

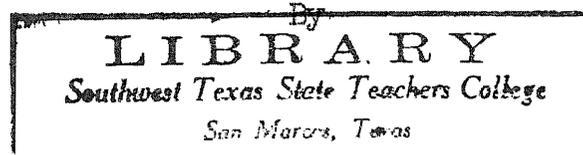
ABSTRACTS OF THESES IN THE FIELD OF ELEMENTARY EDUCATION,
SOUTHWEST TEXAS STATE TEACHERS COLLEGE, 1937-1943

THESIS

Presented to the Graduate Council of
Southwest Texas State Teachers College
in Partial Fulfillment of
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MASTER OF ARTS



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San Marcos, Texas

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Alvina Mueller

San Marcos, Texas

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CHAPTER I

INTRODUCTION

"Why These Abstracts?"--The writer had been thinking of a subject for a thesis for many years knowing that when college education was resumed it would never be complete until a thesis was written. It was to be the climax of many years of study and teaching experience and a steppingstone to further study. The writer's interest had always been in elementary education so it was decided to ascertain what others had written or focused their attention upon in this field. The writer soon discovered it would be necessary to read hundreds of theses to accomplish this so a search for a synopsis of an abstract of theses on elementary education was made. The writer became so concerned over not being able to find abstracts in this field that it was decided to write and organize them for printing in a bulletin, thereby giving other students an opportunity to make a quick survey on what had previously been written in the field. Then, the writer concluded, a student wanting specific information on a subject could check the analysis for the problem and the findings, and if he found it contained the research in which he was interested he could obtain the complete thesis and read it in its entirety. Therefore, the methods of procedure

to answer the stated problem and its limitations were not given in this writer's abstracts of theses.

A. Statement of the Problem

The purpose of this study was to prepare an abstract of each thesis in the field of elementary education as filed in the Southwest Texas State Teachers College library for the years 1937 to 1943.

B. The Need for the Study

There are several needs for this study which are as follows:

1. These abstracts can be used by instructors in elementary education and other academic courses.
2. Students can use these abstracts for reference to ascertain the content of a specific thesis.
3. Instructors and students can quickly see in which field of elementary education theses have been written and where there is a definite need for research.
4. These abstracts can be printed as an official bulletin and placed in college libraries with other bulletins of this type, thereby informing and

and acquainting others of the theses written at Southwest Texas State Teachers College in elementary education for the years 1937 to 1943.

C. Procedure

The theses in elementary education in Southwest Texas State Teachers College library were studied to prepare abstracts of the work done in this field.

D. Limitation

This thesis is limited to the theses written in elementary education and filed in the Southwest Texas State Teachers College library from 1937 to 1943.

CHAPTER II
THE ABSTRACTS

ALSOBROOK, MABEL M., WORKBOOK TO AID IN THE TEACHING OF SOCIAL STUDIES TO THE HIGH FIFTH GRADE. Master of Arts (Elementary Education), August, 1942, 204 pp., vocabulary, illustrations, bibliography for workbook, 8 titles, bibliography for art, music, and literature, 80 titles.

This thesis is designed to meet the need of a workbook in social studies in the high fifth grade. Its purpose is to place in the hands of the teacher such material as will be valuable to her in the presentation of art, music, and literature to the pupils of the fifth grade, and to compile this material into simple form so that it can be understood easily by the children of this level.

This workbook might be classified as a series of guide sheets and work sheets used in several units.

In part one the artists of the world are studied; part two, the musicians of the world; and part three, authors of the world.

ARNO, ROSA C., A STUDY OF POETRY FOR THE PRIMARY GRADES.
Master of Arts (Elementary Education), August, 1941, 89 pp.,
bibliography, 28 titles.

The purpose of this study is to present a collection of poems for the first three grades of the primary division and to classify them in a way that will be helpful to teachers of these grades. The material in this collection is limited to poems of known authorship. Poems are compiled from 43 books of poetry which are listed in the first part of the bibliography.

ARTHUR, GLADYS, UNITS IN SCIENCE BASED UPON THE INTERESTS OF FIFTH GRADE CHILDREN. Master of Arts (Elementary Education), August, 1940, 60 pp., 8 tables, bibliography, 29 titles, 3 appendices.

The purpose of this investigation was to determine fields of science which interest fifth grade children, to select the topics of greatest appeal, and of least appeal, and to develop teaching units for each topic selected.

Ten different schools were selected for this experiment to determine the science interest of 338 fifth grade children. Children's interests were determined through questions asked, by listing their hobbies and their teachers' opinion of the interest they had manifested. From this, units were developed.

The findings in the study justify the conclusion that opportunities should be provided for pupil experiences in using the scientific method of dealing with problems of everyday affairs; and that elementary science offers a great opportunity to elementary teachers to use the curiosity and imagination of children in teaching safety factors, the principles of science, and scientific thinking.

Six recommendations are given to show that elementary science merits an important place in the elementary school program.

ASHMORE, FLORENCE JONES, READING ACTIVITY FOR HIGH FOURTH SOCIAL STUDIES. Master of Arts (Elementary Education), August, 1940, 76 pp., activities, glossary, bibliography, 25 titles.

This reading activity workbook is to help teachers and pupils of the high fourth grade develop a satisfactory unit of work as suggested by the course of study in use in the San Antonio Public Schools. Most of the material included in this book has evolved from classroom situations or experiences. Children developed initiative in the use of the classroom and public libraries in the process of individual checking from using these work sheets. The book is so arranged that the fast or dull pupil can follow it and complete the unit at his own speed. The book is also arranged so the inexperienced or the beginning teacher may use it as a guide in teaching high fourth social studies.

BAKER, SLOAN, A STUDY OF THE TRENDS IN THE DEVELOPMENT OF THE GUIDANCE MOVEMENT. Master of Arts (Elementary Education), August, 1941, 81 pp., bibliography, 42 titles.

This thesis has been written, in part, for the purpose of making clear the trends in the development of the guidance movement from the days of Frank Parsons and Meyer Bloomfield, until now. The purpose of this thesis is, further, to give a final conception that guidance is not only related to other phases of education on the elementary, secondary, and college levels, but that all education is, in the end, guidance.

Chapter I in this study is the Introduction which includes a Historical Background, Scope of Guidance, and Nature of the Development. Chapter II tells the development of Guidance in Foreign Countries and Chapter III, Trends in the Development of Guidance in the United States. Chapter IV relates the Changing Trends in the Development of the Theory of Guidance.

BODEN, EMMA D., THE PROBLEM CHILD; THE STUTTERER.

Master of Arts (Elementary Education), August, 1941, 111 pp., 12 tables, appendix, bibliography, books, 35 titles, periodicals, 36 titles, unpublished material, 2 titles.

The problem in this study was to learn all that could be learned about the cause and cure of stuttering and to classify the types of stutterers in order to distinguish those cases which are legitimate problems for public schools from those which require professional treatment.

The fourteen cases presented in this study were all found in the elementary and secondary schools of San Antonio, Texas. It is presented from the point of view of the elementary classroom teacher.

In the author's own specific study, she found that there are more male stutterers than female; also, the chief difficulty with most stutterers seems to be psychological.

BROWN, CAROLINE HAMMETT, RELATIONSHIP BETWEEN READING AND INTELLIGENCE. Master of Arts (Elementary Education), August, 1940, 39 pp., 4 tables, appendix, bibliography, 18 titles, periodicals, 28 titles.

The purposes of this study were four in number:

(1) to determine the relationship between the reading scores of third grade San Antonio, Texas, children and their scores on an intelligence test; (2) to determine whether the sex of the child played any part in this relationship; (3) by regression lines to predict future reading scores by intelligence test scores; and (4) to make a test study of the highest and lowest pupil, as ranked on the reading test, from each of the three schools studied. For this study the Public School Achievement Test in Reading and the National Intelligence Tests were used.

On the basis of the findings presented in this study, the following conclusions appear valid:

- (1) The I.Q. and/or the National Intelligence Test score are quite valuable for predicting reading scores in the third grade studied.
- (2) Both the I.Q. and the intelligence test scores have the same predictive value since they correlate alike with the reading test scores.
- (3) The younger students, chronologically, tend to make better scores on both tests than do the older students.

