing especially with corrective reading followed; (3) a careful study of methods and materials advocated for use in the primary reading class was made; (4) actual application of these methods to a group of slow-learning children at the John B. Hood School, San Antonio, Texas, organized into six units of work to parallel the basic reader. The results of this study indicate marked progress in the children's ability to read with a fair degree of independence the primers, first readers, and supplementary material of equal difficulty, ability in the recognition of new words, and a marked interest and appreciation of reading.

The author concludes that slow-learning children will always require more attention from the teacher than the quicker pupils, if they are to achieve the greatest amount of success in reading.

BLAIR, MARY SUE, CHARACTERISTICS OF THE DEVELOPMENT OF EIGHT, NINE, AND TEN YEAR OLD CHILDREN. Master of Arts (Elementary Education), January, 1951, 51 pp., bibliography, 18 titles.

This study has to do with the presentation of the developmental characteristics of eight, nine, and ten year old children as a basis for the direct study of children. The data for this thesis were collected from books, magazines, encyclopedias, also courses of study, college courses in child study, personal observations, interviews in the Southwest Texas State Teachers College Laboratory School, and current child study publications.

A survey was made of a wide range of literature to show the value of the knowledge of the characteristics of the eight, nine, and ten year old children. Sociograms were made to show the results of a friendship test which was given to a group of third grade children in the College Laboratory School and were used to measure social interaction and self-characteristics. The author believes the material indicates that the implications growing out of this study are vast and far-reaching.

BRADLEY, HATTIE K., THE UNIT PLAN OF INSTRUCTION IN THE THIRD GRADE SOCIAL STUDIES. Master of Arts (Elementary Education), August, 1950, 80 pp., bibliography, 47 titles.

In dealing with this subject, the author has set forth three purposes: (1) to review the literature dealing with unit activities in order to propose a consistent theory of learning and curriculum organization; (2) to note especially the application of unit teaching to the social studies; and finally, (3) to set forth two representative units which would typify the application of the principles discussed.

In this study, the author discusses such subjects as the child and the curriculum, growth of the unit method, and some units best suited for social studies. Included in this study are a representative unit in transportation and one on cotton and cotton clothing. The findings indicate the author has successfully accomplished her problem, and it is hoped the result of this study is helpful to elementary education.

BRADSHAW, HARVEY LEE, COMPREHENSION DIFFICULTIES OF SEVENTH GRADE SPANISH-SPEAKING PUPILS IN TEXAS HISTORY.

Master of Arts (Elementary Education), August, 1949, 62 pp., 2 appendices, bibliography, 15 titles.

The body of this work concerns itself with an attempt to ascertain from past experiments and from a study of the current adopted Texas history textbook why Latin-American pupils of seventh grade Texas history have the comprehension difficulties that exist, and with an effort to present information that will help to erase these barriers. The author undertook a survey of material dealing with the comprehension difficulties of Latin-American pupils and read for thoroughness and background. Also, a study of the economic conditions of the Spanish-speaking people of the Southwest was made together with the general aims and philosophy of education for the purpose of applying these to the problems created by the presence of Latin-Americans in Texas schools. Attention was focused on the weakness of the seventh grade history textbook.

Conclusions drawn indicate that there definitely are comprehension difficulties among Spanish-speaking pupils of Texas in their study of Texas history; that these barriers to easy reading extend to the Anglo-American pupil also; and that the author of the particular book studied for this thesis did not comply with practices pertaining to the arrangement of material that have been found to be best for easy learning by experts in this field of study.

BRANDT, DAY, UNIT COURSE OF STUDY FOR INSTRUCTION  
IN HEALTH EDUCATION FOR BOYS OF HAWTHORNE JUNIOR HIGH  
SCHOOL, SAN ANTONIO, TEXAS. Master of Arts (Elementary  
Education), August, 1947, 130 pp., bibliography, 46 titles.

This paper represents an attempt to formulate a tentative guide for health instruction to be used as a foundation upon which a well-rounded course of study may eventually be constructed for the boys of Hawthorne Junior High School in San Antonio, Texas. The materials used in the development of this study were taken from personal interviews and pertinent literature in the field of health education.

The thesis studies the historical development of the school health program, presents an analysis of health education, and discusses the objectives of health instruction, important principles of selection and organization of subject matter, and the technique employed in the development of the units included in this study. The guide is executed for the use in the instruction of health for the boys of the seventh, eighth, and ninth grades.

BRITE, BESSIE NORA, A PREPARATORY UNIT IN SEVENTH GRADE ENGLISH GRAMMAR. Master of Arts (Elementary Education), June, 1944, 43 pp., bibliography, 7 titles.

The specific purpose of this thesis was to present an outline to be used for a period of thirty-six weeks in the teaching of English grammar to pupils of the seventh grade. The heart of the study consists of a diagnostic test and six units in English grammar incorporating learning experiences in the parts of speech, phrases, clauses, and sentences; the structure and classification of sentences, diagramming, and some rules for use in capitalization and punctuation.

In developing this study the author also discusses the need for a more effectual outline of English grammar, and sets forth an outline whose merit lies in the fact that it is usable and helpful in answering the call for better written and spoken English. The author points out from the findings that the majority of the plans followed have been based upon limited observation without experimental evidence.



BROCK, JOHNNIE MANNEY, RESPONSIBILITY FOR THE GUIDANCE OF THE FIRST GRADE CHILD. Master of Arts (Elementary Education), August, 1944, 41 pp., vocabulary, bibliography, 62 titles.

In determining the placement of the responsibility for the guidance of the first grade child, the author made an intensive study of books written in child study, care, development, training, guidance, mental hygiene, habit formation, children's rights, and other related subjects. The author also made use of articles found in educational magazines, yearbooks, courses of study, and bulletins.

The author believes that while the exact placement of the responsibility of the guidance of the first grade child may remain problematical, it is hoped that satisfactory conclusions and helpful suggestions can be evolved. Among the outstanding conclusions reached in this study are: (1) there is a great need for guidance among both children and adults; (2) there is need for an early beginning of guidance; (3) the environment is a vital factor in the life of the child; (4) the responsibility of the parents in the early guidance of the child, and teacher-assumed responsibility as the child starts school, are of paramount importance.

BROWN, MYRTLE R., A GUIDANCE PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS OF WESLACO, TEXAS. Master of Arts (Elementary Education), May, 1952, 85 pp., bibliography, 53 titles.

This study has attempted to point out those elements of speech which can be taught in social studies classes and to present a specific program of speech guidance through the medium of the radio. In this thesis, radio speech lessons based on social studies materials are presented in outline form together with some scripts which are original on the part of some junior high school students of Weslaco, Texas.

Data for this work were obtained from books, bulletins, periodicals, and unpublished manuscripts which dealt with the problems of guidance and with speech training. The writer concluded that the integration of the two fields dealt with in this work resulted in an effective course of study for the pupils, and that the study of both speech and social studies seemed to benefit from the combination.

BROWNING, LOUISE DU BOSE, THE TEACHING OF MUSIC APPRECIATION THROUGH THE MEDIUMS OF THE RADIO AND PHONOGRAPH WITH EMPHASIS ON PROGRESS OF A FOURTH GRADE. Master of Arts (Elementary Education), June, 1943, 109 pp., 4 tables, bibliography, 29 titles.

This study is a discussion of the means of approach to and presentation of classical music that will teach the child to listen appreciatively. The primary problem here has been the compilation of a guidebook designed to aid the teacher in presenting lessons dealing with music appreciation by the use of the radio and the phonograph. The data stemmed from the interests of a fourth grade class in classical compositions, and the utilization of such current radio programs as presented by the Columbia Broadcasting System, the Texas School of the Air, and local community programs.

A parallel has been set forth between the music lessons in this study and a social studies project based on Texas. A series of fifteen original music appreciation lessons were written and used including selections from recognized composers of classical music. As the result of this study, the author points out a distinct advantage in listening to music regularly, and recommends an early beginning in the musical education of the child.

BUDOW, DOROTHY L., THE MOTION PICTURE AS AN AID IN THE TEACHING OF SOCIAL STUDIES. Master of Arts (Elementary Education), August, 1943, 81 pp., bibliography, 30 titles.

The problem in this study was to show the effectiveness of the motion picture as a teaching device in the field of social studies in the junior high school. The materials for this investigation were collected from secondary data including books, magazines, bulletins, courses of study, and other sources considered reliable in the field of education.

The study presents a brief history of the motion picture. A chapter is devoted to the values and limitations of the motion picture. The writer concludes that the motion picture is an instructional tool of tremendous power in the accumulation of knowledge and ideas and in the development of attitudes and appreciations.

BURLESON, EMMA K., THE USE OF VISUAL AIDS IN THE TEACHING OF ARITHMETIC IN THE FIFTH, SIXTH, AND SEVENTH GRADES. Master of Arts (Elementary Education), August, 1951, 72 pp., 5 tables, appendix, 15 illustrations, bibliography, 21 titles.

A study was made of the present practices in the use of visual aids in teaching arithmetic to pupils of the fifth, sixth, and seventh grades, and a survey of current practices

in eighty-nine schools of Texas during the terms of 1950-1951 was undertaken. Books, magazines, journals, bulletins, and other sources considered reliable in the field of education provided information for the first part of this study. Questionnaires regarding the use of visual aids in teaching arithmetic in the fifth, sixth, and seventh grades from eighty-nine superintendents furnished the information for the second part of the investigation.

The results of this study indicate that the use of visual aids in teaching arithmetic in the fifth, sixth, and seventh grades in most schools is falling far short of the maximum utilization of visual aids. The related facts in the findings and in the summary, and recommendations are based upon the compilation of the data contained in the research questionnaires.

BURT, EMMA K., A COURSE OF STUDY IN ART APPRECIATION FOR THE SIXTH GRADE IN THE AGNES COTTON SCHOOL. Master of Arts (Elementary Education), August, 1951, 58 pp., bibliography, 15 titles.

This study undertakes the formulation of a suggestive course of study in art appreciation for sixth grade boys and girls. Through data obtained by a careful study of the views of outstanding leaders in the field of art, and information gained from books and magazine articles by contemporary writers on the subject, the opinions expressed by the author and the

utility of the course of study set forth are conclusively proved. The organization of the suggested course of study consists of eight units followed by a list of suggested activities.

CAMERON, SUE A., AN ANALYSIS OF THE BEHAVIOR OF THIRD GRADE CHILDREN. Master of Arts (Elementary Education), June, 1951, 67 pp., vocabulary, bibliography, 61 titles.

This study gives an exposition primarily concerned with the analysis of eight-year-old youngsters. Its purpose has been (1) to understand them genetically and educationally as they pass through this transitional stage; and (2) to see that all is well with them physically, socially, and scholastically. The data for the problem was obtained through research in the field of child study and development, and through reports of participants in child study programs throughout a period of ten to twelve years.

The author has made a compilation of his research including daily personal contacts with eight-year-olds in the classroom. From a recapitulation of the findings, the author concludes that the growth and behavior of eight-year-old children involved in this study are progressing at a normal pace, and generalizes that eight-year-olds, if given proper attention, are ready to pass happily into the next phase of childhood.

CHANDLER, LEE ROY, THE COMMUNITY AS A BASIS OF STUDY IN THIRD GRADE SOCIAL STUDIES. Master of Arts (Elementary Education), May, 1949, 63 pp., vocabulary, bibliography, 39 titles.

This thesis studies the use of the community as a basis for social studies in the third grade of the San Antonio Public Schools. The main source of materials for this investigation has been the community itself. The author also obtained pertinent data from children's books, monographs, books on teaching methods and procedures, and related information found in magazine articles. The author discusses such subjects as: (1) teaching the social studies units, its sources and materials; and (2) correlation of social studies units with other school subjects. The reader is also provided with sample lessons in social studies.

It was concluded that the social studies program in an elementary school committed to the use of the community can: (1) correlate the basic skills of reading, writing, spelling, language, and arithmetic with the social studies units; and (2) such a program, through its varied activities, can bring the self-centered child to a realization of his place in an interdependent society and make him socially sensitive as well as improve his human relationships.

CLARK, HARRIETT C., FOSTERING BETTER HUMAN RELATIONS AMONG FIRST GRADE CHILDREN OF RAFAEL GONZALES ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1952, 105 pp., bibliography, 36 titles.

The study attempts to determine what the human relations problems of Spanish-speaking children of the Rafael Gonzales Elementary School, San Antonio, Texas, are in order that the contributing factors of such problems may be better understood, and to find how and to what degree the school can serve as a contributing entity to an effective solution of these problems. The scientific principles involved in the understanding of the child's social behavior were cited, and case studies of the different children were presented.

In the light of these sources of information, some conclusions were drawn as to what the human relations problems of these children were, and what provisions the school could make to aid in these solutions. The study revealed that while many of these children's problems are common to this age group, yet these children have additional problems because of their language handicap, cultural customs, and economic and social conditions. The study also shows how the school through a program of guidance has been able to help these children in the solution of these problems, thereby enabling them to achieve more wholesome social and personality adjustments.



CUDE, HELEN E., A STUDY OF MODERN TRENDS IN TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1952, 71 pp., bibliography, 64 titles.

This is a study designed to show some modern trends in the teaching of arithmetic in the elementary school with special emphasis placed on the meaning theory, the number system, and some significant understandings of arithmetic. The materials for this study were obtained from professional books, magazines, yearbooks, journals, and other reliable sources pertinent to the subject.

The author undertook a survey of the literature on mathematics and on the teaching of arithmetic. The author believes the findings indicate that arithmetic can function intelligently for the learner in a democratic society if it is taught as a series of related meanings and understandings, and advances some recommendations based on these findings.

CUNNINGHAM, JAMES W., A PHYSICAL EDUCATION PROGRAM FOR GRADES SIX THROUGH EIGHT FOR BOYS IN THE ALAMO HEIGHTS JUNIOR HIGH SCHOOL. Master of Arts (Elementary Education), May, 1952, 76 pp., 3 tables, bibliography, 40 titles.

This study is a discussion of a physical education program for boys in the sixth, seventh, and eighth grades in the Alamo Heights Junior High School. In developing the study the writer first reviewed the history of physical education, and then presented an overview of the aims, the principles, and the objectives of an effective physical education program followed by discussions of an activities program.

The author obtained the necessary data for this thesis from books, courses of study, periodicals, pamphlets, bulletins, and suggestions submitted by experienced classroom teachers, physical education instructors, coaches, athletic directors, and school administrators. It is hoped that this program will be a helpful guide to the teacher in presenting desirable activities, practices, and procedures in daily physical education lessons.

DAVIS, MERLE B., A PROGRAM OF VISUAL AIDS FOR THE FIRST GRADE. Master of Arts (Elementary Education), August, 1950, 145 pp., references, bibliography, 13 titles.

It was the purpose of this study to improve first grade reading and number work through the use of visual aids, as a means of developing more accurate concepts and of developing a desire for further reading and number knowledge. In this study, charts, pictures, flannelgraph, and the electric board were found useful in presenting abstractions; while the glass slides, filmstrips, moving pictures, and dramatization were the bases of social recitations. School journeys, objects, and the sand table were used to give firsthand experiences and to develop keen observation and interest in things of everyday life. The writer recommends the use of audio-visual aids as an asset in presenting subject matter, in developing clearer concepts, and in stimulating interest in any subject.

DESMUKE, MRS. ELMA C., A COURSE OF STUDY IN HEALTH EDUCATION FOR THE THIRD GRADE, IMPLEMENTING DESIRABLE SOCIAL COMPETENCIES. Master of Arts (Elementary Education), August, 1950, 95 pp., appendix, bibliography, 36 titles.

The data for this study were obtained from textbooks, magazines, and film catalogues. Additional materials were obtained from the local newspaper files and from personal interviews. The author also obtained important data from pupils' workbooks, teachers' manuals, committee reports, books on theory of health education, periodical articles, courses of study, pamphlets, and bulletins.

This study of health education activities has been developed to show how the close interrelationships of health activities carry over naturally and even determine the experiences and interests of the child at home and at school. This study included a survey of the facilities and resources of Poteet, Texas. The author provides the reader with an instrument that will prove most helpful in the health education of third grade children, and recommends provision be made for (1) proper facilities for healthful living, (2) correlation of health education with the entire health program, (3) adult cooperation, (4) adoption of the unit method for teaching health, (5) periodical health examinations of the child, and (6) daily inspection of the children.

