

AN ABSTRACT OF EACH THESIS IN THE FIELD OF
ADMINISTRATIVE EDUCATION FILED IN THE
LIBRARY AT SOUTHWEST TEXAS STATE
TEACHERS COLLEGE FROM 1938-1948

THESIS

Presented to the Graduate Council of
Southwest Texas State Teachers College
in Partial Fulfillment of
the Requirements

For the Degree of

MASTER OF ARTS

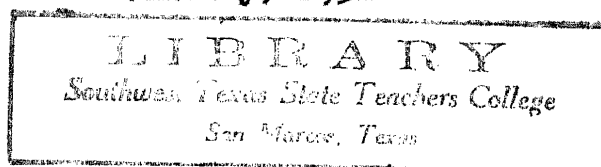
By

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San Marcos, Texas

January, 1952



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CHAPTER I

INTRODUCTION

A. Statement of the Problem

The purpose of this study is to prepare an abstract of each thesis in the field of administrative education which has been filed in the Southwest Texas State Teachers College Library from the years 1938 to 1948.

B. The Need for the Study

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

1. These abstracts can be used by instructors in administrative education and other academic courses.
2. Students can use these abstracts in administrative education as references to problems that arise in undergraduate work and after leaving school.
3. Many students in Southwest Texas State Teachers College are now ready to begin work on their Masters Theses in administrative education. To those seeking a problem for their theses, the abstracts done in this study should prove to be of assistance. The abstracts will save the student time in checking through the titles and contents of the theses already prepared at this college in the field of

administrative education and will show where there is a definite need for research.

4. Some valuable information is presented in these theses, and by the use of these abstracts a student will be able to determine quickly which theses have a bearing on his subject.

5. This thesis will give the present writer and its readers an over-all view of the field of administration rather than focus attention on one problem.

C. Procedure

The theses in administration education in the Southwest Texas State Teachers College Library were used to prepare abstracts of the work done in this field. The dates of each thesis follow the titles in parentheses. The technique used in the preparation of this thesis was the same as that of James A. Littleton, M.A., who did identical work in the field of Physical Education in 1949.

D. Limitations

This study is limited to all theses in the field of administrative education on file in the Southwest Texas State Teachers College Library from 1938 to 1948.

The catalog of theses in all fields which is kept in the Library of Southwest Texas State Teachers College was

studied. Only titles and authors are given in this catalog, and the present writer had to determine to the best of his ability which theses were related to the field of administration. All theses which seemed to have even questionable relationship to this field were studied. The present writer has retained several theses in this study which do not have a direct bearing on his field, but which, in his opinion, contain valuable if not essential information for the administrator.

CHAPTER II

THE ABSTRACTS

ADAMS, CATHERINE SIMPSON

ATTITUDE OF THE CLASSROOM TEACHERS TOWARD THE PARENT-TEACHER ASSOCIATION (AUGUST, 1939)

A. Problem

The problem of this study was to discover the real attitude of teachers with respect to the Parent-Teacher Association.

B. Method of Procedure

An attitude scale concerning all phases of the Parent-Teacher Association was placed in the hands of 528 classroom teachers chosen at random from the ranks of the profession.

Instructions were given as to how the scale should be marked. Results were tabulated in a series of tables and charts.

C. Limitations

This thesis was limited to the opinions of the 528 classroom teachers who were given the attitude scale mentioned above. Also, the author did not attempt to analyze the reaction of the teachers but merely stated what she found their opinions to be.

D. Findings

This study revealed that as a whole the teachers quizzed held a favorable attitude toward the Parent-Teacher Association. The writer also found that this interest increases with the increasing years of teachers' experiences.

AKRIDGE, RUFUS WAYNE

A COMPARISON OF THE COST OF OPERATION ON A PER-PUPIL-PER-MONTH BASIS FOR THE DIFFERENT TYPES OF HIGH SCHOOLS IN FALLS COUNTY, TEXAS (AUGUST, 1940)

A. Problem

The purpose of this research was to set forth in a comparative way some of the facts concerning the per-pupil cost of operation in the different types of high school organizations in Falls County, Texas. This was also to show whether small rural schools are worth what they cost to rural communities in taxes.