- (4) The non-English-speaking children are far inferior to the English-speaking children in reading and in intelligence.
- (5) Teachers were better able to assign marks in reading corresponding to the actual reading test scores to boys than to girls.
- (6) There is a definite, high relationship between intelligence test scores and reading test scores.

BURKETT, DORIS LORRAINE, TEACHING PRE-PRIMER MEXICAN CHILDREN BY THE UNIT METHOD. Master of Arts (Elementary Education), August, 1939, 91 pp., 4 appendices, bibliography, 39 titles.

The problem in this study is to construct units for the purpose of teaching pre-primer Mexican children the English language.

Through the use of attractive charts, blackboard lessons, and picture books, a reading readiness was developed. The children were given many valuable experiences vital to intellectual growth. They were experiences which children understand and enjoy. These children learned to express themselves in English quite well. The general objectives of happiness in the new situation, the school, elimination of some of the timidity, and the creation of a link between the home and school were accomplished.

BURKETT, NELLIE EDITH, TEACHING LITERATURE TO PRE-PRIMER NON-ENGLISH-SPEAKING CHILDREN BY THE USE OF SLIDES.

Master of Arts (Elementary Education), August, 1939, 79 pp., illustrations.

This is a thesis of teaching an English-speaking vocabulary to non-English-speaking children through folk tales while showing slides of each separate action of the story as they are being told.

Out of a class of forty-three pre-primer Mexican pupils, sixteen of the brighter group of twenty-two pupils were soon reading the work of low first grade making both pre-primer and low first in one term.

The writer thinks this would not have been possible had not the children's speaking vocabulary been increased so greatly by the use of slides for literature.

BURKHOLDER, HELEN, AN ANALYSIS AND EVALUATION OF THE TEXAS COURSE OF STUDY FOR YEARS ONE THROUGH THREE IN TERMS OF TEACHER ACTIVITIES. Master of Arts (Elementary Education), August, 1939, 71 pp., 3 appendices, bibliography, 17 titles.

In this thesis the Course of Study for Years One through Three, Bulletin Number 391, prepared by the Texas Department of Education and published in November, 1938, was evaluated and analyzed to ascertain the activities proposed therein for teachers of the primary grades.

It was found that all of the two hundred activities suggested in the course of study and included on the check list were used to some extent by the primary teachers. Activities concerning development of character traits and the teaching of tool subjects were considered more important than art activities and similar subjects.

CLOYD, CARROLL BAILEY, RELIGIOUS INSTRUCTION IN MODERN PUBLIC SCHOOL EDUCATION. Master of Arts (Elementary Education), August, 1940, 118 pp., bibliography, 65 titles.

In this thesis the first chapter contains statements from that group of educators commonly called "reformers" who because of their significant pioneering in the field of education laid the foundation of modern educational philosophy. In chapter two is presented the basic concept around which most of the educators of America have built their thinking. In chapter three the reasons for the final acceptance of the doctrine of the separation of the church and state are presented. In chapter four are presented the ways by which the Bible may be included as a part of the religious instruction to be given in public schools. Chapter five explains the matter of the relation of the religious teacher to the teaching of religion in the public schools. Chapter six is devoted to a discussion on Education for Character. The last two chapters are devoted to Religion and Morals and the Philosophy of Religious Education in the Public Schools.

Eleven statements are given as justifiable conclusions based upon the study as a whole.

COCKRELL, DOYLE VIRGINIA, THE ASSEMBLY AS A CO-ORDINATING AGENT IN THE JUNIOR HIGH SCHOOL. Master of Arts (Elementary Education), August, 1939, 79 pp., appendices, bibliography, 16 titles, 4 courses of study, 1 bulletin, 3 maps.

The problem in this study is to demonstrate the assembly activities of the speech arts teacher as a valuable coordinating factor in the junior high school.

Textbooks and lesson plans, maps, manuals, courses of study, school plays, magazine articles, and original contributions were used in the series of programs and presented throughout the term in one junior high school with an enrollment of some fifteen hundred children.

The conclusions reached, after the experiment, were that the assembly is capable of utilizing activities of nearly all junior high school activities as bases for programs. On the basis of these experimentations, the assembly could be considered a good integrating agent. The library, the English department, and the social sciences were found to be the best bases for developing unity of interests and activities. The experiments proved successful in the way in which several departments were drawn together in the preparation of each assembly and in awakened interest of classroom teachers to the possibilities of wide correlation of activities and subject matter.

COLLINS, CHRISTINE R., ART FOR THE ELEMENTARY SCHOOL IN RELATION TO THE HOLIDAYS. Master of Arts (Elementary Education), August, 1941, 158 pp., 73 illustrations, bibliography, books, 47 titles, bibliography, Holidays, 121 titles.

This study is designed to show the development of art work in relation to the holidays, which has been presented to the children in the fourth grade of the San Antonio Elementary Schools.

The aim has been to work out simple, childlike stories, suitable for children of the fourth grade, that can be used in correlation with social studies, language and art work. The stories have provided the thought material for the pictures the children have made. The drawings have resulted in enriching their experiences and improving their attitudes toward the national holidays.

COMMANDER, ROSA, ATTENDANCE AND PROGRESS FACTORS IN TEST NORMS. Master of Arts (Elementary Education), August, 1937, 55 pp., 13 tables, appendix, bibliography, 13 titles, periodicals, 9 titles.

The problem of this study was to determine the nature and extent of the influence of the attendance and progress factors on test norms.

The data used were the test scores on the New-South Achievement Tests and the age-grade distributions as well as the proportion of scholastics in average daily attendance for thirty-three small independent districts throughout the State of Texas.

On the basis of the findings presented in this study, the author concluded:

1. Attendance and progress factors affect test norms to the extent that they should be considered in norming tests.
2. A high attendance factor tends to be accompanied by a high coefficient of variation and a low mean score on an achievement test.
3. The school systems with the low regression coefficients tend to make higher mean scores on an achievement test than do schools with a low amount of retardation.
4. The school systems with the high attendance factors have comparatively low amounts of retardation.
5. A greater effort should be made to strengthen and enforce the compulsory attendance law.

COMSTOCK, RUTH SPORE, THE DRAMATIC METHOD OF TEACHING HISTORY IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1942, 83 pp., bibliography, 30 titles.

The purpose of this study was to show how the new aims in teaching history, growing out of the modern philosophy of education, can be attained through the dramatic method of teaching. This objective was dealt with in the first three chapters of this thesis.

Chapter four is an explanation of the dramatizations created by the fifth grade children of Laura Steel School, San Antonio, Texas. Chapter five contains the dramatizations which cover in outline form the history of Texas from 1490-1870.

The writer draws the conclusions that the dramatic method of teaching history aids social development and behavior, aids in social understandings, develops creative ability, develops socially desirable qualities, emphasizes developed understandings rather than memorization of abstract facts, correlation is almost unlimited, and is satisfying to the children.

COUNTESS, FRANCES DODGE, TEACHING ELEMENTARY CHILDREN
THE EPOCIAL PROGRESS OF SAN ANTONIO AS REFLECTED IN ITS
MATERIAL DEVELOPMENT. Master of Arts (Elementary Education),
August, 1942, 81 pp., appendix, reference books for children,
20 titles, bibliography, 48 titles.

The purpose of this study has been to picture the growth of the city to the children in such a manner as will affect their attitudes toward their inheritance, thereby building up a citizenship appreciation of their own beautiful San Antonio, Texas.

The explanation and justification of the method is found in chapter three, while chapter four is the method in use, which includes tours, the findings, historical sketches, and references suitable to the maturation of the elementary child. In the last chapter the summary is made for the purpose of combining the work as a whole, making comparisons possible, thereby facilitating the evaluation of the study.

CRAIN, MRS. ADA NICHOLS, A SURVEY OF CURRICULUM DEVELOPMENT IN THE HIGHLAND PARK ELEMENTARY SCHOOL OF SAN ANTONIO, TEXAS. Master of Arts (Elementary Education), August, 1940, 95 pp., bibliography, 65 titles, 22 magazines, illustrative materials.