DONALSON, MABEL J., INTEGRATING THE COURSE OF STUDY IN  
GENERAL SCIENCE WITH EVERYDAY LIVING IN THE EIGHTH GRADE OF  
THE BARTON SCHOOL IN THE MOBILE, ALABAMA, SCHOOL SYSTEM.

Master of Arts (Elementary Education), August, 1950, 87 pp.,  
bibliography, 21 titles.

This study represents an effort to assist the teachers of general science to obtain a thorough knowledge and understanding of what educators have thought should be included in a functional science curriculum, and to formulate helpful suggestions for better presentation of the general science course in the eighth grade of the Barton School in the Mobile, Alabama, school system.

The author has performed an intensive study and delineated a thorough knowledge of the methods of presentation of the general science course in the eighth grade of the Barton School, followed by a survey of the literature to find desirable criteria that will aid in making a general science course more functional. The author then formulated suggestive units of work, that the material may be used to better advantage. The author hopes that the aims of this work, to set forth suggestions for a more integrated course of science which will give to the pupils a better understanding and appreciation of their environment, have been met.

DOWDEN, DORA JEAN M., UTILIZATION OF ART IN TEACHING READING TO LATIN-AMERICAN PRIMARY CHILDREN. Master of Arts (Elementary Education), August, 1950, 75 pp., appendix, 13 illustrations, bibliography, 21 titles.

The purpose of this study was to present methods of using art as an aid in teaching reading to Latin-American primary children. The data used in this discussion were obtained through the author's personal experience, observations, and methods selected from related studies in reference material found in books, periodicals, and other publications.

The writer has made extensive use of illustrations on the basis of their significance to the beginning pupil both in the reading and the interpretation of reading material. The writer has further attempted to present ways in which teachers can develop the program presented in this study within their classrooms and schools. It is hoped that the data presented in this study will prove sufficiently convincing to stimulate the preparation of scientifically sound materials for teaching reading to Latin-American children.

DULLYE, VICTOR C., A PLANNED HEALTH SERVICE PROGRAM FOR 350-PUPIL ELEMENTARY SCHOOL. Master of Arts (Elementary Education), May, 1950, 63 pp., 6 tables, 1 chart, bibliography, 27 titles.

This study was made for the purpose of formulating a tentative guide for health service in the elementary school. The data for this work were gathered from books on health and hygiene, journals, magazine articles, courses of study, the state-adopted textbook in health education, and through personal interviews with physical health education instructors, doctors, and nurses.

The study was divided into five divisions. The five chapters of this thesis presented the introduction to the problem, the historical development of the school health program, an analysis of health education, the current and best practices in school sanitation and hygiene as determined by law, objectives of health instruction, the important principles of selection and organization of subject matter, modern trends in teaching health and establishing hygiene controls, and the summary and conclusions. Included were the services rendered by the administrator, the teacher, the school physician, the parents, the school nurse, and the school lunch program. The author concluded that health has a place in any plan of education, that it aids the individual learner in his progress toward his goal, and that without health the individual and his economic value to society may disappear.

DUTY, ALINE, A STUDY OF THE UTILIZATION OF AUDIO-VISUAL AIDS IN THE EDUCATION OF THE FIRST GRADE CHILD, CHARLES GRAEBNER SCHOOL, SAN ANTONIO, TEXAS. Master of Arts (Elementary Education), August, 1946, 112 pp., 28 illustrations, vocabulary, bibliography, 61 titles.

This study of the utilization of audio-visual aids has been prepared with the purpose of exploiting the field of effective use of audio-visual aids in the classroom, and of presenting a study of current sources of audio-visual equipment and material for use in the first grade classroom. The data for this discussion were obtained from firsthand experience, professional and educational magazines, library books, newspapers, radio, pamphlets from manufacturers, material from the Visual Aids Instruction Bureau and from the State and United States Departments of Education, and material from local and national broadcasting companies.

The author advocates that a careful plan must be worked out for the skillful selection, operation, and maintenance of the equipment and materials if the utilization of audio-visual aids is to be effective, and points out the need for training in the use of these aids on the part of the teacher who must likewise employ proficient techniques in the presentation of the aids. Additional conclusions drawn from this study are enumerated and recommendations made.



EVANS, RUTH, PROCEDURES FOR DETERMINING AND METHODS OF RECORDING HEALTH AND PHYSICAL-FITNESS STATUS OF THE SAN MARCOS ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1946, 52 pp., 16 charts, selected references, 18 titles.

The purpose of this study was to develop procedures to be used in obtaining the health and physical fitness status of fourth grade children in the San Marcos Elementary School, and to set up a card form for recording them. The materials used in this investigation were collected from daily observation, health appraisal, and physical fitness testing of eighty-six boys and girls in the fourth grade.

In the statistical treatment of the data, raw scores were converted into T-scores, and defects were tabulated immediately after the health appraisal was made. Both of the procedures discussed in this study were planned for execution by the classroom teacher. The methods for recording are simple, very revealing, and planned in such a way that only a minimum of writing and marking is necessary. A Physical Fitness Test Card is used to record the scores of each individual, and this readily gives the picture of the child's physical fitness. The writer is of the opinion that in order to do a better job of teaching, the health and physical fitness status of a child should be known.

FRESHOUR, JACK, THE VISITING TEACHER AS AN AID IN THE GUIDANCE PROGRAM. Master of Arts (Elementary Education), August, 1948, 44 pp., bibliography, 31 titles.

The data for this discussion of the visiting teacher as an aid in the guidance program were obtained from books in the field of education, magazines, educational journals, and bulletins from state and national organizations. Following an introductory chapter, the duties and responsibilities of the superintendent and the school board are discussed. Another chapter deals with the training of teachers in service for home visitations. Chapter four of this study presents some evaluations of teacher visitation and guidance. The writer concludes that a thorough knowledge of the child's needs and a willingness to work at the job of supplying these needs can and will make a program of home visiting by the teacher worth-while and profitable.

GEST, VIOLA S., THE TEACHING OF ART FOR EVERYDAY LIVING IN THE PRIMARY GRADES OF THE PUBLIC SCHOOLS. Master of Arts (Elementary Education), August, 1949, 40 pp., bibliography, 18 titles.

In the study, an analysis of the methods of teaching art in the field of primary education was made, and a

suggestive program of art activities to be used in grades one, two, and three was developed. The data were obtained from books on elementary art, published articles and magazines, yearbooks, and ideas gained from experiences and observations in the teaching of art.

The purposes were (1) to analyze a number of books on methods of teaching art, (2) to present and carry out a suggested program of art activities for the primary grades, (3) to present an illustrative unit of work prepared for the third grade, and (4) to present a suggestive reading list and an art supply list for teachers. As a result of this study, the author arrives at concrete objectives of art education and makes the conclusion that the demands of modern life require a new emphasis to be placed upon art in the school curriculum.

GIESEN, LENORA D., A SUGGESTED MUSIC PROGRAM FOR THE PRIMARY GRADES OF THE CAMPUS ELEMENTARY SCHOOL OF SAN MARCOS, TEXAS. Master of Arts (Elementary Education), January, 1952, 171 pp., bibliography, 16 titles.

The problem was to set up a suggested music program for the primary grades of the Campus Elementary School of San Marcos, Texas, that would provide for instruction in music

suited to the child's interest, one that would be integrated and continuous. In developing this thesis the author conferred with the music supervisor for the Campus Elementary School and with members of the primary staff in order to plan the music program so that it would help achieve the general purposes of the school curriculum. A "five-point" program including singing, rhythmic responses, listening, playing, and creative activities was decided upon.

To determine the materials actually available to the staff for the development of the suggested program, the author made his research in the Campus School library. Pertinent data were obtained from books, bulletins, and the record library of Southwest Texas State Teachers College. The author concluded that instruction in music should lead to growth in appreciation and skills, and that the music activities planned for children should be in the child's scope of ability for enjoyment and fitted to his musical background. Included are recommendations as requisites to a program in music which provides for the needs and interests of primary children.

GRADY, MRS. ORENE M., AN ANALYSIS OF PRIMARY READING DIFFICULTIES FOR CORRECTIVE WORK. Master of Arts (Elementary Education), August, 1944, 84 pp., 11 tables, appendix, bibliography, 27 titles.

The data for this study were obtained from the use of standardized tests and informal tests, through personal interviews with parents, and from the observation of children at work and play in a second grade classroom of the Luling Primary School. The purpose was to determine the value of diagnosing the reading difficulties of second grade children prior to the application of corrective measures. For this purpose, the author undertook a survey of a regular second grade class of the Luling Primary School.

The results of this study indicate (1) marked progress in the three forms of reading, word recognition, sentence reading, and paragraph reading; (2) the children with the lowest reading averages benefited most from the corrective program; and that (3) most of the errors were made on words very similar in appearance, such as goat and boat, like and lake, and store and story; in the use of the wrong identification mark; and in not being able to get the main thought of the paragraph. The author recommends the need for a similar study on a larger scale over a longer period of time, similar

studies conducted in the other primary grades, and for the writing of inexpensive corrective materials for the primary grades.

GRAY, ESTELLE, CHILDREN'S SELF-EXPRESSION THROUGH ART.

Master of Arts (Elementary Education), August, 1948, 56 pp., bibliography, 68 titles.

The purpose of this investigation has been (1) to make a survey of the literature available on this subject of children's art helpful in determining whether they are permitted to express themselves through art, (2) to arrive at its relative importance as recognized by various leading art educators, (3) to show favorable sources of inspiration for children's self-expression through art, and (4) to determine various approaches which show the opportunity for freedom of expression. The material for this study was selected from such sources as educational periodicals, magazines, books on art and art education, notes taken from art lectures, and from personal interviews.

The problem of self-expression through art has been discussed in the light of what various educators and leaders in the field of art education recognize as the importance of freedom of self-expression for children. Conclusions drawn show that the experiences which children have with art are an

integral part of the growth and development of the child and help him to appreciate the beauties of his environment, as well as to achieve acceptable status among his peers, and a philosophy of life.

GREEN, BLANCHE M., INTEGRATING MEANINGFUL LITERATURE IN THE THIRD GRADE. Master of Arts (Elementary Education), May, 1952, 82 pp., bibliography, 54 titles.

The purpose of this study was to determine some of the most meaningful types of literature conducive to desirable growth and development of children of the third grade in the Cuero Public Schools, Cuero, Texas, and to show how this literature may be integrated with the third grade curriculum. In the development of this thesis the author reviewed the changing viewpoints in children's literature and summarized the characteristics of child growth and development in relation to children's literature.

An attempt to determine the most meaningful methods to promote desirable growth and development followed. Since many teachers find that poetry is especially difficult to present in an effective manner, special examples of the manner which the author has found to be successful with this problem were discussed. Special attention has also been given to the ways in which the correlation of literature with units of study may be

accomplished, and the use of literature for special occasions and holidays.

On the basis of the findings in this study, the author concludes that the teacher must first know and understand the child before he can make literature meaningful to him, and that the teacher must have a wide knowledge of children's literature in order to begin the task of integrating meaningful literature into the curriculum. It is recommended that the stories and poems used in the classroom meet individual needs and the methods and procedures given in this study be explored further.

GREGG, LOUIE, ORIGIN AND TREND OF PRE-SCHOOL EDUCATION IN THE UNITED STATES. Master of Arts (Elementary Education), May, 1948, 49 pp., bibliography, 12 titles.

In this study the author has undertaken to present the history of the development of pre-school education, commonly called kindergarten, in the United States and to relate the present-day trend of the education of pre-school children in the progressive education movement. Periodical literature, books, monographs, yearbooks, bulletins, and certain miscellaneous materials constitute the sources of data used in the development of this thesis.



Chapter three of this study summarizes the pre-school movement of the Midwestern States and New York. Chapter four traces the development of the kindergarten in the New England States. Chapter five presents a discussion of the pre-school movement in the Southeastern States and Delaware, District of Columbia, New Jersey, and Pennsylvania. In chapter six, the writer discusses the kindergarten movement in the Western States, Hawaii, and Alaska. Chapter seven examines the trends of modern pre-school education in the United States. Conclusions drawn indicate that the schools for pre-school age children in the United States offer many opportunities for assisting child growth in social, intellectual, and body developments.

GREGORY, ROBERT B., ART AS A MEANS OF COMMUNICATING CONTENT CURRICULUM IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1951, 102 pp., bibliography, 53 titles.

The materials used for this study were obtained from current literature, art magazines, yearbooks, periodicals on art, art education books, and general education books obtained from the library at Southwest Texas State Teachers College, San Marcos, Texas. The author also made visitations and conferences which contributed favorably to the development of this study.

The study is based upon the child's right to free self-expression through art with proper guidance and stimulation. A discussion of the mental and emotional development of children via their experiences through art is undertaken, as well as an attempt at determining the sources from which children grow creatively. It was concluded that art expression is an essential part of the development and total growth of all children regardless of their socio-economic status and psychological background, and that it should be emphasized as a means for children to communicate their experiences freely.

GRIGSBY, EDITH T., SOME WAYS OF EMPLOYING THE AUDIENCE SITUATION IN FOURTH-GRADE READING. Master of Arts (Elementary Education), May, 1944, 47 pp., vocabulary, bibliography, 20 titles.

The thesis studies some devices to be employed in teaching reading to children of the fourth grade level. The author has attempted to assemble some suggestions that may be applied in the learning activities of children at this level. Data for this investigation came from writings found in professional books and magazines, and contributive information from the experiences of teachers in this subject.

The author has offered these suggestions with the belief that such proposed activities, when audience situations are

encountered, will contribute favorably to the promotion of children's ability to call the printed word correctly, and to interpret printed materials intelligently and interestingly to others. A suggestive plan for the use of the audience situation in the teaching of reading to children of the fourth grade level evolved. It is hoped that the suggestions contained in this study will aid other teachers in the process of enriching reading activities, and in enriching the reading efficiency of children.

GUNTER, EDWIN D., A CRITICAL EVALUATION OF THE SEVEN YEAR EXPERIMENTAL STRING PROGRAM NOW IN ITS THIRD YEAR IN THE SIXTH GRADE OF THE SAN MARCOS PUBLIC SCHOOLS. Master of Arts (Elementary Education), August, 1949, 34 pp., 4 tables, 5 illustrations, appendix, bibliography, 6 titles.

The main purpose of this evaluation was to give some definite information on the musical value of an experimental string program and its effect on the development of its child participants. The Strouse Music Test, a standardized achievement test, was given to the first two classes in this experimental string program, during the years of 1946-1947 and 1947-1948. These tests were given in September and again in May by the music department of Southwest Texas State Teachers College with a study as this one in mind. From these records and the standard of scores, the author has attempted to

determine some tangible value and significance of the string program. Again in 1948-1949, the Kvalwasser-Ruch Test of Musical Accomplishment was given to the students of the sixth grade of five schools in this immediate geographical locale.

By using a formula recommended by David F. Votaw, Professor of Educational Psychology at Southwest Texas State Teachers College, the percentile scores were computed with the test results of this study. On the basis of the findings, the author concluded that more than normal musical growth had resulted in the sixth grade in the San Marcos Public Schools for the three years that this experimental program had been in operation, and that regardless of presentation of material or the teaching of two different instructors, the children in San Marcos still made more than average progress.

The author recommended that funds, materials, and instructors for this experimental program be continued, and that some other kind of instrument be used along with the strings, thus determining whether the success of this program was entirely attributable to the strings, to the instructor, or to the time spent in class. Also indicated here was the need for further study of this problem.

HALCOM, MILDRED, CHILDREN'S EXPERIENCES AS A FACTOR IN PROBLEM SOLVING. Master of Arts (Elementary Education), August, 1950, 121 pp., appendix, 12 tables, bibliography, 22 titles.

The purpose of this study was to look for the difficulties children of a particular group encountered in solving problems and to determine what place the children's experiences had in the ability to solve problems. Through the administration of three standardized tests--the Gray-Votaw-Rogers Achievement Tests, the Unit Scales of Attainment, and the Iowa Every-Pupil Test in Arithmetic--the lowest one-third of the group was determined. The group was taken from a sixth grade class of thirty children in the elementary school of a small town in the Lower Rio Grande Valley in South Texas.