This survey is a case study in curriculum development. It shows a unified effort to make the work of this school contribute more effectively to the development and possibilities of each child interacting with his environment, and has for its aim a coherent description of the whole life of an individual school. The five chapters contain: implications for education in adapting the curriculum to a changing society; the philosophy and principles underlying the San Antonio curriculum; the organization to promote the activity program; aids such as pupil-personal records, reports, and other forms and teachers' units and children's creative expression.

CREWS, INEZ SMITH, A COMPARISON OF THE TEST-STUDY METHOD WITH THE INFORMAL FUNCTIONAL METHOD OF TEACHING SPELLING TO THIRD GRADE PUPILS. Master of Arts (Elementary Education), August, 1939, 38 pp., appendix, bibliography, 32 titles.

The purpose of this study was to determine the relative efficiency of an informal functional method, ignoring a regular and systematic time period, versus a test-study method requiring a regular time allotment.

Two groups of third grade pupils from the Campus School, San Marcos, were taught spelling from a compiled list of words. The control group was taught by the test-study method. The experimental group was taught by no formal procedure. Tables were compiled. They showed the advantage was in favor of the informal functional method; also, this method saved time on the part of the pupils, although it required more time in preparation of the lesson on the part of the teacher.

CROWLEY, LONA R., SOME MANIFESTATIONS OF THE INTEREST OF CHILDREN IN SCIENCE PICTORIAL MATERIALS. Master of Arts (Elementary Education), May, 1941, 57 pp., 10 tables, appendix, bibliography, 39 titles.

The experiment reported in this study was made in an effort to determine the science interest of a large group of Spanish-speaking American children in the third grade.

The pictures covering a wide area of science materials were studied. Each picture was numbered for the purpose of avoiding words. The pictures studied are listed in the tables.

The conclusions of this study are: (1) The largest percentage of interest manifestations are represented in phases of biological field; (2) Pictures of geological nature reflected high interest; (3) The unusual and spectacular things rated high; (4) Safety, chemistry, pictures of physical nature and astronomical nature stimulated only a small portion of the children's interest.

CUDE, DON, EVALUATING THE RESULTS OBTAINED BY PROMOTING OVERAGE STUDENTS IN THE ELEMENTARY GRADES. Master of Arts (Elementary Education), August, 1939, 21 pp., 7 tables, 2 charts, appendix, bibliography, 3 titles.

This is a study of thirty-four students in the Marble Falls, Texas, Elementary School, who were promoted to the next higher grade and studied for two years to observe the effects obtained from placing students in the grade in which they should be located according to their chronological age, disregarding scholastic achievement.

The author and teacher of these children saw so much improvement in the attitude, discipline, and social environment by this study that students are now promoted annually at this school.

DAVIS, MRS. RICCA FRIEDLANDER, A STUDY OF THE SPECIAL METHODS AND TECHNIQUES USED BY PUBLIC SCHOOL SYSTEMS OF THE UNITED STATES IN TEACHING SPANISH-SPEAKING BEGINNERS TO SPEAK AND READ THE ENGLISH LANGUAGE. Master of Arts (Elementary Education), June, 1942, 65 pp., bibliography, 25 titles.

The purpose of this study is to make a survey of the special methods and techniques used by public school systems of the United States in teaching non-English-speaking beginners to speak and read the English language.

The material for this study has been selected from courses of study; bulletins from the Office of Education, Washington, D.C.; teachers' manuals of especially prepared curriculum materials; booklets used by a number of public schools throughout the United States in teaching English to bilingual beginners; and personal letters from educators who have done research on this problem.

One of the most significant conclusions reached from this survey is the effort of each course of study to make a unified nation from a diversified population. Also, the problem of the Spanish-speaking child is an individual one and lastly, the problems of the Spanish-speaking child are social rather than educational ones.

DOLLENS, VIRGINIA, LITERATURE AS A MEANS OF CHARACTER TRAINING FOR THE THIRD GRADE. Master of Arts (Elementary Education), 142 pp., bibliography, 81 titles, bibliography of poems, stories, and books, 32 titles.

It was the purpose of this study to make a collection of poems and stories for the third grade which might be used as a means of developing desirable attitudes, habits, and ideals.

The sources of data were: (1) Aesop's fables, (2) reading textbooks, (3) books of poems for children, (4) lists of books for children, (5) simple folk tales, (6) fairy tales, (7) newspapers, and (8) magazines.

Stories and poems were read and evaluated with reference to suitability to the grade level and the following selected traits: honesty; trustworthiness; self-reliance; fair play, good sportsmanship; self-control, obedience, kindness, consideration, perseverance, industry, cooperation, and courtesy.

EATON, FRONIA STORM, THE AUDITORIUM AS AN INTEGRAL PART OF THE PROGRAM OF THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1940, 99 pp., illustrations, appendix, bibliography, 51 titles.

A study of the auditorium activities which serve as an integral part of the program of the elementary school was the problem in this thesis. This problem dealt only with the auditorium activities of the San Antonio elementary schools.

The author found that auditorium programs stimulate classroom work, correlate school and community life, utilize the children's talents, build up self-confidence, and promote the general welfare of the school.

EVANS, CLAUDE T., AN OBJECTIVE METHOD OF MARKING IN HEALTH EDUCATION FOR THE ELEMENTARY SCHOOL, SAN MARCOS, TEXAS.

Master of Arts (Elementary Education), August, 1941, 39 pp., appendix, bibliography, 14 titles.

The problem that was undertaken in this study was to develop an objective method of marking in health education for the boys in the Elementary School of San Marcos, Texas, as an aid for the instructor in helping him to classify his students and to give him some objective measure of their health. The health examination used in this study was divided into five divisions, namely, weight, height, defects, ailments, and physical ability and was limited to 130 boys ranging from nine to ten years of age, in grades four, five, and six.

The results of these tests were graded and tabulated and showed where the child ranked with reference to the group so that the instructor had a definite basis for the study of both his group and the individual in that group.

FISHER, GLADYS, A WORKBOOK ON PRIMITIVE PEOPLES DESIGNED FOR SOCIAL STUDIES IN THE LOW THIRD GRADE. Master of Arts (Elementary Education), August, 1941, 101 pp., bibliography, 18 titles.

The problem projected by this study is a review of the activities and questions encountered by the teacher of social studies in the low third grade of the San Antonio Public Schools. The results of this study are embodied in a reading activity workbook on primitive peoples designed to meet the needs of the teacher as she directs the interest and supplies the information of the pupils in her classroom. The study is divided into two parts: a discussion of the value of workbooks as an educational aid and a presentation of the workbook itself. Units on The Tree Dwellers, Cave People, and The Lake Dwellers are developed.

FLACHMEIER, IRENE MARIE, A GUIDE BOOK FOR THE STUDY OF OCCUPATIONS IN THE SAN ANTONIO JUNIOR SCHOOLS. Master of Arts (Elementary Education), August, 1940, 141 pp., references, bibliography, 86 titles.

The guide book was written to suit the needs of the children who study occupations and, combined with a bibliography of available reference material, was to assist the pupil in working at his own speed with a minimum amount of assistance given him by the teacher. In this guide book the grouping used by the United States Census was used as a basis. The data which were used as a guide in making these questions and problems were taken from the books, monographs, and magazines generally used in the study of occupations in most of the junior schools; from books found in the public libraries; and from materials furnished by the San Antonio Manufacturers' Association, the Chamber of Commerce, and the City's Information Desk. This guide book covered only as much work as the average low eighth grade could master in an eighteen-week semester.

GLOVER, IDA MAE, THE INFLUENCE OF VOCABULARY GROWTH UPON READING COMPREHENSION. Master of Arts (Elementary Education), May, 1942, 49 pp., appendix, 12 tables, 2 graphs, bibliography, 22 titles.

The problem in this study was to determine the reading status of the low fourth grade Mexican children of John B. Hood School in San Antonio, Texas, and to note the effect of the direct method of promoting vocabulary growth upon reading comprehension.

Objectives, aims, and techniques set up by leading authorities in the field formed a guide for the teacher. After the needs of the class were determined, programs and exercises were planned to meet those needs.

The author feels that the facts presented supply conclusive evidence that the use of the direct method of vocabulary development is accompanied by an increase in reading efficiency. The author recommends that teachers at various grade levels provide systematic guidance for the child in acquiring essential meanings in reading.

HARGROVE, VERA SILER, MUSIC ACTIVITY WORKBOOK FOR SECOND, THIRD, AND FOURTH GRADE. Master of Arts (Elementary Education), June, 1942, 243 pp., bibliography, 56 titles, periodicals, 8 titles, appendix.

The purpose of this workbook is to help the Latin-American child develop for himself an appreciative attitude toward the art of music in the second, third, and fourth grades of the San Antonio Public Schools.

Chapter III presents an outline of prepared lessons for second grade to be presented in daily teaching; Chapter IV contains musical games, work sheets, and songs for the third grade; and Chapter V, musical games, work sheets, and songs for the fourth grade. A list of songs for each grade studied is also included in this thesis.

HETHCOCK, MRS. ROSE PEARCE, A STUDY OF SECOND GRADE READERS. Master of Arts (Elementary Education), August, 1940, 38 pp., bibliography, 21 tables, 1 graph, 27 titles.

The report given here is based upon a study of forty of the second grade readers published from 1857 to 1940 and found in the San Antonio public schools and libraries and also at the Henderson Textbook Library at the University of Texas. This study shows that a more adequate provision for the repetition of words is being made and consequently vocabulary loads are becoming lighter. Recent readers are improving in mechanical make-up and content using stories of the things with which the child comes in contact often.

The principal conclusions are: (1) the readers of today are a very great improvement over the readers used in the past; (2) it is to be expected that scientifically planned readers will be the rule in the future; and (3) a variety of reading materials correlated with the rest of the curriculum is being included in the modern readers.

HIGDON, FLORENCE BAIN, A SERIES OF ORIGINAL PLAYS
WRITTEN FOR THE USE OF PUPILS IN THE 5B CLASS OF AGNES COTTON
SCHOOL. Master of Arts (Elementary Education), May, 1942,
59 pp., bibliography, 27 titles, music bibliography, 30 titles.

Playwriting was introduced to the children of the fifth grade of Agnes Cotton School, San Antonio, Texas, in order to create a greater interest in historical facts and to captivate the boundless energy possessed by the children.

Plays were based on the units of study, after which the children wrote the following dramatizations:

1. Citizenship Play
2. Book Magic
3. Our Texas Heroes
4. Texas on Parade
5. Texas Court
6. Vitamin Plus
7. The Wild Flowers' Message

The conclusions reached by the writer were: (1) drama as a teaching tool offers the teacher a greater and more comprehensive opportunity for pupil participation; (2) drama can hardly be surpassed as an aid in presenting biographical, historical, cultural, and scientific facts; and (3) the matter of personal development and social adjustment is equally worthwhile.

HIGGINS, ANNIE, THE RELATION BETWEEN ELEMENTARY SCHOOL RECORDS AND JUNIOR HIGH SCHOOL ACHIEVEMENT. Master of Arts (Elementary Education), August, 1941, 44 pp., 5 appendices, 9 tables, bibliography, 20 titles.

The problem of this study was that of finding the correlations and intercorrelations between the teacher's estimate, intelligence quotient, reading test score, arithmetic test score, and social studies test score of seventy-two pupils who were promoted to junior high school in May, 1939, from the high fifth grade of the Anthony Margil School, San Antonio, Texas. These correlations and intercorrelations were used in a regression equation by means of which the predicted school success in junior high school was estimated for each pupil concerned. This predicted score of each child was checked with his actual score made in junior high school after the completion of the work of the first term. The findings were for the purpose of administration, supervision, and guidance.

HILL, ROSEMARY, A STUDY OF THE RHYTHM BAND MATERIALS IN THE PRE-PRIMER AND THE FIRST GRADES OF THE SAN ANTONIO PUBLIC SCHOOLS. Master of Arts (Elementary Education), August, 1940, 85 pp., 5 appendices, bibliography, 4 titles.

This thesis is a study to evaluate the rhythm band materials and activities in the pre-primer and first grades of the San Antonio, Texas, Public Schools. Data obtained through the checking of a list of all possible rhythm band instruments and materials and the activities and aims which concern the teacher and the children are studied to answer six vital questions to all who are interested in the advancement of music education at the six- and seven-year-old level. Fourteen statements conclude this study to support the writer's recommendation that the rhythm band should have a place in the Texas Course of Study for Years One through Three.

HOGAN, EDDIE McCURRY, AN ANALYSIS OF SAFETY EDUCATION CONTENT IN AVAILABLE ELEMENTARY READING MATERIALS. Master of Arts (Elementary Education), May, 1940, bibliography of Readers and Library Books, bibliography, 10 titles, bulletins, pamphlets, and journals, 33 titles.

The study here reported is an analysis of the safety education content of elementary school readers and library books. The material has been selected according to availability and classified according to grade level and subject content. The subjects for the classified list were chosen as they appear most frequently in reading materials.

The writer concludes that: (1) the teaching of safety must be positive; (2) a safety lesson should not result in fear of bodily harm; (3) it should develop understanding and enthusiasm for better living; and (4) one cannot achieve a full, adventurous life without acquiring a safe basis for it.

HOLCOMBE, MARY NAUDE, WORKBOOK TO AID IN THE TEACHING OF TEXAS HISTORY TO THE LOW FOURTH GRADE. Master of Arts (Elementary Education), May, 1940, 90 pp., vocabulary, bibliography for workbooks, 11 titles, bibliography for Texas history, 26 titles.

The problem considered in this study is the making of a workbook to aid in the teaching of Texas history to the low fourth grade.

This workbook has been written by the teacher, aided by her pupils, in an average classroom situation. The topics were chosen largely by the pupils as they progressed with their work.

It is the purpose of the writer to help the child better to adopt himself by giving him an aid to self-development and self-direction. Her secondary purpose is to aid the teacher by giving her a skeleton plan of procedure on which she may build as full a program as her pupils may require.

The units in this thesis are: Part One--Texas' Location in the World; Part Two--The History of Texas; Part Three--Industries and Products.

HUDSPETH, JR., SAM A., COMPARISON OF THE ACHIEVEMENT OF PUPILS OF THE UPPER THIRD, THE MIDDLE THIRD, AND THE LOWER THIRD FOR EACH GRADE OF THE KENEDY, TEXAS, ELEMENTARY SCHOOL.

Master of Arts (Elementary Education), August, 1941, 25 pp., 7 tables, bibliography, 8 titles.

The data for this study were obtained from the results of the Gray-Votaw General Achievement Tests (Form A) as given to Grades I-VII, inclusive, of the Kenedy Elementary School, Kenedy, Texas, during the school year of 1940-1941. The purposes were: (1) to compare the upper third, middle third, and lower third of each grade, divided according to the size of the educational quotient with each other and (2) to compare these means with the norms as given by the authors of the test. These comparisons were illustrated by charts and graphs, one of each for each grade.

HUNTER, CANNIE MAE, A TEACHER'S MANUAL FOR AN INTEGRATED ELEMENTARY SCIENCE PROGRAM. Master of Arts (Elementary Education), August, 1942, 100 pp., bibliography, 48 titles, classroom bibliography, 52 titles.

The problem considered in this study is the making of a teacher's manual to aid in the integration of science with the other subjects of the curriculum.

The first unit selected is a bird unit. This unit has been written fully. The next units, "How Nature Prepares for Winter" and "Discovering the Resources of Texas," are written in outline form with suggested activities.

It is the belief of the writer that these suggestions will aid the teacher in developing any science unit she selects.