A review of previous research undertaken in the field had revealed that there is an unsolved problem as to the place of experience in a child's ability to solve problems. The author believes that the data presented in this study, however, do indicate that a child's experiences definitely affect his evidenced ability to solve problems.

HALEY, MAURINE B., THE USE OF INSTRUCTIONAL MATERIALS IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), May, 1952, 118 pp., appendix, bibliography, 60 titles.

In this study an attempt has been made to explain and to interpret the newer concepts of teaching arithmetic in the elementary school, and to show how various types of instructional materials can be utilized in teaching arithmetic. Suggestions and criteria by which instructional materials may be evaluated have also been presented.

It has been the purpose of the author to find means of developing finer attitudes and clearer understanding on the part of the pupil, and to aid in making arithmetic more enjoyable and more functional through the use of instructional materials. The data for this study were obtained from published sources presenting the views of recognized authorities, and of classroom teachers in the elementary grades.

In organizing the study, the author was guided by the classifications given instructional materials advanced by three noted authorities in the field, Grossnickle, Junge, and Metzner. Topics covered in this study include (1) the historical background in the teaching of arithmetic, (2) the modern methods employed, and (3) the meaning and understanding of arithmetic. Also included are such topics as (4) a definition of instructional materials, (5) real experiences,

(6) manipulative materials, (7) pictorial materials, and (8) symbolic materials.

It is hoped that this study will encourage teachers to re-examine their methods and to evaluate them in the light of the newer concepts as they are revealed in this thesis. The writer sets forth recommendations designed to aid the teacher of arithmetic in the elementary school.

HARLAN, THELMA H., MATERIALS AND METHODS FOR THE TEACHING OF BIRD STUDY IN THE SECOND GRADE. Master of Arts (Elementary Education), May, 1944, 121 pp., 22 illustrations, bibliography, 13 titles.

The data for this study were taken largely from such sources as works on children's nature, song and picture books, science references, and literature dealing with methods of teaching science.

After an introductory chapter, the author discusses certain fundamental bird characteristics, such as migration, mating, nest building, the number and size of eggs, care of the young, and plumage. Chapter three of this study shows the ways in which a teacher may introduce birds to primary pupils. Materials for the teaching of bird study are included in chapter four, including an explanation of the methods to be used with these materials. Realizing the need for children

to be taught to love birds and to understand them, the writer has developed a bird study workbook for use with pupils of the second grade level.

HEGARTY, LELA, RADIO AS A TOOL OF LEARNING IN THE CLASSROOM. Master of Arts (Elementary Education), August, 1943, 68 pp., bibliography, 33 titles.

In this study of radio as a tool of learning in the classroom, the writer presents a survey of the growth of radio in the quest for answers to the following questions: (1) Does radio enrich the experiences of boys and girls? (2) For what purpose is the radio used? (3) Does it develop speech? (4) Does it teach children to evaluate out of school programs? It has been the specific purpose here to determine the most profitable way to utilize radio programs and those of radio and speech education, through the collection of data from bulletins, books, magazines, newspapers, and reports on radio conferences. Included in the study are the actual steps needed in carrying out a suggestive program of radio education.

The author reports that the findings clearly show a modern trend toward greater use of radio in the classroom, and arrives at the following conclusions: (1) radio programs motivate classroom work; (2) these programs correlate school



life with the community, state, and county; and (3) they bring out individual differences and, hence, aid the teacher in guidance education.

HENDERSON, MARGARET M., ART AS A MEANS OF MAKING SCHOOL EXPERIENCES MORE MEANINGFUL. Master of Arts (Elementary Education), August, 1948, 53 pp., 6 illustrations, bibliography, 34 titles.

The purpose of this study was to show that art qualifies experience and that the influence of the classroom does have significant aspects of the art influence. This thesis endeavors to present the means by which art can make other school experiences more meaningful in the primary grades. In this work, the author has included a unit of work suggestive of the things that schools should do in the field of art to prepare young people for a satisfying life.

In the preparation of this paper, data were obtained from books, magazines, and experiences and practices conducted during the 1947-1948 school year in the Campus Elementary School, San Marcos, Texas. During the school year, the author prepared and taught a suggestive unit of work for the primary level. Contained in the unit was a brief outline of the type of school experiences as they are related to art.

The conclusions arrived at indicate that the outcomes of the art program at any primary level are measured by (1) the child's increasing awareness of fine color and design in everything around him; and in (2) his ability to think, and to select and organize lines, shapes, and colors in communicating ideas and feelings. The writer recommends that all art activities should be carried out with the view of fostering art appreciation in all children for the enrichment of their immediate and future life.

HERNANDEZ, BERT M., SOME FACTORS INVOLVED IN THE DEVELOPMENT OF A COURSE OF STUDY IN SCIENCE FOR THE INTERMEDIATE GRADES AT SOUTHSIDE SCHOOL, SAN MARCOS, TEXAS.

Master of Arts (Elementary Education), August, 1949, 85 pp., 16 tables, bibliography, 25 titles.

The heart of the thesis concerns itself with the preparation of a course of study in elementary science and the setting forth of some helpful suggestions to teachers with respect to the use of such materials as are contained in this study. The data for this problem originated from books, magazines, unpublished Master's theses, bulletins, and the results of a pupil questionnaire based on science topics of interest to the children in Southside School, San Marcos, Texas. Observations and the experiences of authorities in this field constitute additional material for this study.

In enlarging upon this problem, the author compiled the data in his quest for science topics of interest to the pupils of the various grade levels. From this compilation, there evolved the development of illustrative science units for each grade level contained of a list of science topics of interest to the particular grade level to aid the teacher in developing science units based on the interests and abilities of the children taught.

From a careful study of the findings in this study, the author reveals the following: (1) the school can be of help to children by studying their needs, interests, and abilities with the view of making some adjustments in the curriculum rather than expecting the adjustment to be made entirely by the child; and (2) the interests of the children at the San Marcos Southside School are not confined to age or grade level. The author concludes that even though no control affected the reliability of the results of the questionnaire in this study nor has any further verification been attempted of the value of basing a program on interest, the science program will be much more effective than heretofore. It is also felt that a step has been taken in developing in children the desire to make responsible choices.

HILL, NINA B., AN INFORMAL STUDY IN THE USE OF SIXTH GRADE HOMEROOM PERIODS FOR CLASSES IN HUMAN RELATIONS. Master of Arts (Elementary Education), August, 1951, 87 pp., appendix, 2 illustrations, bibliography, 28 titles.

The purpose of this study was to investigate the need for classes in human relations in the elementary school, with emphasis placed upon the sixth grade, and to find whether a preventive program might be inaugurated that could forestall deterioration of personality at an early age preventing thus any waste of potentiality. The principal sources of data contributing to this study were books, magazines and periodical literature, bulletins, anecdotal records, sociometric and acceptability tests, and experimental class work by the author.

In carrying on the study, the author read widely concerning the characteristics and needs of children of the sixth grade level. Various techniques concomitant to the carrying out of the experiment were analyzed, and classes for discussion were organized. The author then administered sociometric tests, made sociograms, and gave acceptability tests, while an anecdotal record of the group was kept simultaneously.

The work included research into the background areas which brought forth the basic idea of this study, as well as into the scientific principles on which the study of child development is based, both from the child's and from the

teacher's standpoint. Observation and study were made of specific groups of children, including anecdotal records that were kept, and sociometric and acceptability tests which were administered. Classes were then conducted for the discussion of human relations in classroom settings during the homeroom period of the sixth grade of the Luling Junior School, Luling, Texas. It was found that the study of human relations in the classroom, in early years, should help children to live in contentment with themselves and to get along better with one another.

HOFMANN, MRS. ERNESTINE W., A METHOD FOR TEACHING THE FIRST SIGHT VOCABULARY TO A TRANSIENT GROUP OF LATIN-AMERICAN CHILDREN. Master of Arts (Elementary Education), August, 1948, bibliography, 70 titles.

The development of a method for teaching a basic sight vocabulary in reading to a group of transient Spanish-speaking children was accomplished through the means of intense research in the field of methods for reading including books, courses of study, magazines, and adapted methods utilized by teachers in the field of Latin-American education. Chapter one introduces the problem by stating the need and importance of this study. Chapter two introduces the study by discussing the importance of experience as a method, the goals set up,

and the choice of texts. Chapter three deals with the need for a good beginning and develops the reading program with emphasis upon reading readiness. Chapter four discusses the integration of all subjects with the reading program. Helpful suggestions to the prospective teacher are included.

The study reveals that out of a group of twenty transient children who remained in school an average of four months, eighteen of them completed six readers. After testing this group for comprehension, fluency in reading, and word recognition by other teachers than the writer, the scores ranged from eighty-seven to one hundred per cent on a one-hundred-per-cent scale. From these findings the author concludes that the transient child entered late, found his place, progressed at his rate, and withdrew at an early date feeling that he had done well that part of the course of study he had covered.

HOLLAND, MRS. IRENE D., ART AS A MEANS FOR ENRICHING SOCIAL STUDIES FOR THE SIXTH GRADE CHILD. Master of Arts (Elementary Education), August, 1949, 37 pp., bibliography, 9 titles.

This study represents an endeavor to arrange a unified program of social studies in the sixth grade level that would prove more meaningful to the child through his participation in suitable and integrated activities in art. Contributing

to the development of this thesis were such sources of data as courses of study, books, magazines, advertising matter, and the personal experiences of the author whose work was the directing of art activities in the sixth grade of the Elementary School of San Marcos, Texas.

The study contains a suggestive unit of work carefully selected on the basis of individual needs, interests, and abilities of the child and the group. Integration of this unit, while centered around history, geography, and art, also extended to such subjects as language arts and arithmetic. A study of the findings points to the conclusions that this unified program of study, featuring workshop methods, was effective in developing desirable social attitudes in the children, in developing their initiative and independence, in stimulating their interest and power of observation, and in helping them to master fundamental knowledges and skills.

HOPKINS, MARGARET A., A STUDY IN THE ART OF CHORAL SPEAKING AND ITS VALUE IN THE EDUCATIVE PROCESS. Master of Arts (Elementary Education), August, 1950, 51 pp., bibliography, 34 titles.

This study attempts to establish choral speech as an aid in methods of speech therapy, and to find some avenue of

oral expression satisfying to the individual. The study stems from the author's desire to provide an incentive to elementary grade children for the study of poetry and literature. The data used in making this survey were gathered from books, periodicals, and pamphlets obtained from public and private libraries in the city of San Antonio, and from the library of Southwest Texas State Teachers College, San Marcos, Texas.

Choral speech was applied as speech therapy in a group of children ranging in ages from six to eight years, and the results recorded. The writer concludes that choral speaking not only develops a love of poetry for its own sake, but provides training in the use of the voice and serves as an aid to speech.

HOWARD, BERNICE C., A PROPOSED GUIDE IN ELEMENTARY SCIENCE TO BE USED IN THE FOURTH, FIFTH, AND SIXTH GRADES OF THE JUNCTION ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1951, 211 pp., references, bibliography, 34 titles.

The general purpose of this study was to lay the foundation for an elementary science program for the fourth, fifth, and sixth grades. More specific purposes of this study were (1) to emphasize the importance of developing ability to think scientifically; (2) to identify the general



principles which should serve as a guide in the selection of materials in the elementary science program; and (3) to present suggested materials which might be used in the fourth, fifth, and sixth grades of the Junction School. Books, periodicals, bulletins, yearbooks, and personal experiences of the writer constitute the data used in developing this thesis.

An attempt was made to organize and develop nine areas of pupil interest in science and to lay a foundation which will serve as a basis for further study. Chapter six of this study consists of teaching units for the fourth, fifth, and sixth grades respectively. In conclusion, the author indicates that the qualities of mind and attitudes that can be developed through proper instruction in science will be of great benefit in meeting the social and economic problems faced by humanity today.

HUNT, MRS. SELMA M., TRENDS IN THE SELECTION AND USE OF INTERMEDIATE READING MATERIALS. Master of Arts (Elementary Education), August, 1944, bibliography, 39 titles.

The primary aim in this study has been to determine how the classroom teacher should guide children in selecting and using reading materials, to find out the extent to which an enriched program in reading would contribute to the understanding of other studies, and how it influences the

learners as citizens in later life. The author has endeavored to show how the proper selection and use of intermediate grade reading materials will increase the reading ability of children and encourage them to do more reading, thus becoming better readers and increasing their knowledge and understanding of other subjects.

The data used in this study were derived from personal observations, careful research in the field of education yielding brief reports on experiments, and summaries of normative surveys made by librarians. Additional information was obtained from the catalogue descriptions of more than one thousand books in the juvenile field which were read. The study was begun in the summer of 1942 during which time the author attended Southwest Texas State Teachers College, and at which time the author started collecting his data through personal observation of the reading tastes and preferences of individual children.

It was found that the easiest and most effective method of changing a poor reader into a good reader is to see that he is supplied with reading materials that will meet his individual needs and interests. The author concludes that the teacher should first test the children for reading ability and for intelligence, and then proceed to gain the child's confidence that the teacher may thus enlist the learner's cooperation

and learn much about his tastes and preferences. With this information and a thorough knowledge of reading material he can give intelligent guidance and induce the child to do much more reading than he would otherwise. The author advances recommendations both on method and on the selection of material.

JACKSON, MRS. AUDREY S., PREPARATION OF A SOCIAL STUDIES PROGRAM FOR GRADES ONE AND TWO UTILIZING THE RESOURCES FOUND IN SAN MARCOS. Master of Arts (Elementary Education), August, 1948, 156 pp., bibliography, 185 titles.

The problem involved in this study was the preparation of a program of social studies activities utilizing the resources of the community. The specific purpose of this study was to prepare eight activities in the social studies based upon a theme that follows a sequential pattern.

Data for this work were collected from the use of community resources, textbook readers, visual aids, art and music material, and elementary school library books, magazines, and pamphlets to be used by the child. Emphasis was placed on the child and how the social studies furnish him with experiences conducive to good citizenship. The units are potential and can be adapted to meet the individual needs, interests, and abilities of the child. The author includes recommendations designed to help the teacher in providing for a good social studies program.

JENNINGS, LILLIAN, USING THE SOCIOGRAM AS A TECHNIQUE FOR IMPROVING GROUP RELATIONS ON THE SECOND GRADE LEVEL.

Master of Arts (Elementary Education), January, 1952, 84 pp., 3 illustrations, vocabulary, bibliography, 53 titles.

The purpose of this investigation was to find ways and means of understanding the group relations of boys and girls in the Charles Graebner Elementary School of the San Antonio Public Schools, and to improve those relations. Data for this study were obtained from books on child development and educational research, monographs and articles in current professional magazines, studies, and reports made by the American Council on Education, Society for Research in Child Development (National Research Council), Progressive Education Association, and the National Education Association. Data were also obtained from a careful examination of studies and reports of leading experimental schools over the nation, by devising instruments of practical use for gathering data about the children under study, by observing and identifying behavior, and by attempting to interpret changes in behavior based on the findings of this study.

Three sociometric tests were administered over a period of nine months to a group of thirty-one second grade children of the Charles Graebner Elementary School during the school term of 1950-1951. In each case the results were charted,

and the choices were used for the situation involved in the choosing.

The author concludes that sociometric techniques, the sociometric test, and the sociogram have limitations as well as advantages. These are capable of misuse as are textbooks and courses of study. It is definitely felt that the instrument of the sociogram, as well as the anecdotal record, role playing, parent interviews, case studies, student conferences, and other media of child study could be much more meaningful and profitable when used in connection with a program of in-service education.

JOBSON, MRS. EVELYN D., INDEPENDENT WORK AND SELF-PRACTICE IN ARITHMETIC FOR STUDENTS AT THE PRIMARY LEVEL.

Master of Arts (Elementary Education), August, 1946, 105 pp., bibliography, 62 titles.

It has been the purpose of this thesis to present purposeful activities adapted to children which will provide opportunities for the pupil to do independent work using numbers during activity periods and independent work periods. The materials for this study have been collected from courses of study, textbooks, teachers' manuals, magazines, workbooks, and available children's number books.