KELLEY, MARTHA ELEANORA, FORMULATION OF OBJECTIVES AND ANALYSIS OF ACTIVITIES IN THE PRIMARY GRADE WHICH WOULD LEAD TO REALIZATION OF OBJECTIVES THROUGH A DISCUSSION OF THE CURRENT TRENDS IN ELEMENTARY EDUCATION FROM WHICH HAS EVOLVED THE ACTIVITY PROGRAM. Master of Arts (Elementary Education), August, 1941, 98 pp., list of figures 3, bibliography, 35 titles.

The problem of this study was the formulation of objectives for the primary grades in the modern school and an evaluation of these objectives through a discussion of the current trends in elementary education from which has evolved the activity program. This problem was confined to the children of the pre-primer and first grade of the Francisco Ruiz Elementary School, San Antonio, Texas, where all of the children were from Latin-American homes.

LAMB, MRS. WELL BRICE, RELIGIOUS EDUCATION OF THE PRIMARY CHILD. Master of Arts (Elementary Education), August, 1940, 50 pp., bibliography, 30 titles.

In presenting this study, the terms "religion," "religious education" or "instruction," and "Christian Religion" are defined in the first chapter, the Introduction. In Chapter II the nature of the primary child and how this nature lends itself to religious instruction and self-activity are discussed. In Chapter III a plan for the religious education of the child and the methods and materials for this instruction are brought out. In Chapter IV practical aids as found in primary books and Bible stories are presented. And in Chapter V a review of the subject matter, with future possibilities for religious instruction, are given.

In conclusion the writer presents these two thoughts: one is the thought of reverence; the other is the happiness of the child. By these two aids one finds a step forward, the writer believes, which condition or time will not change.

LEWIS, RUSSELL THOMAS, A GRAPHIC ANALYSIS OF INTEGRATION
POSSIBILITIES IN THE TENTATIVE COURSE OF STUDY, GRADES ONE-SIX.

Master of Arts (Elementary Education), August, 1938, 35 pp.,
5 charts, bibliography, 21 titles.

The purpose of this study was limited to two objectives:
(1) to point to a clearer understanding of the Texas Curriculum
Revision Program; (2) to analyze and evaluate the activities
written for units in the Tentative Course of Study and show
graphically the extent to which integration is possible with
each separate unit.

By bar graph representation the resulting analysis was
shown on a chart for each grade. The title and page numbers
for locating units selected were given on the graph. A graph
like this would serve as a guide to the Tentative Course of
Study in that the teacher could visualize the nature of the
activities for each unit.

MARTIN, VERNA S., A COURSE OF STUDY IN SOCIAL STUDIES FROM PRIMARY READERS. Master of Arts (Elementary Education), December, 1938, 55 pp., bibliography, 112 titles.

The problem of the thesis is one of collecting and organizing data.

The material is found in one hundred primary readers and magazines dealing with the subject of social studies in primary readers. The content of the first and the second grade readers does not appear to measure up to that of the third readers. The third grade books are more varied in their interests and appeal and seem to provide all the material which would be desired for the study of children and customs of other countries. The first and the second grade readers lack some of the action, humor, and the element of surprise so essential to books for small children. Books of recent years are bright and attractive, better illustrated, and have a vocabulary adaptable to the needs and abilities of the child.

McEACHERN, VERNON JACKSON, THE CONSTRUCTION, USE, AND EVALUATION OF MARIONETTES AS A MEDIUM OF CLASSROOM ACTIVITY.

Master of Arts (Elementary Education), May, 1941, 95 pp.,
2 tables, illustrations, appendix, bibliography, 13 titles.

This study was undertaken with the intention of furnishing information concerning the construction of marionettes, writing and the presentation of plays, how marionettes can be used in the classroom and the principles underlying the educational philosophy of the activity movement as they concern marionettes.

McMURRAY, MARY, AN ANALYSIS OF THE SCIENCE CONTENT OF READERS AND LIBRARY BOOKS FOR THE PRIMARY GRADES. Master of Arts (Elementary Education), August, 1939, 53 pp., bibliography of primary readers and library books, 106 titles, bibliography, 21 titles.

The study of this thesis was to make more readily accessible the science content in the primary readers.

The science content of one hundred six readers and library books for the primary grades was compiled.

From this compilation the author concluded that the subject of pets was the most outstanding topic found in first and second grade readers. Suitable reading material on the study of wild flowers was found inadequate. It was found that the greatest improvement in children's books has been made since 1930. The most outstanding trend of the latest books for children was that of vocabulary adaptation. Fewer new words were presented and there was a greater repetition of the new words after they had been introduced.

MERCER, ORRINE RAY, A CHECK LIST ANALYSIS OF METHODS USED BY PRE-PRIMER TEACHERS OF NON-ENGLISH-SPEAKING CHILDREN.

Master of Arts (Elementary Education), August, 1941, 61 pp., appendices, 14 tables, bibliography, 22 titles.

The primary purpose of this study was to discover the use of current methods and procedures in the classrooms of the teachers of pre-primer non-English-speaking children in the San Antonio School System, and to evaluate these methods. It was confined to twenty-four schools and only to those teachers of the pre-primer non-English grades. A check list was used to analyze the methods and procedures and this was then used as an evaluation of these methods and procedures. In conclusion the writer recommended that at least one half of the school year should be spent in teaching oral language. The three methods most successful in teaching oral language were the Activity Method, Experience Method, and the Direct Method.

MOYRAHAN, RUTH FRANCES, ADAPTING READING INSTRUCTION TO DIFFERENT LEVELS OF ACHIEVEMENT. Master of Arts (Elementary Education), August, 1940, 90 pp., 7 tables, bibliography, 25 titles.

The purpose of this study was to organize and administer a program of reading instruction that would meet the different levels of reading ability of the one hundred two pupils in the fourth and fifth grades of Ivanhoe School, San Antonio, Texas, during the school year of 1939-1940.

Pressey's Reading Tests were administered. These formed the basis for grouping the children into three groups. A program was organized around topics that allowed reading assignments for various levels. Opportunity was provided for free reading. Lessons were planned to meet the specific skills needed. A library period was observed once a week. The class met one hour a day.

On the basis of the gains made by the children as measured by the standard reading test, the interest manifested in work type and recreational reading as evidenced by a desire to increase their reading records and by the numerous books brought to class from the public library, the interest created in reading throughout the school, and the teachers' opinions of the effectiveness of the program, the writer

felt justified in concluding that using fourth and fifth grades as a unit of organization and planning reading instruction to different levels of achievement was conducive to improvement in reading.

MULLER, MARY, THE USE OF THE RADIO IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1940, 108 pp., 4 tables, bibliography, 52 titles, appendix.

It is the purpose of this study to make an investigation of those elementary schools that are using the radio in an endeavor to make available to administrators and teachers what seems to be the best practices in teaching by radio. This study is intended to include only those problems which would occur in a radio program in an elementary school. It includes, therefore, rural and city elementary schools.

The primary outcome of this study points to the fact that when teachers and children realize the instructional values along with the entertainment qualities of the radio, then it will take its rightful place in the progressive elementary classroom.

Eight recommendations are given to make the radio function in the elementary school.

The appendix includes A Unit on Radio and its correlation with the usual classroom subjects.

NOBLE, MABEL ELIZABETH, A STUDY OF THE CONTENT OF RECENT PRIMARY READING MATERIALS SUITABLE FOR USE IN DEVELOPING ATTITUDES AND CHARACTER TRAITS. Master of Arts (Elementary Education), August, 1941, 78 pp., bibliography, 30 titles.

This was a study in developing attitudes and character traits by studying the content of recent suitable primary reading materials. Views of acknowledged leaders in the fields of philosophy concerning attitudes and character building and of character values of literature were related. The review of related materials was limited, with one or two exceptions, to theory and findings published within the last ten or twelve years. The basis of this study was the examination of many first, second, and third grade readers of the study type, and numerous children's books of the recreational type. The readers were analyzed according to individual stories which illustrate specific attitudes or character traits. Other children's books were summarized briefly and classified according to the traits for which their use was appropriate. Only stories measuring up to the standards for good literature as set up in Chapter III and illustrating the attitudes or character traits as listed in Chapter IV were included.