The author did research designed to find the modern trends of teaching number concepts in the primary grades. He then worked out a sequence of steps or units of work containing aids and suggestions for individual work and study. It is hoped that the results obtained by the study will show further possibilities for the development of room democracy and desirable habit formation conducive to the optimum development of the individual pupil.

KEITH, MARIE G., A STUDY OF SIGHT CONSERVATION. Master of Arts (Elementary Education), August, 1948, 58 pp., 4 tables, bibliography, 62 titles.

The purpose of this study was to survey that portion of literature in the field of sight conservation which deals with screening visual difficulties and lighting for the classroom, and to report the results on visual screening of fourth grade pupils of Bartlett Independent School, Bartlett, Texas. The materials for this study were collected from books, courses of study, encyclopedias, magazines, newspapers, bulletins, and pamphlets considered reliable in this field, as well as from the personal experiences of the author.

The study is based on the development of sight conservation through a program of screening for eye difficulties, proper nutrition, and adequate classroom illumination. The

author presents three suggestive methods for the development of such a program, and emphasizes the fact that it is greatly needed in the Bartlett Independent School, Bartlett, Texas.

KNIPLING, CLARA L., A DIAGNOSTIC STUDY OF THE BASIC NEEDS OF THE FIRST-GRADE CHILD IN THE LAMAR SCHOOL, NEW BRAUNFELS, TEXAS. Master of Arts (Elementary Education), August, 1949, 106 pp., 7 tables, 2 illustrations, bibliography, 24 titles.

In this diagnostic study of the basic needs of the first-grade child in the Lamar School, New Braunfels, Texas, the author has endeavored to show how scientific data concerning the developmental characteristics of this age group were used as a basis for determining the status of his needs. The author developed the hypothesis that every child has a series of needs which must be met continuously throughout his growth and development. By personal observation and study of the child in her classroom, the author was able to note how these individual needs manifested themselves in the child's behavior, and through the use of data such as collected by means of anecdotes, case studies, sociometric tests, and similar means she was able to determine to some degree of accuracy to what extent the first-grade child in this study is meeting his fundamental needs.

The general conclusions reached are: (1) the author has experienced a definite gain in the understanding of scientific principles of child growth and development; (2) all behavior is caused; (3) a child's behavior cannot be changed within a short period of time; and (4) every child is an indivisible being. The tables show:

1. Record of height and weight, 1948-1949.
2. Motor coordination test scores, September, 1948.
3. Results of Sociometric Tests III, IV, V, and VI.
4. Test scores on the California Test of Mental Maturity.

KRAUSE, SOPHRONA B., DEVELOPING A PLAN TO IMPROVE THE EATING HABITS OF THE ELEMENTARY PUPILS OF FREDERICKSBURG PUBLIC SCHOOL. Master of Arts (Elementary Education), May, 1950, 60 pp., appendix, bibliography, 18 titles.

This thesis will consist of a thorough study of the eating habits of the elementary pupils of Fredericksburg Public School primarily designed to improve these eating habits through better administration of the school lunch program. The author has used the school lunchroom as a laboratory for improving eating habits, to analyze the need for improved eating habits of the Fredericksburg Public School children, and to set up a definite procedure to be followed



in the classroom to the end that the eating habits of the pupils in this study be improved.

The author has found that (1) this nutritional problem of school children is national in scope, (2) great improvement can be achieved through the school lunchroom as a laboratory, (3) the plan in this study offers purposeful and practical experiences in classroom situations, and (4) a better relationship and closer cooperation with the homes is achieved through the evident interest in the physical welfare of the children. Inventory of desirable outcomes of each school's lunchroom program, intelligent view toward setting up a similar plan, and that a bulletin be published regularly by the State Department of Education showing effective programs which are in operation in Texas or elsewhere are among the recommendations made by the writer.

KRUEGER, ADELHEID, A SURVEY OF THE HARD-OF-HEARING CHILDREN AND THEIR NEEDS IN LAMAR SCHOOL, NEW BRAUNFELS, TEXAS. Master of Arts (Elementary Education), August, 1948, 57 pp., 8 tables, bibliography, 20 titles.

The data used in the development of this survey were obtained from lectures and interviews with specialists,

books, bulletins advertising hearing aids, audiometers, testing and screening devices, and from periodicals.

The thesis presents a discussion of the history of the hard-of-hearing movement showing the needs of hard-of-hearing children, the possible causes of their deficiency, what has been done in the United States for them, and the effects of Senate Bill 38 by Morris, on Texas public school education. There follows an examination of the interests aroused in special education, the screening devices utilized, and the results of a hearing survey conducted by the author in Lamar School. A follow-up program of remedial measures is included.

It is the conclusion of the author of this thesis that while hearing is one of the most important factors in life adjustment, the average parent and teacher are unaware of the hearing impairment. The writer lists a number of recommendations designed to be helpful in a program of hearing conservation.

KRUEGER, ALICE A., PROCEDURES EFFECTIVE IN OVERCOMING REVERSAL TENDENCIES. Master of Arts (Elementary Education), August, 1949, 34 pp., bibliography, 19 titles.

This thesis is the report of a study conducted by the writer for the purpose of formulating a guide upon which a teacher may base his procedure of instruction for pupils

entering school for the first time who tend to make reversal errors. The writer shows data from investigations made by educationists, psychologists, and scientists offering various explanations for the source of reversal tendencies. Included in this study are a detailed description and an analysis of the different types of reversal errors frequently made by children in reading.

As a result of this study, a suggestive guide is presented for procedures effective in overcoming reversal errors, that the recognition of this behavior be made an asset rather than a yoke in planning the proper method to be utilized in teaching. The author concludes that on the basis of the investigations made in this study, the findings conform to the hypothesis drawn, that certain procedures and activities do much to overcome children's reversal tendencies in reading.

LA GRONE, EMMA R., ACTIVITIES TO HELP SECOND GRADE LATIN-AMERICAN CHILDREN UNDERSTAND AND USE A SECOND GRADE BASIC READING VOCABULARY. Master of Arts (Elementary Education), August, 1951, 80 pp., appendix, bibliography, 28 titles.

The data for this study were obtained from books, magazines, pamphlets, courses of study, conferences, and personal experiences of the writer in his work with non-English-speaking children. Its purpose was to develop a series of suggestive

activities designed to build meaningful reading and speaking vocabularies of Latin-American children in the second grade.

The study presents the history and background of the unique problem presented by Latin-American children who cannot speak the English language when they enter school. It also contains a suggestive method of utilizing classroom activities in attempting to solve the problem. The appendix consists of a vocabulary list taken from the second grade basic readers, Friends and Neighbors and More Friends and Neighbors, in current adoption in Westside Elementary School, Pearsall, Texas.

From the results obtained in this study, the author concludes that the activities contained in this study may with proper adjustments be used profitably in grades other than the second grade, and recommends that the reading program be arranged around the natural experiences of the children, and that as far as possible, the teacher let the children determine the activities to be developed.

LAYTON, POWELL A., THE EFFECT OF SCORING METHOD UPON THE VALIDITY OF MULTIPLE-RESPONSE TESTS OF VOCABULARY AT THE PRIMARY GRADE LEVEL. Master of Arts (Elementary Education), May, 1949, 30 pp., appendix, selected references, 10 titles.

The purpose of this study was to determine which of two scoring methods would be most advantageous if either, to the validity of a multiple-response test. The tests used in this

study were the Gray-Votaw General Achievement Tests, Revised Edition, Primary Test, Grades 1-3. The criterion of validity used was the reading comprehension test number one which begins on page two of the test booklet. The first and second grades were allowed fifteen minutes to finish the test.

The reading vocabulary test graded by both scoring methods was test number two which begins on page eleven. The criterion was used with this test because it is characteristic of vocabulary and reading comprehension to be closely related. Two hundred eighty-six cases with equal distribution among the first, second, and third grades were used in the correlation of criterion versus scores of the reading vocabulary by the two scoring methods.

In order to select a proper scoring method, the writer gathered raw data, and scored it by two grading formulas:

$$\text{Score} = \text{Rights (a)}$$

$$\frac{\text{Score} = \text{Rights} - \text{Wrongs}}{n - 1}$$

From the results obtained in this study, the writer concludes that scores obtained on a multiple-response test by counting right answers only and scores obtained by using the discounting for guessing formula are equally valid, and recommends the method of marking and counting only rights on the basis of the equal validity of the two scores.

LEISSNER, ADELAIDE C., AN ANALYSIS OF PRIMARY READING MATERIALS WITH RESPECT TO SEMANTIC VARIATIONS. Master of Arts (Elementary Education), August, 1949, 56 pp., bibliography, 26 titles.

The purpose of this study was twofold: first, to determine the number of words appearing with more than one concept; and second, to provide means through which the child may encounter these concepts before he meets them in book situations. In attacking this problem the writer undertook a careful analysis of the materials found in the second grade basal reader at present adopted in Texas. A tabulation was made of the recurring words with two or more meanings within the reader. The author then devised a table showing the word selected by the writer in alphabetical arrangement, as well as the sentence containing the word, the concept conveyed, and the page number where each concept first appeared.

Among the conclusions drawn by the author were: (1) many words contained in the second grade reading material have more than one concept; (2) repetition of word symbols may guarantee recognition of the word, but in no way assure that the child will possess the necessary concepts to associate the proper meanings with the symbols when shifts occur; (3) there is a strong suggestion that the multiple meaning of words, and the failure of teachers to recognize the significance of semantic

variations, might be important factors in producing readers who "read" well but do not comprehend what they have "read."

LIPSCOMB, JANET N., A SURVEY OF THE VALUE OF A REMEDIAL READING PROGRAM IN THE SECOND AND THIRD GRADES. Master of Arts (Elementary Education), August, 1943, 86 pp., appendices, 4 tables, bibliography, 57 titles.

The purpose of this study was to determine the value of a remedial reading program in the second and third grades. In developing the thesis the writer collected data principally concerned with the answers to eight pertinent questions set forth. Its plan is constructed of a survey of literature in the field of reading instruction, giving special emphasis to methods, results of diagnosis, and remediation of disabilities. The author treats some of the outstanding causal factors of the failure in reading as well as some basic principles underlying the diagnosis of reading difficulties.

The conclusion presented indicates that the value of a remedial reading program in the second and third grades may be measured by the ability of the classroom teacher to recognize early symptoms of reading difficulties, to determine inherent causes, and to apply specific corrective treatment.

MATHEWS, SARAH F., A STUDY TREATING THE APPLICATION OF CREATIVE TEACHING IN EIGHTH GRADE GENERAL MUSIC CLASSES.

Master of Arts (Elementary Education), January, 1952, 77 pp., 4 appendices, 7 tables, bibliography, 25 titles.

Following an introductory chapter, data obtained from the administration of the Kwalwasser-Ruch Music Accomplishment Test to pupils of the eighth grade in the Cotulla, Texas, Junior High School were analyzed and the scores compared with results of the same tests given to children of Three Rivers, Texas. The comparison of the results of these two testings was used as one measure of the effectiveness of creative music teaching methods. These results were also utilized in comparing the effectiveness of creative music teaching with those of conventional music teaching. Secondary data were obtained through the use of helpful suggestions found in the writer's survey of literature dealing with this subject. The tests were given at the beginning of the school year and again at the end of the school year.

From the results obtained in this study, the author concludes that achievement scores can be improved through creative teaching procedures. The writer recommends more small group participation and more creative music activities, since the latter not only produce intangible musical results but contribute generously to the development of well-integrated personalities.



MCBRYDE, THELMA, PUBLIC SCHOOL KINDERGARTENS. Master of Arts (Elementary Education), August, 1949, 60 pp., appendix, bibliography, 32 titles.

This study traces the origin and development of kindergartens in the public school systems of the United States with special emphasis on Texas kindergartens. Data for this study were obtained from books, periodical literature, year-books, bulletins, information gained from the use of a check list, and from miscellaneous sources.

The study is confined to the field of kindergarten as a part of the public school system. On the basis of the data presented in this investigation, the author arrived at the following conclusions:

1. Five-year-old children gain valuable experience in learning to live and work with others during the kindergarten period.
2. The child's speaking vocabulary is enlarged.
3. The child's health needs are studied and provided for.
4. Records show that children with kindergarten training make faster progress in the first grade than children without it.

The author recommends that at least one year of kindergarten training should be a part of every school system.

MCGEE, PATTI, A PROGRAM OF SIGHT CONSERVATION FOR THE ELEMENTARY SCHOOL, LULING, TEXAS. Master of Arts (Elementary Education), August, 1949, 44 pp., 8 tables, appendix, bibliography, 22 titles.

The purpose of this study was to plan a program of sight conservation for the elementary school of Luling, Texas. The sources of data used in the development of this thesis were obtained from the results of screening tests; from books, periodical literature, mimeographed material, and unpublished theses and research papers.

The writer discusses three divisions of a sight conservation program, namely, detection, correction, and prevention. Each of these three areas is considered in planning the sight conservation program presented in this study. Included in the program is a plan of referral of those children found to have deficient vision. The study represents an endeavor to improve the health, comfort, and efficiency of the children by studying and suggesting the needed improvements of the environmental conditions under which these children study.

MCGLOTHING, BESS L., THE INTEGRATION OF ART WITH POETRY IN THE PRIMARY CURRICULUM OF NORTH WARD SCHOOL, GONZALES, TEXAS. Master of Arts (Elementary Education), August, 1949, 104 pp., bibliography, 35 titles.

The problem in this study is to show the value of the integration of art with poetry in the primary curriculum of the North Ward School, Gonzales, Texas. Its primary purpose is to present a record of the North Ward School integrated situation in which an attempt was made to foster a deeper appreciation of poetry in the primary child and to develop his creative powers through his expression of concrete drawings and art work. Data for the preparation of this thesis were obtained from books, poetry anthologies, courses of study, periodicals, essays, publications of learned organizations, unpublished Master's theses, personal conferences with teachers of art and music, and from creative productions done by primary pupils.

The integrated program of poetry is presented by means of units prepared for the first, second, and third grades of the North Ward School. Chapter four of this study presents illustrated units typifying work of the primary children in their integrated study of art and poetry. On the basis of the results obtained in this study the writer concludes that the specific experiment with an integrated art-poetry program in the primary grades of the North Ward School, Gonzales, Texas, has proved to be highly satisfactory.

MCKNIGHT, CORA, READING MATERIALS FOR OVER-AGE CHILDREN  
SECOND GRADE LEVEL. Master of Arts (Elementary Education),  
August, 1949, 75 pp., vocabulary, bibliography, 9 titles.

It has been the purpose of this study to construct reading materials, interesting in content, and graded as to vocabulary difficulties, to be used as an aid in teaching reading to over-age Mexican children in the Edgewood Elementary School, San Antonio, Texas. Secondary data obtained from books dealing with this subject and the use of the Texas State Department of Education's A Guide for Teachers of Spanish-Speaking Children have been utilized in the development of this thesis.

The results of standardized tests administered to second grade pupils formed the basis upon which the writer's diagnosis as to the cause of reading difficulties encountered was verified and helped point out the specific fact that appropriate materials were needed. It is hoped that the material presented in this study will aid in the teaching of reading to those boys and girls who, because of economic and other factors, will stay in school only a short time.

MILLIGAN, CARMEN, AN INTEGRATION OF INSTRUCTIONAL METHODS FOR TEACHING CHILDREN OF LATIN-AMERICAN DESCENT. Master of Arts (Elementary Education), May, 1945, 75 pp., bibliography, 22 titles.

The problem involved in this thesis was the formulation of instructional methods to be utilized in teaching children of Latin-American descent. The immediate purpose of this study was to further progress toward the solution of the problem involved in directing curricular processes to the end that optimum development of these children would be attained. Data for this study were obtained from books, magazines, bulletins, courses of study, and from methods and materials which have been adapted to the teaching of Latin-American children.

The methods presented provide a source upon which teachers may draw for helpful suggestions for the teaching of Latin-American children. Chapters two and three present methods for teaching English and reading readiness, with a basic vocabulary for each. Chapters four, five, and six present methods for teaching music, arithmetic, and safety education. It is hoped that the methods presented in this study will be suggestive to teachers who wish to guide these children in an interesting and worth-while adventure.