PARKE, FANDEE YOUNG, A STUDY AND COMPARISON OF THE MUSICAL TALENTS OF THE NEGRO, MEXICAN, AND WHITE CHILDREN IN THE PUBLIC SCHOOLS OF SAN MARCOS, TEXAS. Master of Arts (Elementary Education), August, 1938, 60 pp., 2 appendices, bibliography, 56 titles.

The problem of this study was to determine to what extent, if any, do musical talents differ in these three racial groups of San Marcos children, and what individual differences in native musical ability manifest themselves in these children.

The Kwalwasser-Dykema Music Tests were administered. The scores of each one of the subjects for each of the ten tests used were tabulated and compared. The average of the total test scores of the white children was significantly higher than either of the other groups. The average of total test scores of Mexican children was only slightly higher than the Negro average.

PERKINS, ELEANOR KOENIG, VISUAL AIDS--THEIR RELATION TO SOCIAL STUDIES. Master of Arts (Elementary Education), August, 1940, 51 pp., illustrations, bibliography, 39 titles.

The problem of this thesis is to show how visual aids can be used to enrich the social studies curriculum, and why such aids should be incorporated into the program.

In separate chapters these problems are discussed and evidence presented to answer questions which challenge the ideas introduced.

Based upon the evidence presented in the first three sections, the following statements have been derived: visual aids are a vital part of any teaching procedure; it is not a course to be taught separately; each device must be adapted to a particular need; these are sound principles underlying the use of most visual aids; it can increase the learning situation; and visual aids outside the school must be considered by the instructor, and the students' attention diverted to these fields.

PETERS, HULDA BAETZ, CHILD GUIDANCE IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), May, 1942, 71 pp., bibliography, 69 titles.

The author of this thesis places the problem of child guidance in the elementary school in three divisions, namely: A. To describe the need for understanding and guiding the child; B. To discover guidance implications in modern educational trends; C. To determine the role of the classroom teacher in child guidance.

The material for the discussion of this thesis was obtained by making a survey of available information found in books, journals, and periodicals. The approach to guidance was made through a review of educational trends which involve guidance activities.

PETERSON, ZOE, A CRITICAL ANALYSIS OF SUGGESTED UNITS OF STUDY FOR THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1940, 71 pp., bibliography, 55 titles.

In this study the writer made a critical analysis of units of study for speech, language, spelling, reading, literature, and social studies. Chapter I stated the purpose of the study and reasons for conducting such an analysis. In the scope of the study some questions were presented by which all of the units were analyzed, definitions were given, and methods were outlined.

In Chapter II, the writer studied the various philosophies of elementary education which have been set forth by administrators, supervisors, and teachers in the elementary field. Twelve functions of the elementary school were chosen to be developed.

Chapter III took up the development of the units, and Chapter IV was made up of a critical analysis of these units.

In conclusion the writer found that by means of these six units the elementary school child could improve his self-expression, an environment for learning could be provided, the wise use of leisure time could be stressed, suitable reference material could be provided, and the child could better assume responsibilities in the school.

The writer recommended that the elementary school should place many responsibilities upon the child so that he could assume the task of improving his mental and physical health.

PIRIE, EVA MAY, A PRESENTATION OF SOME MATERIAL ON THE OBJECTIVES OF THE TEACHING OF ELEMENTARY SCIENCE. Master of Arts (Elementary Education), August, 1941, 50 pp., 2 appendices, 7 tables, bibliography, 34 titles.

It has been the purpose of this study to demonstrate fully the need of the classroom teacher for a definite statement and explanation of the aims of elementary science. The National Survey of the Teaching of Science was undertaken. Three of the six subcommittees gathered material in the Alamo District of the Texas State Teachers Association for the Questionnaire on Social and Personal Needs at the elementary level. Other sources of data were books by authorities in the scientific field, and numerous current periodicals on educational subjects.

The following conclusions seemed indicated: (1) teachers appear to be lacking in a clear understanding of scientific concepts, attitudes, and method; (2) experiences as here listed would not lead to an understanding of and ability to apply principles of science; (3) responses reflect "current practice"; (4) health and safety have been stressed; (5) social studies and health are overemphasized; (6) teachers feel impelled to use a prescribed course of study; (7) the syllabi may be in need of drastic revision; (8) teacher training institutions do not seem to be training teachers in problem solving.

PRESTON, MRS. MABEL, DEMOCRATIC CITIZENSHIP IN THE
ELEMENTARY GRADES THROUGH PUPIL PARTICIPATION. Master of
Arts (Elementary Education), August, 1940, 45 pp., bibliography,
16 titles.

The problem for this study is to demonstrate the effectiveness of training for democratic citizenship through pupil participation.

This study includes a review of schools and countries that do not teach democratic citizenship; a general survey of literature concerning pupil participation; and an evaluation was given to determine the value of pupil participation in the growth of personality and social order.

From these studies the author concludes that democratic citizenship is derived from pupil participation in such activities as assemblies, safety patrols, the school newspaper, committees, and student councils.

RANKIN, OREN RAYMOND, AN ANALYSIS OF THE SCIENCE PRINCIPLES FOUND IN ELEMENTARY SCHOOL READERS. Master of Arts (Elementary Education), August, 1941, 106 pp., 5 tables and illustrations, bibliography (Professional Literature), 15 titles, bibliography (Elementary School Readers), 95 titles.

The purpose of this study has been to evaluate the science content of elementary school readers in terms of a broad outline of science principles and generalizations.

The science content of a group of ninety-five elementary readers was recorded on a system of index cards and tabulated under the proper division of the outline.

This study would seem to indicate: (1) that much worthwhile subject matter dealing with some phases of science is contained in elementary readers; (2) that an elementary science program based on materials found in readers will not give the child a well-balanced knowledge of science; and (3) a realization of the importance of elementary science should bring about the adoption of better books covering a wider range of science concepts.

REESE, ROSA KIDD, METHODS OF TEACHING BEGINNING READING TO SLOW-LEARNING CHILDREN, WITH SPECIAL EMPHASIS ON THE USE OF THE METRON-O-SCOPE. Master of Arts (Elementary Education), August, 1940, 90 pp., 5 tables, bibliography.

The study is concerned with the teaching of beginning reading to twenty slow-learning children in the Kilgore Heights School, Kilgore, Texas. The first chapter sets forth the problem, the place of reading in the school program, the study of slow-learning children, the rate of reading which can be influenced by training, and the tests used. In the second chapter the functions of the school and the educational growth of the child are discussed. This is followed by the third chapter--a discussion on reading readiness. The procedure in teaching these twenty slow-learning children is written in chapter four, and the tables are given in chapter five.

The teacher gave intelligence tests, word tests, paragraph tests, achievement tests, oral reading tests, book word tests, Metron-O-Scope word tests, and Ophthalm-O-Graph test. The result of the tests was the basis for the teaching materials used and as a result of this teaching, seven of the twenty slow-learning children were promoted to the second grade and thirteen children were promoted to high first.

RENBELL, ERNA HOLEKAMP, A WORKBOOK ON THE CORRELATION OF CHILDREN'S LITERATURE AND MUSIC APPRECIATION FOR THE FIFTH GRADE. Master of Arts (Elementary Education), August, 1941, 165 pp., references, 22 titles.

The problem considered in this study is the construction of a workbook on the correlation of children's literature and music appreciation to serve as an instructional aid in the teaching of the two subjects to fifth grade children.

This study has been developed into eight units of work, with the same number of lessons on literature and music in each unit. The object of this is to show the close relationship that exists between the two subjects and also to add to the interests of the lessons. Each lesson has follow-up exercises.

ROBERTS, ADA JULIETTE, ANALYSIS OF SOCIAL STUDIES MATERIAL IN POETRY AND MUSIC FOR AN INTEGRATED CURRICULUM IN FIRST AND SECOND GRADES. Master of Arts (Elementary Education), August, 1941, 72 pp., bibliography, 22 titles.