MILLS, HELEN R., HOME-SCHOOL COOPERATION FOR CHILD DEVELOPMENT IN THE LATIN-AMERICAN PRIMARY SCHOOL. Master of Arts (Elementary Education), August, 1951, 93 pp., 4 appendices, bibliography, 38 titles.

The data for this thesis were obtained from books, Master's theses, pamphlets; from earlier personal contacts of the writer with Latin-American people; and from more recent participation of the writer with the parents of the children considered in this study. This study is concerned with the establishment of definite ways in which parents and teachers can work together in providing the most helpful program for the wholesome development of children. It is especially concerned with establishing friendly relations between the school and the Latin-American parents in the South San Antonio Primary School.

The author presents seven procedures used to gain better home-school cooperation in this study. The program was initiated and planned by the writer. Classes of instruction in sanitation and care of the sick were taught by the school nurse. Local representatives of the Latin-American people spoke at the programs for parent-teacher meetings.

In the opinion of the writer, this study has shown that many Latin-American parents are eager for recognition of their abilities and for education in ways of cooperating, and

concludes that a program of home-school cooperation should be very helpful to teachers, parents, and children.

MOONEY, MARION S., THE MIGRATORY PUPIL PROBLEM IN THE DEL RIO INDEPENDENT SCHOOL DISTRICT. Master of Arts (Elementary Education), August, 1951, 92 pp., 16 tables, 2 illustrations, bibliography, 24 titles.

This study attempts to develop a satisfactory educational plan for the instruction of migratory children of Del Rio, Texas. The primary aim of this work was to set up a special educational plan for migratory pupils who are in school only for a period of four to five months.

The data included in this survey were obtained from books, magazines, articles, state bulletins, state and federal laws, teachers' registers, teachers' monthly attendance reports, superintendents' annual reports, scholastic census, personal observation, and a limited survey of surrounding schools. Additional material for this study were obtained from a self-evaluation of the Del Rio Independent School made by the staff in 1950, and from the Final Report of the Evaluating Committee of the System-Wide Evaluation made in May, 1950.

The study reveals that migrant children have been denied the normal opportunities for education. Conclusions drawn

indicate that (1) the migration of families has proved a severe handicap to the school attendance of their children; (2) any solution of this problem should be made on a nation-wide basis since it is one of interstate nature; (3) the use of the ungraded classroom to deal with a wide variety of age groups has been a successful venture in eliminating some of the problems; and (4) each local school must assume the responsibility for planning its services to meet the needs of the migrant group in the community.

MORELAND, RUBY G., A STUDY OF PERSONALITY AND SOCIAL DEVELOPMENT OF A SECOND GRADE CHILD. Master of Arts (Elementary Education), August, 1950, 84 pp., list of figures, bibliography, 25 titles.

In an endeavor to help the classroom teacher gain a better understanding of the behavior of a second grade child, the writer has presented in this thesis a very thorough case study of a child in this grade level. The data used in this investigation were selected from knowledge and materials gained through courses in child development, guidance, and mental hygiene. Books, magazines, and personal observations also contributed generously to this study. Some examples of the development of the child were used as a guide in this work. The guide, presented in



figure 2, was considered by the writer to be one of the best available. Individual charts were kept using the developmental charts as guides. An illustration of these charts is shown in figure 3 on page sixty-four of this thesis. Methods used to bring about better relationships between the teacher and the parents are listed in figure 5 on page sixty-seven.

By observing the child's behavior and keeping anecdotes daily, by spotting and identifying the recurring patterns of behavior in each anecdote, and then by interpreting and analyzing them, the writer was able to present a very definite picture of the whole child. From the findings of this study the writer concludes that more happy group socialization in the classroom and more vitally interesting methods of curricular activities have taken place.

MORRIS, ROSALIE M., REMEDIAL ARITHMETIC IN THE INTERMEDIATE GRADES. Master of Arts (Elementary Education), January, 1952, 55 pp., 4 tables, bibliography, 35 titles.

Through research and experimentation in the classroom the writer has attempted to examine the problem of retardation in arithmetic of children in the intermediate grades, and to arrive at some suggestive methods to be used in helping the retarded child to reach the level at which he should be according to his ability, his experience, and his

readiness. In enlarging upon this subject, the writer discusses the causes of retardation and testing of retarded children, proposed methods of the correction of retardation, and proposals for the prevention of retardation.

The findings in this study indicate that although no special abilities are required for the mastery of arithmetic which the average child does not possess, many normal children are retarded in arithmetic. Upon closer examination of this problem, it was found that though there are many causes of retardation they can usually be summed up in four main causes, namely, the lack of mental ability, the blocking of adjustments for emotional or social reasons, the lack of adequate understanding of number meanings, and the lack of reading ability. The author concludes that in the correction of retardation, each child must be taught at the level in which the teacher finds him.

MUELLER, MRS. ELLA C., THE SIGNIFICANCE OF PROGRESSIVE EDUCATION IN THE MODERN ELEMENTARY CURRICULUM. Master of Arts (Elementary Education), August, 1943, 56 pp., bibliography, 30 titles.

This thesis has sought to contribute a better understanding of the progressive education movement with a brief

survey of its philosophy, its psychology of relationships, and its social organization based on the interest, personality, and the activity of the learner. In treating this subject the author has endeavored to offer materials which will clarify the contributions of the Progressive Education Association and its influence on the modern elementary curriculum. An effort has been made in the course of this study to determine the dominant factors involved in the improved conditions of learning in contrast with traditional procedure.

In conclusion the writer affirms the contention held by educational experts, namely, that the curriculum has significance chiefly in its relation to the purposes of the school. A second conclusion of the writer indicates that guidance has supplanted dictation of study procedures and that the responsibility for learning has become a matter of mutual concern for parent, teacher, and child. A third conclusion reached was that failure and mistakes occur less often under the supervision of careful appraisal in the purposeful planning of the modern curriculum.

MULLINS, LESLIE, A COLLECTION OF STORIES OF EARLY TEXAS FOR SUPPLEMENTARY READING IN THE ELEMENTARY GRADES. Master of Arts (Elementary Education), August, 1943, 203 pp., references, bibliography, 153 titles.

Confronted with the problem of providing materials that would furnish the necessary subject matter in the social studies, and at the same time provide for the different levels of reading interest in relation to ability and comprehension, the author has undertaken an effort to set forth additional reading material for the study of Texas history in the elementary grades. The objectives here have been to create an interest in the study of Texas by supplying material that will meet the needs of the various levels of achievement, and to supply authentic material in a style that will arouse a desire to read for pleasure and information.

Through narration and description, the study depicts the true events in the lives of the people who left their print stamped upon the history of Texas. The material was collected from various sources, simplified and compiled in such a way as to make it valuable in the study of the history of the state.

NELSON, ANNIE R., PREPARATION OF A SERIES OF UNITS FOR SOCIAL STUDIES IN THE SEVENTH GRADE UTILIZING THE HISTORY AND RESOURCES OF GONZALES. Master of Arts (Elementary Education), May, 1951, 114 pp., bibliography, 24 titles.

This study is concerned with the preparation of a series of units based on resources found in the community of Gonzales, Texas. The units have been prepared for use in the seventh grade level in the Gonzales Junior High School.

In this study, the writer has made use of data obtained from history books, textbooks, community literature, old records from the county courthouse, Chamber of Commerce, the local newspaper, the Texas Almanac, Southwestern Historical Quarterly, from Master's theses, and through personal interviews and observation.

Through historical research and critical analysis, the writer has presented valuable information that will contribute to a better understanding of the community. A community survey of historical events, personalities, and elements of interest of the founding and history of Gonzales, and the development of the community's resources was used as a basis for the preparation of a series of units in social studies for the seventh grade.

NEUMANN, EDWARD H., A HEALTH PROGRAM FOR GRADES ONE THROUGH FIVE FOR THE ALAMO HEIGHTS ELEMENTARY SCHOOL.

Master of Arts (Elementary Education), August, 1950, 94 pp., references, appendix, bibliography, 17 titles.

The purpose of this study was to set up a progressive course of instructional material to be used by teachers of the elementary school. The problem considered in this thesis was the development of a program of health for use in the elementary grades of the Alamo Heights School, San Antonio, Texas. Special emphasis was placed upon (1) progressive lesson plans, (2) specific aims and objectives, (3) suggestions and methods for developing the work, and (4) sources of available material.

The materials used in the development of this study were obtained from books, courses of study, periodicals, pamphlets, health bulletins, and textbooks. Suggestions and experiences submitted by classroom teachers, physical education instructors, college professors, and administrators represent many of the factors presented in this study.

The development of this thesis was the basis for the following conclusions made by the writer:

1. A program in health education that is directly applicable to the teaching-learning situation of a

given school can be formulated through the cooperation of the teaching personnel.

2. The health program for the Alamo Heights Elementary School was found comprehensive in scope and satisfactory in activity requirements.
3. The progressive program eliminates unnecessary repetition of material to be covered, and correlates the various health subjects with meaningful experiences.
4. It requires both teacher and pupil cooperation.

NOTLEY, CONNIE E., AN ANALYSIS OF A TESTING PROGRAM IN A MODERN ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1943, 65 pp., 14 tables, bibliography, 31 titles.

The problem in this study has been to analyze the factors of a systematic testing program in a modern elementary school. The writer's purpose was to investigate the validity of the uses to which data obtained from the administration of tests were applied, and to determine other ways in which these data may become functional in the entire teaching-learning situation in an elementary school.

The materials used for this study were made available from standardized tests administered in the Lockhart

Elementary School from 1935-1943, to pupils in grades one through eight. Scores from these tests had been recorded in cumulative files, and from this source data were chosen to illustrate the functioning of the testing program presented in chapter two, page nine of this study. The related facts in the findings and in the summary reveal that a testing program provides a basis for understanding the individual learner so that effective guidance can be given in planning an educational program for a child.

O'BRYAN, MRS. AUDREY, TEACHING ORAL ENGLISH TO LATIN-AMERICAN BEGINNERS. Master of Arts (Elementary Education), August, 1950, 45 pp., appendix, vocabulary, bibliography, 23 titles.

This thesis deals primarily with a study of the language problem which exists among beginning pupils of Latin-American descent in the elementary schools of five Southwestern States, and of the methods utilized in teaching English to these children. It has been the purpose of this study to contribute toward a keener realization of the necessity for finding the best methods of instruction by which Latin-American children can acquire a command of the English language as soon as possible. Sources of information for this work have been of



competent investigators, courses of study and bulletins from California, Arizona, New Mexico, and Texas.

In chapter two of this study, the writer discusses some of the important factors underlying the existing situation, such as the (1) environment, (2) school attendance, (3) curriculum, and (4) teacher. Chapter three attempts to justify the necessity for the prefirst grade, and includes elements of its program. From the findings of this study the writer feels that it is apparent that Latin-American beginners do present an educational problem, and that educators face a challenge to deal with it successfully.

OSTROW, SYLVIA, AN APPRECIATION COURSE OF STUDIES FOR THE JUNIOR SCHOOL CORRELATING MUSIC, ART, AND LITERATURE. Master of Arts (Elementary Education), August, 1946, 44 pp., index, bibliography, 28 titles.

This study is concerned with the presentation of a course of studies correlating music, art, and literature in order to afford the child a better opportunity for a complete development of his individuality in the junior school. The study is based on the emotional value of such a course, and the course of studies itself.

Materials clarifying and substantiating problems and theories involved in this study were compiled from books by

leading authorities in the field, and from library and professional magazines. The response of the child has been the constant guide. It is hoped that the data presented in this study will be helpful to the teacher in developing in children emotional equilibrium and well-being.

PARADA, STELLA G., SCHOOL ATTENDANCE OF SOUTHSIDE SCHOOL (LATIN-AMERICAN), SAN MARCOS, TEXAS. Master of Arts (Elementary Education), August, 1945, 43 pp., 8 tables, 8 illustrations, bibliography, 26 titles.

The primary purpose of this study was to compare the Latin-American school with the Anglo-American school in the same city in school attendance. It was the author's purpose to provide the reader with specific numbers showing the census as compared to the attendance of Southside School, which is attended by one hundred per cent Latin-American children. This was shown by means of graphs and illustrations with specific numbers. Pertinent data for this investigation were obtained from books, bulletins, magazines, state bulletins, state laws of education, school attendance reports, school registers, and personal interviews with parents.

The writer reports the findings indicate that migration is not the cause of poor attendance, since the percentage of

migrating pupils is not as large as the percentage of absentees. The findings indicate that a large percentage of these children are timid; furthermore, their parents lack interest in free public education.

PEARSON, IRA V., A STUDY OF AUDIO-VISUAL AIDS IN THE LEARNING PROCESS. Master of Arts (Elementary Education), August, 1949, 116 pp., bibliography, 58 titles.

The data for this discussion were obtained through extensive research on the uses made of audio-visual aids in schools where experimenting has been done and the results evaluated. The study had a twofold purpose. First, it was the aim of this thesis to show that schools, in general, are justified in using projection aids in the various types of school instruction. Second, it was the purpose to set forth the principal factors for setting up a county-wide audio-visual aid program.

The study contains a suggested county-wide audio-visual aids program prepared by the writer. It was the conclusion of this author that although audio-visual aids have not yet come into prominence in all schools, they will, in time, take their place among other valuable materials for use in education.

PEAVY, ZELLA H., THE USE AND EVALUATION OF PUPPETS AS A MEDIUM OF CLASSROOM ACTIVITY IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1952, 97 pp., 7 illustrations, 2 appendices, vocabulary, bibliography, 48 titles.

As supplementary teaching devices for other teaching procedures, puppets have become potent educational tools. In this study an effort has been made to present a plan for the utilization of puppets in the elementary classroom. Books, periodicals, pamphlets, bulletins, encyclopedias, and the writer's personal experiences constitute the sources from which data for this discussion were obtained.

The writer presents a brief review of the history of puppets, giving their probable origin, their development, and their present status, in chapter two of this work. Chapter three is comprised of a discussion of the place of puppets in the field of public education. In chapter four the author gives information pertaining to the things that other agencies concerned with people under their care are doing with puppets. Chapter five of this study is devoted to a presentation of simple patterns and instructions concerning the making of simple puppets, a puppet stage, and suggested materials. From a study of the findings of this study, the writer has presented conclusions that seem justified and has advanced a number of suggestions for additional studies in the field of puppetry.

PERRY, SADIE, A UNIT OF STUDY ON FRESH WATER BIOLOGY FOR USE IN THE ELEMENTARY GRADES. Master of Arts (Elementary Education), June, 1949, 139 pp., list of figures, bibliography, 25 titles.

This study undertakes to present a series of lessons comprising a unit on fresh water biology at the elementary school level. The data used for this study were selected from personal observation, experimentation, and research made in recognized authoritative sources.

The unit presented in this study deals with many aquatic forms of life considered of special interest to children of the fifth, sixth, and seventh grades. The drawings accompanying the unit were made from personal observation and from reference to those of recognized authorities. The writer feels that this unit may be used as supplementary material to adopted textbooks used in teaching science to children of the fifth, sixth, and seventh grades, and that this study may prove helpful to the beginning science teacher who often is discouraged by a lack of organized supplementary material.

PLUENNEKE, RUBY, A STUDY OF PROMOTION POLICIES AND PRACTICES IN THE FIRST GRADES OF CERTAIN REPRESENTATIVE SCHOOLS.

Master of Arts (Elementary Education), August, 1950, 86 pp., 3 appendices, 11 tables, bibliography, 45 titles.

The principal aim of this study has been to examine the prevailing policies and practices pertaining to the promotional procedures used in certain selected schools in promoting children from the first to the second grade, that a better understanding of promotional theories may be reached.

From a study of check lists sent to teachers and administrators, from personal interviews, and from a tabulation of the responses to these check lists, the writer was able to find out their policies and practices used in regulating promotions from the first to the second grade. Chapter three of this investigation presents the writer's comparative data arranged in categories and presented in the form of tables.

The policies and practices in first grade promotion of ninety-two representative school systems in the State of Texas comprise the heart of this discussion. In the light of what has been observed from an examination of related literature and the findings of this investigation, the author indicates that the promotional policies and practices in the system in which she was employed, and perhaps in other systems as well, might be improved and that material benefits might be derived from an evaluation and appraisal program.