The problem undertaken in this study is a survey of the philosophy and the objectives which motivate the teaching of poetry and music as a part of the social studies program in the primary grades. This survey is followed by a collection of poems and songs for little children and the organization of this material into units of activity to be used in the teaching of social studies as an integrated program in the primary grades. The five hundred forty poems and songs selected in this study for use with social studies units prove that there is much suitable material available in the primary grades.

RUST, MELVIN EDWARD, MUSIC APTITUDE IN RELATION TO ACHIEVEMENT IN SCHOOLWORK. Master of Arts (Elementary Education), August, 1940, 31 pp., 11 tables, bibliography, 31 titles.

The purpose of this study was to determine the relation between musical aptitude of a pupil and his achievement in school subjects.

Data for this study were obtained by testing 210 pupils which comprised the total number of pupils in the fifth, sixth, and seventh grades in New Braunfels, Texas. The tests used were the Gray-Votaw Achievement Tests and the Seashore Music Tests. The tests showed that pupils who do schoolwork which is below their age-level may be capable of doing well in music. The study showed that music should be open to all pupils in the school. It also brought out the fact that pupils need not necessarily be grouped according to age or conventional grade in music classes. The age or grade of the pupil, according to this study, could not be used to predict the native ability of the pupil.

SALE, HELEN MARGUERITA, A STUDY OF PAGEANTS FOR ELEMENTARY SCHOOLS. Master of Arts (Elementary Education), May, 1941, 123 pp., bibliography, 46 titles.

It is planned, in writing this thesis, to give the historical background of pageants and pageantry; the organization and administration of such entertainments; to describe a few pageants produced in one of the San Antonio schools by sending a questionnaire in regard to the number, the kinds, and the outcomes of this form of dramatic play. In Chapter V is given the Types of Pageants as Worked Out and Produced.

It is found by this writer that the pageant reveals to the individual his best opportunities for self-expression in active association with others; gives children meaningful experiences; satisfies an elemental instinct for art; will educate; has a strong value as a moral agent; sets a high standard of production; is dramatic in construction; awakens and increases community pride; is a series of colorful pictures and moods and interests the spectators through its sheer beauty. Further, the writer concludes that underlying the scheme of organization of a pageant are two principles: one, the pageant should be as educational as possible in itself and it should reproduce the period represented as far as possible; the other principle is to show by the entertainment the resources of the school.

SCHULZ, ESTHER, A SURVEY OF READING MATERIAL FOR FIRST GRADE SPANISH-SPEAKING CHILDREN IN BURNET SCHOOL, SAN ANTONIO, TEXAS. Master of Arts (Elementary Education), August, 1939, 27 pp., 5 tables, appendix, bibliography, 23 titles.

The problem in this study is an experiment to determine the achievement made by using simplified reading material for first grade Spanish-speaking children.

The results of this study indicate that the use of varied simplified reading materials will promote greater achievement in word recognition, sentence reading, and paragraph comprehension for Spanish-speaking children than will the required basal text. Further, it is apparent that much repetition of the basic vocabulary will increase the comprehension of the English language.

SMITH, FLORINE, THE PLACE OF MOTION PICTURES IN A JUNIOR HIGH SCHOOL HEALTH EDUCATION PROGRAM. Master of Arts (Elementary Education), August, 1940, 97 pp., 13 tables, bibliography, 44 titles.

The problem in this study was to evaluate the effectiveness of motion pictures as a teaching device in a health education program designed to meet the needs of the junior high school child.

The primary aim of this study was to determine how and to what extent an educational film aids sixth grade girls in the study of problems of hygiene. The secondary aim was to find out whether or not the pupils of low intelligence were more materially benefited by visual aid than were the pupils of high intelligence.

Intelligence tests and subject matter tests of eight educational films were given prior to the showing of this film. Then the films were shown and tests again given.

The findings in this study proved: (1) the superiority of the girls who saw the pictures to answer the questions on the post-tests; (2) the information of practically all children is increased by the use of the motion picture; (3) the children retarded by a language handicap or by a slower intelligence receive the greatest informative benefit; (4) the picture must be regarded as a supplement to the teacher's lecture, and must be part of a carefully planned procedure.

SMITH, MARY JEWEL, THE USE OF BASIC ENGLISH IN VOCABULARY DEVELOPMENT WITH A RETARDED LOW SIXTH GRADE READING CLASS.

Master of Arts (Elementary Education), August, 1942, 61 pp., 10 tables, bibliography, 41 titles.

The purpose of this study was to determine the effect of a basic English vocabulary upon the reading achievement of a group of low sixth grade pupils who were retarded in reading. The data were collected from the three tests given to the group at the beginning and close of the special reading class and at the end of the school year.

From the comparison of these tests final results indicated that marked progress in both comprehension and rate of reading was made after intense basic vocabulary study, even though no further gain was made after discontinuing class. In addition, the children showed marked improvement in their desire to read, and definite interest in the meanings of words.

SNYDER, JEROME RAYMOND, THE RELATIONSHIP BETWEEN MUSICAL APTITUDE AND GENERAL INTELLIGENCE. Master of Arts (Elementary Education), August, 1940, 68 pp., 8 tables, appendix, bibliography, 37 titles.

The main problem of this study was to determine the relationship between general intelligence as measured by the Otis Mental Test and musical aptitude as measured by the Seashore Measures of Musical Talent.

Scores were tabulated for 248 students enrolled in the fifth, sixth, seventh, eighth, and ninth grades of the San Marcos Public Schools. Scores on each of the five Measures of Musical Talent were correlated with scores on the mental tests.

On the basis of the findings presented in this study, the following conclusions were made:

- (1) Low correlations have been found for the five measures of Musical Aptitude and the mental test scores.
- (2) Low correlations in this study tend to bear out Seashore's contention that intelligence is not a major factor in musical aptitude, at least not greater than that necessary to understand or follow directions in this test.

TRAMEL, LUCILE, PLAY INTERESTS OF PRE-SCHOOL MEXICAN CHILDREN. Master of Arts (Elementary Education), August, 1941, 33 pp., 11 tables, bibliography, 17 titles.

This was a study of play interests of pre-school Mexican children. A related study was surveyed, and as a background for the approach to the study of play, current theories of play were reviewed, results of experimental studies were presented, relation of play to stage development was traced, toys and equipment were discussed, and educational implications were made.

In order to obtain the data, parents of fifty-one pre-school Mexican children were interviewed. The data were presented in tabulated forms and results were stated.

The general conclusions were: (1) in the choice of activities there are no important race differences; (2) there was a need for further experimentation with outdoor activities; (3) group playing was preferred; (4) no undue emphasis has been placed on sex segregation; (5) provision of toys and equipment has been inadequate; (6) parents make few toys for their children; (7) interesting makeshift toys were in evidence.

VERBLE, MAURINE T., A SERIES OF READING EXERCISES
AS AN AID IN IMPROVING THE READING ABILITIES OF OVER-
AGE CHILDREN OF THE UPPER ELEMENTARY GRADES. Master of Arts
(Elementary Education), August, 1940, 166 pp., appendix,
bibliography, 19 titles.

The problem of this study was the construction of a series of reading exercises, interesting in content and graded as to vocabulary difficulties as an aid in improving the reading abilities of overage children of the Upper Elementary School, San Antonio, Texas.

The author found a few among the group of children showed little interest in the development and use of the stories and exercises and, as a result, showed little outward evidence of improvement in attitudes toward reading and in habits of self-direction in reading. Most of the children were very interested after they recognized that these stories and exercises were on their level and that they could meet the challenge of the vocabulary in a way pleasing to themselves, as well as to the teacher.

WALKER, MARGARET KYLE McCLUNG, A COMPARISON OF THE USE VERSUS NON-USE OF COMPETITIVE MARKING AND OF FORMAL VERSUS CHILD-CENTERED METHODS OF TEACHING IN THE FIELD OF PUBLIC SCHOOL ART. Master of Arts (Elementary Education), June, 1937, 138 pp., illustrations, appendix, bibliography, 20 titles, periodicals, 58 titles.

The main problem of this study was to draw some conclusions as to the effect of competitive markings on the results of art units taught in the sixth and seventh grades and to compare the results of formal and child-centered methods of teaching art in the same grades.