POLZIN, WELDON, A SUGGESTED PROGRAM FOR THE TEACHING OF SCIENCE IN THE NINTH GRADE. Master of Arts (Elementary Education), August, 1949, 95 pp., bibliography, 79 titles.

The purpose of this study was to present a suggested program in general science that will better meet the individual needs and interests of pupils in an elementary general science class. In enlarging upon this study, the writer made use of data obtained from school journals, courses of study in general science, professional literature dealing with major fields of science, and interpretations of general educational practices being made a part of the curriculum in the public schools of San Marcos, Texas.

In planning the units that make up this suggested program in general science, emphasis was placed upon the use of available equipment and the local environment. The units were organized under the following divisions: objectives, approach, procedure, teacher demonstration, student activities, outline for class discussion, culminating activities, and references. The program was organized to insure flexibility. From observation of the results obtained in this study and the application of the program presented, the writer reports an increase in the children's ability to read and to understand science literature.

PRATT, MARY B., A STUDY OF REMEDIAL READING AS RELATED TO A SMALL GROUP IN SOUTH SAN ANTONIO. Master of Arts (Elementary Education), May, 1948, 122 pp., 7 tables, bibliography, 95 titles.

This study is a survey of literature in the field of reading instruction written in the past twenty-five to thirty years. In this discussion, emphasis has been placed upon organization, methods, and results of remedial teaching in the early stages of reading experiences of third grade children in South San Antonio Primary School. The data upon which this study was based were gathered from professional and educational magazines, books, teachers' guides, pamphlets, bulletins, lectures, and personal observations.

From a thorough search of the literature dealing with primary reading, and from the many principles and methods suggested, the author sets forth a set of procedures designed to find the specific nature of the reading deficiencies; to discover the cause or causes of these deficiencies; to determine the children's reading level; to stimulate the child's interest; and to help him to overcome his particular reading problem. The writer indicates that in spite of the considerable progress already made in the field of remedial reading, many very important problems are yet unsolved; thus the study of reading and reading difficulties remains an attractive field for research.



PRUITT, DOROTHY H., A DEVELOPMENTAL READING PROGRAM FOR THE SEVENTH GRADE OF THE SMITHVILLE JUNIOR HIGH SCHOOL.

Master of Arts (Elementary Education), August, 1951, 117 pp., 16 tables, bibliography, 32 titles.

The purpose of this study was to present a developmental reading program for the seventh grade of the Smithville Junior High School. The data for this paper were obtained from books, magazines, and articles dealing with the subject of developmental reading. The results of diagnostic tests administered to children and actual classroom experiences of the author also contributed generously to the development of this study.

To determine the needs of the pupils, the writer administered the Van Wagenen Diagnostic Examination of Silent Reading Abilities. The same test was administered again at the close of the study, and comparisons of reading grade scores in November and May were made. From an intensive study of the findings of this survey, the author concludes that one of the great needs at the present time in the educational program of the Smithville Junior High School is for more surveys, consisting in part of testing programs to be made as a follow-up in order to verify results and to determine the nature of the extension needed and the coordination of a more effective program of reading instruction.

RABB, WILLYNNE E., A COURSE OF STUDY FOR THE SOCIAL STUDIES IN THE SIXTH GRADE OF THE BEEVILLE PUBLIC SCHOOLS.

Master of Arts (Elementary Education), August, 1949, 61 pp., bibliography, 17 titles.

The data for this study were taken largely from books on curriculum development, pamphlets, magazine articles, curriculum bulletins, and state courses of study. The purpose of this thesis was to prepare a course of study setting forth the basic aims and purposes, and to present five suggested units of work to be used in the sixth grade level.

In developing this study, a survey of literature on curriculum development in the social studies fields and of related courses of study led to the formulation of a professional tool to be utilized in grading children's activities in the social studies. An effort was made in writing each unit to stress the present rather than the past, even though it is necessary to study the effects of early discoveries. The writer has included helpful recommendations for an effective social studies program.

RANKIN, VELLA A., AN ANALYSIS OF THE VOCABULARY LOAD IN ARITHMETIC FOR PUPILS IN THE ELEMENTARY GRADES. Master of Arts (Elementary Education), August, 1945, 41 pp., 6 tables, 4 appendices, bibliography, 17 titles.

This thesis analyzes the vocabulary of the state-adopted arithmetic textbook used in the fourth, fifth, and sixth grades and the vocabulary of three standardized achievement tests for the intermediate grades.

In the collection and treatment of data, the author used the following textbooks for analysis: Joseph C. Brown, Helen Cook Mirick, J. Freeman Guy, and Albert C. Eldredge, Champion Arithmetic, stepped-up edition, grades IV, V, and VI, Evanston, Illinois, Row Peterson and Company, 1937. The three standardized tests utilized were Gray-Votaw General Achievement Test, Intermediate Test, Form E; the Stanford Achievement Test, Intermediate Battery, Form D; and the Metropolitan Achievement Test, Intermediate Battery, Form A. Appendix C of this investigation gives the actual count of words made from the textbooks. Appendix D shows the actual word count for the three standardized tests. Presented in tables I and II in tabulated form is the analysis of the vocabulary load of the textbooks used, and a comparison of the vocabulary load of the three standardized tests.

From a close study of the findings, the writer indicates the need of closer checking of the vocabulary by the authors of the books, while the standardized achievement tests showed better supervision of vocabulary. Included in this study are fifteen lessons as a part of Unit I of a series of six units prepared by the writer for use in teaching sixth grade arithmetic.

RANKIN, VERA H., AN ARTISTIC ENVIRONMENT IN AN ELEMENTARY SCHOOLROOM. Master of Arts (Elementary Education), June, 1943, 55 pp., 2 tables, 8 illustrations, bibliography, 38 titles.

Data for this investigation were selected from numerous books and articles on art and modern practices in the elementary schoolroom. Publications in outstanding educational journals pertaining to good environments were also used. Camera pictures have been presented to give a clearer understanding of the essence of an artistic environment.

The study presents (a) four important art principles for the purpose of understanding what constitutes an artistic environment; (b) methods by which these principles may be applied in the first grade; and (c) a discussion of the teacher as an important environmental factor in creating an aesthetic classroom. The writer hopes that this study may impress upon some teachers the importance of artistic

environments and may aid and inspire them to develop more aesthetic atmospheres in their classrooms.

RATHER, ALINE G., INTEGRATION OF ART WITH 6A SOCIAL STUDIES CURRICULUM OF THE SAN ANTONIO ELEMENTARY SCHOOLS. Master of Arts (Elementary Education), August, 1944, 93 pp., 53 illustrations, bibliography, 30 titles.

This study was made for the purpose of showing how perfectly art blends itself with the whole scheme of school life and more particularly with social studies. A secondary purpose of this discussion is to show the importance of originality and vigor of production on the part of the young artist, rather than adherence to rigid standards of attainment. Books, courses of study, encyclopedias, art publications, and the actual work produced by school children constitute for the most part the data used in the development of this thesis.

The heart of the thesis is centered upon the preparation and presentation of a series of seven units of work to be undertaken in 6A classes in the elementary schools of San Antonio, Texas. These units are titled: (1) Alaska, (2) The United States, (3) Canada, (4) Mexico, (5) Central America, (6) Caribbean Lands, and (7) South America. Included in each unit are vivid illustrations representative of children's art activities integrated with the social studies.

RENN, ETHEL L., A COURSE OF STUDY IN COMMUNITY DANCING FOR THE FOURTH, FIFTH, AND SIXTH GRADES. Master of Arts (Elementary Education), August, 1949, 97 pp., bibliography, 12 titles.

The problem undertaken in this study was the formulation of desirable units of dance designed particularly for boys and girls of the fourth, fifth, and sixth grade level. The study was intended to serve a threefold purpose. It was designed to plan a course of study that would (1) teach children the folklore of America and other countries, (2) acquaint children with dances containing carry-over value for their social life, and (3) develop rhythmic fundamentals which are basic in successive stages of progression, culminating in creative rhythmical activities.

The data for this work were obtained from books concerned with curriculum development, principles of physical education, the administration of physical education, folk dancing, American country dancing, elementary school physical education; and personal interviews with consultants and teachers of physical education. The author concluded that (1) community dances play an important part in the physical education program, (2) they offer training for desirable standards of conduct, for poise and self-control, and for the building of character.

RICHTER, TELLMOND H., COMPARISON OF LATIN-AMERICANS AND ANGLO-AMERICANS WITH REFERENCE TO CHRONOLOGICAL AGE, READING COMPREHENSION, AND ARITHMETIC COMPUTATION IN THE FOUR UPPER ELEMENTARY GRADES IN THE PEARSALL AND CHARLOTTE, TEXAS, SCHOOLS.

Master of Arts (Elementary Education), January, 1951, 38 pp., 3 tables, appendix, bibliography, 8 titles.

The problem of this study was to determine whether Latin-American children in the fifth, sixth, seventh, and eighth grades of the elementary school excel or fail in arithmetic computation when compared with their chronological age, and to what extent, if any, they fail to achieve progress in reading comprehension. The corollary of the problem was to determine the feasibility of establishing a predictive scale with the correlation of chronological age and arithmetic computation or chronological age and reading comprehension of either Latin-American or Anglo-American children. A secondary purpose of this investigation was a comparison of Anglo-American children with Latin-American children by the same approach and methods.

Data for this study were obtained from the results of tests given to children in the four upper grades of the Pearsall Elementary Schools and the Charlotte Elementary School. These data have been summarized in tabular form to be found in tables I, II, and III. In order that significant comparisons

might be made, the data from table II have been condensed and presented in table III. From a careful consideration of the findings, the author concludes that it is evident that the public schools have failed to provide the bilingual child with the tools he needs to compete in a social organization that has taken the responsibility of his "residual" education.

ROCKAFELLOW, CLIFFINE A., THE USE OF PHONOGRAPH RECORDS AS AN AID TO LEARNING IN THE FIRST GRADE. Master of Arts (Elementary Education), August, 1950, 74 pp., bibliography, 23 titles.

This study represents an attempt to determine the value of the use of phonograph records as an aid in helping six-year-old children, especially of Latin-American descent, to find their place within the group, thus making the learning situation easier. Data for this investigation were obtained from research into literature representative of recent development in the field of first grade music, Bulletin of the Association for Childhood Education, 1948.

A series of activity lessons in which the phonograph record material was correlated with the various subject matter areas were presented. The writer then, through the individual interviews of eighteen first grade teachers, was able to ascertain the extent to which the phonograph was used as an aid to learning. The findings revealed that, through group



interest and group participation with the phonograph, the individual child became more easily adjusted to school life and the learning activities became more tangible and more interesting.

RODDIE, LAURA D., AN ANALYSIS OF THE TREATMENT ACCORDED CERTAIN MINORITY GROUPS IN FICTION FOR CHILDREN. Master of Arts (Elementary Education), August, 1951, 2 appendices, references, bibliography, 52 titles.

This study is concerned with the treatment accorded six selected minority groups in a sample of fiction for children. Chosen for consideration in this study were (1) Chinese-Americans, (2) American Indians, (3) Mexican-Americans, (4) Jews, (5) Negroes, and (6) Japanese-Americans. A survey was made of one hundred titles listed as double-starred items in the Children's Catalog, seventh edition, and supplements.

The writer believes the findings indicate that none of the minority groups received a fair and balanced treatment. The author further asserts that the context, language, and the illustrations of the titles surveyed had the tendency, on the whole, to strengthen and perpetuate existing, unfavorable stereotypes and prejudices. It was decided, on the basis of these and other findings, that there is very little hope for an improvement in attitude to be gained through exposing

children to a free and unguided contact with the literature considered in this study. The author recommends further investigations be made of this area of material for educational possibilities for better human relations.

ROSE, ANNA A., TESTING THE VOCABULARY OF THE PREPRIMER SPANISH-SPEAKING CHILD. Master of Arts (Elementary Education), August, 1950, 50 pp., 7 tables, vocabulary, appendix, bibliography, 7 titles.

The data for this thesis were obtained primarily through the administration of the Inter-American Test of Oral English by H. T. Manuel, the comprehension and vocabulary sections of the Gray-Votaw-Rogers General Achievement Tests, Primary Test, Grades One-Three, and a vocabulary test devised by the writer. Books written by specialists in the teaching of Spanish-speaking children yielded many helpful ideas used in the preparation of this study.

The writer's experimental oral vocabulary test, composed of two parts with thirty items in each part, was administered to Spanish-speaking pupils of the Edgewood and Burleson Elementary Schools in San Antonio, Texas, in September, 1949, together with Manuel's test. In May, 1950, Manuel's test, the reading comprehension and vocabulary sections of the Gray-Votaw-Rogers General Achievement Tests, Primary Test,

Grades One-Three, and the experimental oral vocabulary test were administered.

The pupils taking the tests fell into four groups. As a basis for comparison only, the scores made by Group I were used. In conclusion, the writer indicates that when refined, the use of the experimental test in this study, as a measure of knowledge of English vocabulary, will have possibilities in separating preprimer children according to this knowledge.

SAGER, ESTELLA I., A STUDY OF HEARING CONSERVATION IN THE BARTLETT ELEMENTARY SCHOOL, BARTLETT, TEXAS. Master of Arts (Elementary Education), May, 1951, 67 pp., 4 tables, bibliography, 45 titles.

This study was prompted by the realization of the facts that the physically handicapped need not be educationally handicapped; that the child with poor hearing is entitled to normal educational opportunities; and that the interested classroom teacher can help in promoting the greatest progress of acoustically handicapped children. The materials for this study were collected from books, courses of study, magazines, bulletins, and pamphlets considered reliable in the field of hearing conservation. Additional information for the development of this study was obtained from the utilization of records of hearing surveys and from the personal experiences of the author.

The study presents a report on the results of hearing screening of the elementary grades of the Bartlett Independent School, Bartlett, Texas. The author has included conclusions and recommendations based on a careful examination of the data presented in this thesis.

SARRATT, CHARLOTTE J., ACTIVITY TEACHING FOR THE FIRST GRADE. Master of Arts (Elementary Education), August, 1948, 74 pp., bibliography, 56 titles.

This thesis was undertaken with the purpose of constructing a descriptive compilation of instructional activities helpful in teaching Latin-American children in the first grade. The data used for this study were collected from curriculum guides, histories of education, methods of teaching, educational publications, demonstration lessons, and personal interviews with first grade teachers.

The study traces the background of activity teaching, its origin and development, and incorporates the activities best suited to teaching by active play. The activities selected are those that place emphasis upon the speaking and reading vocabulary of the first grade Latin-American child, while at the same time, they give added skill to the Anglo-American child. It is hoped that the teacher will find the activities in this study valuable especially in the endless repetition necessary in

teaching English and providing drills in the other subjects for Latin-American children.

SCHMID, MARGARET, THE ORGANIZATION AND ACTIVITIES OF THE JUNIOR RED CROSS IN THE ELEMENTARY SCHOOLS. Master of Arts (Elementary Education), June, 1944, 73 pp., bibliography, 21 titles.

After a brief survey of the Red Cross as an international movement, this thesis is devoted to a discussion of the American Red Cross, the greater part of which consists of a survey of the organization and activities of the American Junior Red Cross in the elementary schools of the United States. In developing this study, the writer has made use of the Handbook for Junior Red Cross of the El Paso Public Schools, bulletins and pamphlets dealing with this subject, Junior Red Cross magazines, the Texas Outlook, and books written in the field of Red Cross work. A comprehensive Junior Red Cross program for the elementary grades is discussed at length. A unit on Junior Red Cross activities is included, giving a day by day classroom plan for the Junior Red Cross Enrollment for Service Campaign. Other activities discussed are the Junior Red Cross Christmas Box Project, Services to Blind Children, and a Peacetime Program.

SILVEY, JENNIE C., THE ART PROGRAM IN HARRIS JUNIOR SCHOOL AS AN AID IN PERSONALITY DEVELOPMENT. Master of Arts (Elementary Education), August, 1948, 74 pp., bibliography, 15 titles.

The purpose of this study has been to present data on the development of pupil-personality and its relation to art activities. The study further represents the writer's attempt to determine to what extent the art program in Harris Junior School meets the general aims of education and the specific aims of art education, especially as concerns personality development. Books, magazines, educational journals, reports of committees on curriculum, courses of study, observations, and case studies constitute the major sources of data for this study.

Within limitations of the evaluative technique employed, the following conclusions were drawn:

1. A program arranged around art areas with the aims of art education as a guide more easily obtains the pupil's interest than does a formal art program.
2. Through the informal class procedure, a relaxed friendly relation between teacher and pupil contributes to a natural appreciation of the aesthetic.

The writer recommends the correlation of art with all subjects as an aid to an adequate personality development.

SIMMANG, RALPH H., THE EFFECT OF PROPER VENTILATION UPON SCHOOL ROOMS IN SAN MARCOS, TEXAS. Master of Arts (Elementary Education), May, 1949, 38 pp., appendix, 2 tables, bibliography, 8 titles.

The problem of determining the effect of approved ventilation on school rooms in San Marcos, Texas, was attacked by recording pertinent physical facts about the condition of two separate rooms having a northwest exposure. A study room was equipped with louvers, and proper window adjustments were maintained to attempt an approach to ideal conditions. A control room received no alterations whatsoever, and no special attempt was made to regulate the atmosphere of the room.

The study shows that the introduction of the school heating system made the study room more nearly approach the winter comfort line than the control room. It tends to suggest that properly used ventilation more effectively puts the room in comfortable conditions than does haphazard ventilation. The author reports that the critical ratio of the effective temperatures was not significant, and hence no definite trend was shown. It is indicated that subsequent study be made of rooms having a different exposure. The author further recommends that instead of a seven-month period as has been considered in this investigation, a two-year period would possibly point to more definite conclusions.

STOEPLER, GEORGE, THE PARENT-TEACHER ASSOCIATION AS A MEANS OF INTERPRETING THE SCHOOL TO THE COMMUNITY. Master of Arts (Elementary Education), May, 1952, 101 pp., bibliography, 79 titles.

The thesis undertakes to present a report on a study made to determine the media and techniques currently being utilized, or those which could be utilized, by the parent-teacher association in its efforts to interpret the school to the community. Secondary purposes of this study have been to determine the relationship which should exist between the parent-teacher association and the administration of the school in this interpretative process.

The study describes in detail several of the techniques and how they function, their value, and their limitations. The data for this thesis were obtained from related materials on school public relations and several surveys previously made of the parent-teacher association and its activities. Because community support determines to a great extent the educational program of the public schools, it is hoped that the data presented in this study will be of value to the successful administration of these schools.



STRUNK, PAULINE, THE CASE STUDY AS A TECHNIQUE OF PERSONNEL PROCEDURE. Master of Arts (Elementary Education), January, 1952, 76 pp., bibliography, 21 titles.

In this thesis an effort has been made to bring together the contributions of recognized workers in the student personnel field and to organize them so as to be helpful to individuals faced with making such a study for the first time. After a discussion of the place of the case study in education, particularly in personnel work, and of the development and writing of a case study, two complete case studies made by the writer are presented as illustrative of the various procedures discussed in the previous chapters of this work.

SUTTON, LILLIAN G., SOME SUGGESTED EXPERIENCES IN ELEMENTARY SCIENCE WITH INEXPENSIVE EQUIPMENT. Master of Arts (Elementary Education), May, 1952, 76 pp., 53 illustrations, bibliography, 18 titles.

Data for this study were obtained from a survey of literature on experiences in elementary science including library materials, textbooks, state bulletins, national bulletins, periodical literature, and actual experiences in school situations. The problem was considered in the following two parts: (1) the formulation of a variety of

simple and thought-provoking experiences in the field of elementary science for fourth grade children, containing a list of the equipment needed and suggestions on how the experiences may be used, and (2) the preparation of experiences involving seven areas of pupil-interest, (a) developing a class museum, (b) experiences with light, (c) air and water, (d) how seeds germinate, (e) how plants get food, (f) magnets and electricity, and (g) elementary astronomy. It is hoped that this compilation of science experiences in this study will be of service to those interested in this phase of work.

SUTTON, MARGUERITE, A COMPILATION OF SUGGESTED PLAYS SUITABLE FOR ELEMENTARY GRADE CHILDREN, AND ADAPTABLE FOR USE IN CLASSROOM OR AUDITORIUM SITUATIONS. Master of Arts (Elementary Education), May, 1952, 92 pp., bibliography, 20 titles.

This study had a threefold purpose as follows:

(1) to present a variety of plays which will provide instruction in some areas of science, social studies, and language arts; (2) to show how opportunities may be afforded for child participation in the organization and presentation of plays;

and (3) to suggest some possible benefits to be derived from the use of these plays. The data for this study were obtained from secondary sources, both local and professional, including books, periodicals, bulletins, library materials, and actual classroom experiences.

The writer has presented a group of plays held by her to be representative of the types appropriate for use in the chosen areas. The writer concluded that the dramatic approach in teaching the kind of subject matter found in science, language arts, and social studies tended to increase the children's interest in their studies, that the curriculum was enriched by the plays, and that the teacher was helped in presenting factual information. The author recommends that more use be made of the dramatic approach in teaching subject matter to pupils in the elementary grades.

TATUM, NELLA L., A CORRECTIVE PROGRAM FOR RETARDED READERS IN THE SECOND GRADE. Master of Arts (Elementary Education), August, 1948, 80 pp., 4 tables, vocabulary, bibliography, 81 titles.

This study was conducted for the purpose of surveying briefly that portion of literature in the field of primary reading which deals with remedial methods for slow-reading

children, and presenting a discussion of their application to a specific group of retarded readers in the second grade.

The data used in this discussion were gathered from books, periodicals, bulletins, and other similar professional writings pertinent to the subject. Experiments and tests conducted by the writer further enlarged the research information for this study.

No attempt was made to evaluate the remedial measures advocated by the various writers, but those methods which seem most practical for the busy teacher in the average classroom are discussed at length, preceding a brief discussion of the need for and the methods to be used in obtaining good results from a program of remedial reading. The conclusion was reached that both the teacher and pupil derived satisfactory profit from the program developed in this study.

TILLER, ERNESTINE S., A STUDY OF PREADOLESCENT PERSONALITY. Master of Arts (Elementary Education), May, 1950, 55 pp., 5 tables, 2 illustrations, bibliography, 23 titles.

This study represents an attempt to give the needs and characteristics of the preadolescent period and to relate some methods used in measuring the personality of the

preadolescent child. In order to make this study as valuable as possible, the writer availed herself of data obtained from literature on the preadolescent child, magazines, bulletins, catalogues of tests concerned with measuring personality, analyses of preadolescent children's writings, and personal consultations with guidance workers and teachers.

Emphasis was placed upon methods of measuring personality and upon the opinions of preadolescent boys and girls concerning the traits they considered essential for maintaining status with their peers. Table I shows data concerning pupils who wrote paragraphs used for this study. Tables II, III, IV, and V show the traits that boys and girls considered outstanding in their peers.

The following conclusions were reached: (1) the study has demonstrated that it is possible for a teacher to deepen his understanding of the preadolescent behavior by studying the child as an individual; (2) behavior is determined by the extent to which the fundamental needs are satisfied; and (3) it is the duty of the teacher to help each child develop his own potentialities.

TIMM, ALVA, A PROPOSED PROGRAM FOR THE UNIFICATION OF KINDERGARTEN AND FIRST GRADE IN TEXAS SCHOOLS. Master of Arts (Elementary Education), August, 1951, 80 pp., 1 chart, bibliography, 36 titles.

The principal purpose of this study was to present a proposed program for the unification of the kindergarten and the first grade in the public school system of Texas. The sources of material used were consultations with specialists in this subject, books, pamphlets, periodicals, portfolios by the Association for Childhood Education International, and personal interviews with teachers in the field of kindergarten and primary teaching.

After an interpretation of the problem, the writer undertakes a thorough discussion of the principles concerning the unification of kindergarten and first grade including a brief history of the movement, some generalizations based on scientific studies, and the social and psychological objectives in the unified program. The study is further developed by the presentation of a unified program designed to serve the educational purposes of Texas schools. It is hoped that this study will be of help in providing a deeper understanding of the organization and the methods of teaching that coordinate closely the activities of pupils in the kindergarten and first grade.

TRAMP, MINNIE H., HEALTH EDUCATION MATERIAL SELECTED FROM PRIMARY TEXTBOOKS PUBLISHED SINCE 1925. Master of Arts (Elementary Education), August, 1948, 149 pp., 3 tables, bibliography, 297 titles.

The problem undertaken in this study was to survey 292 primary textbooks. Its purpose was to collect and organize data in health education, to determine the amount and nature of health instruction content in these textbooks, and to organize the material under the subjects appropriate for the first three grades. The data for this investigation were gathered from books, magazines, bulletins of the federal and state departments of education, courses of study, and from the contents of primary textbooks dealing with health education.

The results of the analysis of the 292 textbooks for the primary grades revealed that these had a total number of 1,648 activities covering 6,966 pages. The frequency of activities listed under eight topics ranged from 504 under "Food" to 28 under "Posture." On the basis of additional findings discussed in this study, the writer concludes that the real problem lies, not in finding material, but in selecting it wisely and applying it properly.

TROUSDALE, RAY B., MAKING GOOD EATING A PLEASANT HABIT FOR SECOND GRADE CHILDREN. Master of Arts (Elementary Education), August, 1950, 64 pp., appendix, 2 tables, references, bibliography, 106 titles.

The purpose of this investigation was to plan ways of teaching second grade children to eat foods which are essential for their growth and development and thus establish new food habits which would be enjoyed by these children. An investigation was made to determine some of the health conditions and practices of each child. Data were obtained through observation of children, visitation with parents, experimentation, personal interviews, and active research of books, journals, magazines, state adopted textbooks, and courses of study.

The study presents a nutrition education program based on a practical and realistic presentation of nutrition emphasis designed to enlist the active participation and cooperation of both pupils and parents. On the basis of the improved selection of diets for these children, this study seems to indicate that second grade boys and girls can understand and use basic ideas of nutrition.



WALLIN, MATTIE, A VOCABULARY EVALUATION OF FIRST GRADE READING TEXTS. Master of Arts (Elementary Education), August, 1946, 73 pp., 20 tables, bibliography, 42 titles.

The problem of this study is concerned primarily with (a) the comparison of a vocabulary evaluation of one textbook, including basal and supplemental textbooks, with the evaluation of another, and (b) the evaluation of the textbooks to pupil growth level or levels. The aim of this study is concerned with investigating the vocabulary causes of reading failures and seeking solutions to those causes by a vocabulary evaluation of first grade reading textbooks.

The application of the criteria of George Ipache and Audrey Courtier to the ten books analyzed in this study served as a means of evaluating the books from the vocabulary standpoint. Recommendations in the light of the vocabulary evaluation are: (1) the vocabulary of beginning readers must be limited and controlled, (2) the vocabularies must be familiar to the grade level of comprehension, (3) the vocabulary must be of worth and provide for growth, and (4) the vocabulary must be maintained to the extent of providing for retention of comprehension.

WARE, ALICE C., AN INTEGRATED HANDICRAFTS PROGRAM FOR THE ELEMENTARY GRADES. Master of Arts (Elementary Education), August, 1949, 54 pp., references, bibliography, 29 titles.

The data for this study were obtained from specialized magazines in the fields of art, recreation, education, and vocation, and from the consultation of a number of catalogues issued by school, craft, and art supply houses.

This study is a development of an integrated handicrafts program for the elementary school. The study has been presented in five chapters. The writer has shown handicrafts as an integral part of the education program in elementary schools. Necessary equipment and facilities for handicraft techniques have been included. One chapter has been devoted to the selection of crafts for the various grades, and a description of many of these crafts has been given.

The principal conclusion of the study is that the traditional school has failed to provide a complete learning experience for children even when based on a modern philosophy of education. A well-organized handicraft program started in the lower grades will, therefore, do much to uncover natural talents, and continued opportunities for craft work in the upper grades will further develop these talents.

WASSERLICH, MARY E., TRENDS IN SUBJECT MATTER INCLUDED IN ARITHMETIC TEXTBOOKS. Master of Arts (Elementary Education), August, 1945, 78 pp., bibliography, 22 titles.

The purpose of this investigation was to make a comparative study of the arithmetic textbooks used in this country since the beginning of the twentieth century in order to set forth some of the chief differences found in these textbooks, and to establish an idea of the trends in arithmetic from that time to the present.

Following an introductory chapter, the author presents an analysis of the material and the methods of the textbooks used by ten-year periods. Among the conclusions evolving from this study were the following: (1) the work in arithmetic that is expected of the child who is entering the fourth grade today is much less difficult than was that expected of the child of the 1900's at the same level; (2) much of the monotonous drill found in the early textbooks has disappeared from the books in use today; and (3) the average teacher of today is better trained than was the average teacher of the 1900's.

WEINKAUF, HANNAH M., MUSIC AS AN INTEGRATED FACTOR IN THE DEVELOPMENT OF THE BEGINNING SCHOOL CHILD. Master of Arts (Elementary Education), May, 1947, 70 pp., bibliography, 44 titles.

The data for this study were obtained from books, magazines, periodicals, and school materials collected for personal use by the writer. A study of musical and rhythmic activities has been developed to show the close relationship of music to the life of the child, and how these musical activities carry over naturally into the experiences and interests of the first grade child at home and at school. The specific aim of the writer has been to illustrate the importance of musical experiences in the life of the young child.

The thesis discusses such topics as: (1) the promotion of health through music; (2) the values of singing experiences; (3) rhythm and rhythmic expression; (4) the toy orchestra; and (5) music appreciation. It is hoped that through this study, more children may be given the opportunity to enjoy the experience of learning and expressing their emotions through the medium of musical composition.

WHEAT, FLORINE E., PROBLEMS OF THE ADOLESCENT VOICE IN THE MUSIC CLASS OF THE SMALL JUNIOR HIGH SCHOOL. Master of Arts (Elementary Education), August, 1951, 73 pp., 4 tables, appendix, references, bibliography, 19 titles.

The purpose of this study was to present a number of problems encountered by a teacher who deals with adolescent voices in a small junior high school system. The study is concerned with dealing intelligently and sympathetically with the adolescent voice, and adapting the song materials of the State-adopted textbooks in music to be used with pupils who have had no previous experience with music. Data for this investigation were selected from State-adopted textbooks on music, library books, and periodicals dealing with this subject.

In this study the author has reviewed the opinion of a number of authorities on the adolescent voice and discussed the process followed during the school year 1948-1949, adapting songs from the State-adopted textbooks with the junior high school voices of Nixon, Texas. From the data presented in this study, the author has arrived at the following conclusions: (1) the State textbooks selected upon a progressive basis for use at this level are not suitable in a small junior high school where music has not been previously taught; (2) the pupils involved in this study

were handicapped because of a lack of suitable materials in their music study.

WHIDDON, OLA M., A COURSE OF STUDY FOR ELEMENTARY SCIENCE FOR THE FIRST GRADE OF THE BEEVILLE PUBLIC SCHOOLS. Master of Arts (Elementary Education), May, 1950, 50 pp., bibliography, 20 titles.

The thesis presents a course of study with detailed science units giving the essential science learnings, method of presentation, and references to be used with each unit. Data for this study were obtained from books, encyclopedias, science pamphlets, teachers' manuals, courses of study, and magazine articles pertinent to the problem of this discussion.

After a careful survey of literature dealing with the historical background of elementary science, the writer reviewed related studies in science and analyzed courses of study dealing directly with this subject. Included in this study are five units of work introducing five broad areas of pupil interest: the weather, animals, plants, things that are not alive, and electricity.

The findings indicate changes in the children's attitude toward science, changes in skills and habits and the ability to make use of science knowledge, and an increase in the use of science vocabulary. The author has listed a number of recommendations helpful in maintaining an effective science program in the first grade.

WILLIAMS, LUELLA D., STORY-TELLING AS AN AID TO TEACHING ENGLISH TO LATIN-AMERICAN CHILDREN. Master of Arts (Elementary Education), May, 1945, 79 pp., vocabulary, bibliography, 13 titles.