The Leweronz Art Tests were given and the groups were properly paired off to secure an equal start. Four units were taught and, at the conclusion, the tests were given again. Both sections of the seventh grade were conducted by formal methods while the sixth grade was child-centered. When the units were finished, the tests were given again.

The writer felt justified, in the light of the comparison of the scores of the tests, in stating that the non-competitive group showed superiority over the competitive group. It also placed the child-centered method as superior to formal teacher-directed method.

WELSCH, MRS. BESSIE MAE (ROGERS), SAFETY EDUCATION IN THE ELEMENTARY SCHOOL. Master of Arts (Elementary Education), August, 1942, 119 pp., bibliography, 120 titles.

The problem of this study was to give the theoretical side of safety, to present a survey of some of the existing recognized courses in safety education, and to develop a safety course of study for the elementary grades.

Numerous publications, available units of safety, courses of study, and outlines containing suggestions for teaching safety were studied, and recommended outstanding books on curriculum building were read. From this, A Course of Study was designed for teaching safety education in the elementary grades.

WILLIAMS, WALTER L., A PROGNOSTIC STUDY OF READING ACHIEVEMENT OF FIRST GRADE PUPILS. Master of Arts (Elementary Education), August, 1939, 34 pp., 11 tables, 2 appendices, bibliography, 25 titles.

The problem of this study was to evaluate the predictive powers of a pupil rating card, an intelligence test, and a reading readiness test for reading in the beginning first grade. Other factors considered in the prediction were their background of experience, their attitudes, and their speaking vocabulary.

The data for this study came from the use of tests and other measures during the school year 1938-39 at the R. B. Cousins Elementary School in Mexia, Texas.

When the influence of a single predictive measure was considered, it was found in this study that mental age offered the most reliable means for predicting future achievement. There was adequate evidence that the Metropolitan Readiness Test, the Pinter-Cunningham Primary Test, and a pupil rating card are worth-while instruments for grouping of children and in giving pupils needed classroom experiences.

WILSON, NELLE, COMPARISON, USES, AND VALUES OF LANGUAGE WORKBOOKS FOR GRADES FOUR, FIVE, AND SIX. Master of Arts (Elementary Education), August, 1941, 69 pp., 19 tables and maps, bibliography, 10 titles.

The purpose of this study was to estimate, by means of a survey throughout the State of Texas in grades four, five, and six, the extent to which language workbooks were used and the value attached to them by teachers and administrators.

One hundred twenty-five questionnaires were mailed. The results of the survey were discussed in Chapter II. In Chapter III an attempt was made to compare a group of published workbooks. In Chapter IV the opinions of authorities in the field of education concerning the purposes, functions, evaluation, and advantages of language workbooks were analyzed.

The result of the survey showed that language workbooks were used by more than fifty per cent of the teachers in Texas. Workbooks were chosen for: their flexibility, systematic organization, timesaving element, to supplement child's viewpoint, sufficient exercises, clarity, tests, wide scope of materials, variety in presentation, and caring for individual differences.

WINTHROP, ALICE, A PROGRAM OF EXPERIENCES BASED ON A STUDY OF PRIMERS AND FIRST READERS. Master of Arts (Elementary Education), June, 1941, 37 pp., bibliography, 20 titles.

This study was concerned with the formulation of an experiential program which would make provision for such experiences as are essential for clear and meaningful interpretation of Texas state adopted primers and first readers.

This study was limited to the first semester of the 1939-1940 school year during which an examination was made of fourteen state adopted primers and first readers for the purpose of ascertaining what specific experiences these books contained. Activities were planned which included these specific experiences and type lessons in reading based upon the experiences given in detail.

The writer felt justified in concluding that a pre-book program based on experiences that children would meet later in reading texts would result in a clearer and more meaningful interpretation of material read.

WOOD, LOIS BLUDWORTH, A STUDY OF FREE READING IN THE FOURTH GRADE. Master of Arts (Elementary Education), May, 1939, 72 pp., appendix, bibliography, 15 titles.

The purpose of this study was to find out the relation that exists between the amount and character of voluntary reading and the intelligence of fourth grade pupils, and the provisions made for stimulating interest in voluntary reading.

The author's findings were: (a) children of all levels of intelligence do a great amount of voluntary reading when provision is made to arouse interest; (b) more adventure, animal fiction, and fairy tales are read than other types of books; (c) children of lower intelligence read more of a given type of literature than those of higher intelligence; (d) the school library is the main source of children's books; (e) the effect of physical make-up determines to a great extent the popularity of books; (f) children's magazines are found mostly in homes of boys.

WUBSE, ALICE, THE EFFECT OF SIMPLIFIED READING MATERIAL UPON THE ACHIEVEMENT OF FIRST GRADE CHILDREN IN READING.

Master of Arts (Elementary Education), August, 1938, 42 pp., appendix, bibliography, 38 titles.

The problem of this study was to determine the effect of simplified reading material upon the achievement of first grade children in reading.

A regular first grade of thirty-eight pupils in Elementary School No. 1 at Seguin, Texas, was chosen for this study. The Gates Primary Reading Tests and the Detroit Advanced First Grade Intelligence Tests were used. This was followed by directed and free reading using simplified materials with small vocabulary burden and with a variety of material.

It was found that the simplified reading material significantly promoted achievement in the reading of first grade children. Also, the apparent interest manifested by the children in the reading of books and stories and in reading in general indicated evidence of stimulation in their desire for reading.

YOUNGER, ELIZABETH ANDERSON, A COMPARATIVE STUDY OF THE RECREATIONAL READING INTERESTS OF THE BOYS AND GIRLS IN THE SIXTH GRADE OF LULING JUNIOR SCHOOL. Master of Arts (Elementary Education), May, 1942, 93 pp., 15 tables, bibliography, 24 titles.

The purpose of this study is to inventory the books selected for recreational reading by the boys and girls in the sixth grade of Luling Junior School, Luling, Texas, and to determine the difference, if any, between the reading interests of the boys and of the girls in this group.

The study includes: (1) a description of the school and group selected; (2) method of selecting data; (3) sample of the questionnaire used in determining interests; (4) sample of book report form; and (5) tables showing the number of books read by the students taking part, the character of the books read, preferences of each sex, and data concerning the twenty-two most frequently read books.

The findings lead to the following conclusions: (1) ninety-four per cent of the students reported reading books; (2) girls read more than boys; (3) fiction was read more than any other type of book; (4) only two of the 202 books read were of poetry; (5) no distinct differences in the reading interest of the sexes were discovered; (6) the books read show that the children liked them chiefly because of the element of adventure, action, excitement, and thrills.

CHAPTER III

SUMMARY, CONCLUSION, AND RECOMMENDATION

The theses have been classified under general headings as here listed:

1. Arts and Crafts	3
2. Audio-Visual	2
3. Civic, Character Education	3
4. Guidance, Home Room, Extracurricular Activities	2
5. Latin Americans	5
6. Music, Study and Teaching of	7
7. Occupations	1
8. Physical Education, Health and Recreation	1
9. Problem Child	1
10. Radio	1
11. Reading and Literature, Materials	14
12. Religious Education	2
13. Safety Education	2
14. Science, Study and Teaching of	6
15. Social Studies, Study and Teaching of	6
16. Speech, Dramatics, Auditorium Activities	4
17. Spelling, Study and Teaching of	1
18. Surveys	9
19. Tests and Measurements	2

It has been found from the tabulation that most of the theses in Elementary Education from the years 1937 to 1943 have been written in Reading and Literature Materials, Surveys, Study and Teaching of Music, Study and Teaching of Science, and Study and Teaching of Social Studies.

It will be noticed that during the years 1937 to 1943, few theses have been written in the fields of Audio-Visual, Guidance, Home Room, Extracurricular Activities, Occupations, Physical Education, Health and Recreation, Problem Child, Radio, and Study and Teaching of Spelling.

This writer recommends that beginning with the scholastic year of 1955, each graduate who receives a master's degree be required to prepare an abstract of his thesis and submit it with his thesis to his thesis committee for approval as part of his requirement for graduation.