In this study, the author has presented four stories to illustrate methods of procedure in teaching English to Latin-American children. These stories are: Peter Rabbit, Little Red Riding Hood, Little Black Sambo, and The Three Bears.

The study presents a discussion centered around the following topics:

1. The Problem of Teaching English to Latin-American Children.
2. Story-Telling as an Aid in Learning to Speak English.
3. Dramatization as an Aid in Learning to Speak English.

The author was chiefly concerned with the problems of teaching English to Latin-American children in San Antonio, Texas. In this study, it has been recommended that the stories studied be used with groups of non-English-speaking children as an aid to reading and self-expression in the use of the English language.

WILLIAMS, MINA A., THE DEVELOPMENT OF A SOCIAL-LIVING PROGRAM FOR GRADE V EMPHASIZING PUPIL EXPERIENCING RATHER THAN THE STUDYING OF TRADITIONAL SUBJECTS. Master of Arts (Elementary Education), August, 1950, 89 pp., bibliography, 82 titles.

The purpose of this thesis was the presentation of a series of units to be used in a section of the fifth grade of the Elementary School of San Marcos, Texas. It was the writer's aim to offer four units of work based on the child's interests which would bring about an understanding of the interdependence of peoples of the local, national, and world communities. The data for this study were obtained from a survey of the historical background of San Marcos and Hays County, the resources of San Marcos and surrounding communities, maps, textbooks, encyclopedias, visual aids, newspapers, and pamphlets used by pupils participating in the activities undertaken in this work.

In the light of the evidence presented in this discussion, the writer arrived at the following conclusions: (1) the elementary school should provide children with a curriculum which will teach broad principles and concepts rather than isolated subjects; and (2) an esprit d'corps should be established where every pupil in the school shows courtesy, helpfulness, cooperation, and sportsmanship in all activities.



WOMBLE, JESSIE A., LITTLE PLAYS FOR LITTLE PEOPLE.

Master of Arts (Elementary Education), August, 1944, 63 pp., bibliography, 27 titles.

This study has a threefold purpose as follows: (1) to present a group of original plays based on various phases of first grade curricula; (2) to show how these plays may be used as a means of integrating school activities; and (3) to present an evaluation of the benefits of these plays to first grade children. The study presents a number of plays developed by the writer with the assistance of her first grade class. The plays themselves contain an accumulation of materials from books, periodicals, curriculum guides, song books, and bulletins on safety, patriotism, health, and nature study.

The author reached some definite conclusions as to the educational value of plays for small children. These conclusions were: (1) the plays were fun for the children; (2) individual talents were brought out; (3) timid children were encouraged to express themselves; (4) the pupils developed an unusual amount of personality; and (5) from the presentation of these plays, there evolved such qualities as leadership, helpfulness, independence, resourcefulness, and ingenuity in the children.

WOOD, MARAVENE P., MURAL ART IN CONNECTION WITH UNITS OF SOCIAL STUDIES AND SCIENCE IN THE FIFTH GRADE LEVEL OF THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1943, 61 pp., 29 illustrations, bibliography, 21 titles.

The thesis is concerned with a discussion of mural art in connection with units in social studies and science at the fifth grade level. The data for this study were selected from a survey of historical and educational literature dealing with art, social studies, and science, and from the personal observations of the writer.

The writer made a careful study of murals made by fifth grade pupils in these three subjects. The study of these murals yielded the normative survey presented in this discussion. The author has presented twenty-nine illustrative photographic plates of these murals. From the evidence presented by the data collected, the writer concludes that the pupil in the elementary school, the experiences in social studies and science, and the materials of mural art make up the correlation of art with social and scientific learning.

WYATT, ELSIE B., MATERIALS AND METHODS FOR THE STUDY OF THE TREES OF SOUTHWEST TEXAS FOR USE IN THE ELEMENTARY GRADES.

Master of Arts (Elementary Education), August, 1945, 126 pp., 17 illustrations, references, bibliography, 56 titles.

The data used in the development of this study were obtained from letters, nature magazines, almanacs, bulletins, books written on the study of trees, and from materials furnished state and national forestry services and forest products industries. The study presents a proposed workbook to be used by teachers and pupils in the study of trees of Southwest Texas. The workbook contains lessons designed to help the child to learn the real value of each local tree, and cause him to love its beauty and friendliness.

The writer concludes that children who know trees and love them as friends will not only aid in their care and preservation, but will also be better citizens. It is recommended that wherever possible, trees be taught in the field, using the materials in this workbook only as a guide.

ZOELLER, ATTIE G., THE INTEGRATION OF ART WITH THE LANGUAGE ARTS PROGRAM IN THE EIGHTH GRADE OF THE BOERNE ELEMENTARY SCHOOLS. Master of Arts (Elementary Education), August, 1949, 31 pp., bibliography, 23 titles.

The purpose of this thesis was to show how the basic principles of art and its appreciation may be taught in the elementary school by integrating the study of art with units of work in other courses, especially the language arts. The data for this study were collected from books, personal observations, magazines, encyclopedias, courses of study, current art publications, and the work produced by the children whom the writer taught.

The study presents three units of teaching for consideration, one in language, one in spelling, and one in reading. It is hoped that the plan of integrative teaching offered in this study will help the teacher in challenging and stimulating the child's best effort.

## B. Special Education

BALDWIN, VANCE T., THE ORGANIZATION AND ADMINISTRATION OF A LUNCH ROOM PROGRAM FOR THE EXCEPTIONAL CHILD. Master of Arts (Elementary Education), August, 1949, 45 pp., 3 appendices, 4 tables, bibliography, 14 titles.

In this discussion of the organization and administration of a lunch room program for the exceptional child, the author made use of data obtained from books, bulletins, visits to schools for exceptional children, and from a survey of the lunch room program of Texas schools which teach exceptional children. After a discussion of the history of the school lunch program, the writer presents the history and progress of the Eloise Japhet Schools in San Antonio, Texas, followed by a survey of the lunch room program in schools for the exceptional child.

The tables presented in this investigation are concerned with explanations of the type of lunches served in schools for the exceptional child, special equipment utilized, the assistance rendered in these schools, the progress made in these schools, and the results of a survey conducted of schools serving lunches to exceptional children. From a careful examination of the findings of this study, the writer concludes that the school lunch rooms in Texas are not adequate for the exceptional child, and that little or no provision is made for these children.

DIETZ, LOUISE, CASE STUDIES OF EXCEPTIONAL CHILDREN IN LAMAR SCHOOL, NEW BRAUNFELS, TEXAS. Master of Arts (Elementary Education), August, 1948, 63 pp., bibliography, 18 titles.

It was the purpose of this study to make and set forth a comprehensive survey of data necessary to inaugurate a special education program in Lamar School, New Braunfels, Texas. Primary sources of data for this survey were obtained from school achievement records, mental maturity tests, casual and directed observations, audiograms, sociograms, and personal interviews. As a general source of data, the writer surveyed available literature in the field of special education, bearing on the problem of exceptional children.

By means of the case history method, the thesis studies one representative case of each of the six types of exceptional children recognized by the Division of Special Education of the Texas State Department of Education and found in Lamar School, New Braunfels, Texas. From a study of the data presented in this investigation, the writer concludes that the exceptional children of Lamar School, New Braunfels, Texas, are in need of the facilities of a special education program as evidenced by the number of such children enrolled and the need for trained personnel in the field of special education.

FUDELL, STANLEY E., ORGANIZATION OF A GENERAL INDUSTRIAL ARTS SHOP FOR CRIPPLED CHILDREN. Master of Arts (Elementary Education), August, 1949, 77 pp., appendix, 4 tables, 3 illustrations, bibliography, 26 titles.

The author advances the thesis that the crippled children in the State of Texas have relatively no shop facilities available to them, and proposes to show that with a moderate expenditure of time and money, the average industrial arts shops can be changed to accommodate the crippled child. Data for this study were gathered from books, periodical literature, and other printed matter pertaining to crippled children. The results of a questionnaire prepared by the author and sent to school systems in the State of Texas which have special education departments and to seven such school systems in other states yielded additional information used in the formulation of this study.

Chapter II of this discussion covers the therapeutic value of shop work for crippled children; chapter III presents a compilation of the questionnaire returns; chapter V treats the shop areas; and chapter VI reports the summary and conclusions arrived at by the writer. The author recommends that more shop work be made available for crippled children in the State of Texas.

GRAHAM, MARIE H., ANALYSIS OF THE CURRICULUM NEEDS OF THE MENTALLY EXCEPTIONAL CHILD. Master of Arts (Elementary Education), May, 1951, 114 pp., bibliography, 51 titles.

The data for this study were obtained from books, magazines, pamphlets, the school laws of various states, and other pertinent library and professional sources. Through an evaluation of methods and experiments of others, and research in the field of special education, data have been gathered for use in developing this thesis.

Included in the study is a history of the education of the mentally exceptional child. The legislation of various states concerning the handicapped and the gifted child has been cited. The author has also discussed characteristic differences of the mentally retarded and the gifted child and advanced suggestions for curriculum planning. The study is terminated with the presentation of an extensive list of conclusions reached and the author's recommendations made in the light of the data presented.



KELLER, MARY F., AN ANNOTATED BIBLIOGRAPHY OF SELECTED FILMS AND FILMSTRIPS CONCERNING THE EDUCATION OF EXCEPTIONAL CHILDREN AND YOUTH. Master of Arts (Elementary Education), August, 1950, 88 pp., 3 appendices, bibliography, 10 titles.

The thesis presents information on films and filmstrips concerning the education of exceptional children in the fields of the blind and the partially seeing; the deaf and hard of hearing; the orthopedically handicapped; the delicate and low vitality; the speech defective; the nervous and epileptic; the mentally gifted or mentally retarded, and those with emotional and behavior problems.

An annotated description of the films and filmstrips pertaining to the above fields of special education appears in chapter II of this study. The study concerns itself mainly with the discovery, diagnosis, and treatment of exceptional children. The writer recommends that the entire listing of films and filmstrips presented in this study be reviewed for their value in the study and understanding of the problems concerned with special education.

LUDWIG, ISABELL, MEETING THE NEEDS OF EXCEPTIONAL CHILDREN IN THE THIRD GRADE OF THE CARL SCHURZ SCHOOL, NEW BRAUNFELS, TEXAS. Master of Arts (Elementary Education), August, 1949, 59 pp., 2 appendices, 8 tables, bibliography, 25 titles.

The problem was to report a study of the needs of exceptional children in the third grade of the Carl Schurz Elementary School, New Braunfels, Texas. The sources of data used in this study of exceptional children were the results of tests of visual efficiency, hearing tests, and growth and medical records kept by the school nurse. Also used in this investigation were the results of intelligence tests, achievement tests, and teachers' casual and direct observations of the children.

In the development of this thesis, the writer based the procedure upon present-day knowledge of detection, correction, and prevention of physical defects. Through a thorough testing program, the writer was able to determine those children who were eligible for special education as set forth by the Texas State Department of Education. In this survey of sixty-seven third grade children, it was found that three children were in need of special education.

In conclusion the writer believes that with a better understanding between teacher, parent, and child, the needs

of the physically handicapped can be met and the defects corrected. The author also presents twelve recommendations which are considered essential in providing for the needs of physically handicapped children.

SIMMONS, ELEANORA A., SIX CASE STUDIES OF EXCEPTIONAL CHILDREN IN THE SAN MARCOS ELEMENTARY SCHOOLS. Master of Arts (Elementary Education), August, 1949, 49 pp., bibliography, 15 titles.

The purpose of this study was to discover and study six elementary school children from the schools in San Marcos, Texas, who could be classified as exceptional children under the present law of the State of Texas. A number of cases were screened for visual and auditory acuity by the use of the Massachusetts Vision Kit and a puretone audiometer. Intelligence tests were administered in cases where the school records failed to show an intelligence quotient for the subject. Cumulative records were checked for pertinent data, and personal interviews were conducted with classroom teachers, parents, and physicians.

Of the six children selected, three were enrolled in Southside School and the other three in the Laboratory School, a part of the education laboratory of the Southwest Texas State Teachers College. The case studies of these children are presented in chapter two of this study. The findings indicate

that five of the six children studied qualified as exceptional children under the present Texas law. The writer believes the data substantiates the conclusion made that the average school administrator or classroom teacher cannot rely upon their personal opinions as adequate criteria for finding and classifying exceptional children.

WHITE, DENNIS L., A STUDY OF THE NEEDS OF EXCEPTIONAL CHILDREN IN THE GRADE SCHOOL OF SUDAN, TEXAS. Master of Arts (Elementary Education), August, 1950, 40 pp., 2 appendices, 5 tables, bibliography, 18 titles.

This thesis is concerned with a study of a class of thirty-three pupils of the Sudan, Texas, grade school who have failed to show the normal amount of progress in the regular classroom course of study. The purpose of this investigation was to determine why these pupils have failed to show the desired amount of progress in the regular classroom.

Observations of a class of sixth grade pupils form the basis for the data comprising this study. The tables presented in this work are concerned with foot-candle readings of classrooms and the results of tests with the Snellen chart. Appendix A deals with some levels of illumination recommended for schools. Appendix B presents some reflection factors of paints.

Chief among the conclusions drawn by the author was that the public as well as many administrators have not become aware of the value of special education. The group of pupils were found to need a great deal of guidance and encouragement on the part of the teacher in recognizing and developing their own native abilities into the fullest expression.

WIMBERLY, RUFUS K., THE NATURE AND CAUSE OF INFERIORITY FEELINGS IN THE CASE OF THE PHYSICALLY HANDICAPPED CHILDREN. Master of Arts (Elementary Education), August, 1949, 43 pp., appendix, bibliography, 33 titles.

The measurement of inferiority feelings among handicapped children was accomplished by the use of the Mooney Problem Check List and the Self Inventory Check List, the latter having been developed by the writer from the work of Ralph K. White and Norman Fenton. The study presents a comparative study of the inferiority feelings found in physically handicapped and normal children in four selected public schools in Texas.

The writer selected data from the works of generally accepted authors in the field of psychology and education. Further information was obtained from bulletins, journals, and timely discussions in current periodicals. The validated portion of a test for inferiority feelings was administered,

the results were tabulated, and the findings were recorded. Both of the check lists used registered significantly higher degrees of inferiority feelings for handicapped children than for normal children.

The writer concludes that the inferiority feeling is not inherent in a physical disability, and thus it is the teacher's job to guide the handicapped child into behavior patterns of which inferiority is not a part.

### CHAPTER III

#### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

These theses have been classified under general headings and have been listed below:

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16. Science, Study and Teaching of	10
17. Social Studies, Study and Teaching of	10
18. Special Education	9
19. Speech, Dramatics, and Auditorium Activities	3
20. Tests and Measurements	2

The purpose of this study was to present a series of compiled abstracts of theses in the field of elementary education as filed in the Southwest Texas State Teachers College library for the years 1943-1952. An effort was made to provide the reader with: (1) an instrument which will prove helpful as a guide to current research in the field of elementary education, (2) an aid in the planning and development of the elementary school curriculum, (3) a reference designed to help those who contemplate writing a thesis, in the selection of a thesis project with the minimum possibilities of duplication, (4) a means of determining quickly where a definite need for research exists, and (5) a guide to be used by those engaged in the instruction of elementary education and other academic courses.

From the data presented in this study, the writer has found that while the theses covered a wide range of problems, those dealing with reading, health and physical education, art, social studies, science, and child study were the ones most represented. It will be observed in the tabulation that the emphasis placed upon reading excelled that which was placed upon any other area included in this study. Of one hundred thirty-six theses analyzed, eighteen were concerned with reading, its methods of instruction and materials.

The study revealed that in the years 1943-1952, considerable research has been done on the educational needs



of Latin-American children, and the methods of instruction by which these children can be assisted to derive maximum benefit from their educational endeavors. It will be noticed that during the nine-year period considered in this study, few theses have been written in the fields of (1) curriculum development, (2) English, (3) speech, (4) tests and measurements, and (5) kindergarten. The following recommendations based upon the findings and conclusions of this study are made:

1. Additional research should be encouraged in the fields listed above, to include the field of arithmetic.
2. Attention should be focused upon the need for extensive research in the field of preschool education.

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