B. Method of Procedure

All schools of Falls County that offered as much as two years of high school training were studied. Information in this thesis came from data on file in the County Superintendent's office, especially the annual reports of the principals and the

school budgets; independent school district data on file in the superintendent's office and the school budgets; the Texas Almanac and Industrial Guide; inspection tours of the schools; and articles from books, magazines, and pamphlets.

C. Limitations

Only one school in Falls County at that time kept separate records for the high school and elementary school. The only expense record kept by the common school districts was the one kept by the County Superintendent. Also, difference in salary schedules, curriculum and teachers doing work both in elementary and high school made this study difficult.

D. Findings

The following items were found by this writer to be true:

1. Twelve of the non-affiliated schools had an eight-month term, five of them had a nine-month term, and one of them had a six-month term.
2. The non-affiliated high schools had twenty-two teachers teaching 282 students in average daily attendance. Eight of these

teachers devoted part of their time to the elementary school. The affiliated high schools had 40 teachers teaching 878 students in average daily attendance.

3. The average daily attendance teacher-pupil ratio in the non-affiliated high schools was approximately twenty-two.
4. The average per-pupil-per-month cost for instructional expense was \$9.41 in the non-affiliated high schools. The average cost of the affiliated high schools on the same basis was \$6.65 or \$2.76 per-student-per-month cheaper for instructional service than the average non-affiliated high school.
5. The average per-pupil-per-month cost for current expense in the non-affiliated high schools was \$11.00. The average cost of the affiliated high schools on the same basis was \$9.78 or \$1.22 cheaper per-pupil-per-month than the average non-affiliated high school.

In this study of the cost of operation on a per-pupil basis several trends were noted:

1. There is no definite relationship between the average daily attendance and the cost

per-pupil.

2. The number of teachers alone is not a reliable indication of per-pupil costs.
3. The very small schools spend more per-pupil but have the ability to raise the amount.
4. The teacher-pupil ratio and the cost per-pupil is fairly constant. The teacher with the lowest teacher-pupil ratio had by far the highest cost, while the highest teacher-pupil ratio had the lowest cost.
5. In general the school with the highest assessed valuation back of each pupil spent more per-pupil-per-month.
6. When the median cost of each group was considered, the cost per-pupil increased as the average daily attendance decreased.

ALLENSON, FRANK WILLIAM

THE FORMULATION OF A PLAN FOR APPORTIONMENT OF THE
AVAILABLE SCHOOL FUNDS IN TEXAS AND A COMPARISON
WITH PLAN IN USE AT THE PRESENT TIME (MAY, 1939)

- A. The purpose of this study was to bring to the attention of educators and others interested in public education in Texas certain criticisms concerning the then present method of

apportionment of state funds for the support of elementary and secondary education in Texas. The author attempted to tell if there was a basis for the criticisms, what the basic principles for the apportionment of similar funds in other states which are recognized as leaders from the standpoint of education are, and whether or not a similar plan for apportionment of state school funds might be formulated in Texas.

B. Method of Procedure

Data were collected concerning Texas schools from the Texas State Department of Education, Division of Information, Statistics and Accounting, from manuscript for bulletins, which have since been published, and other records which are on file such as annual reports of superintendents and census enumerators. Twenty representative counties and one hundred representative independent school districts were selected to show how the plan suggested by the author would compare with the plan for apportionment which was then in use.

C. Limitations

The author stated in his thesis that he felt that

a problem of this scope was clearly beyond the scope of one individual. Any plan set forth by one person would have some defects. In this study it was impossible to disclose all of the facts pertinent to state support of public education. The author hoped that this study might be instrumental in causing others to make studies of this problem and apply their knowledge toward a solution.

D. Findings

The author states that Texas no longer has the excuse for backwardness in its educational program because it has a dual system of education for white and colored population. Others are prone to excuse the low attendance where the population is composed largely of Mexicans by the fact that there are many parochial schools influencing this factor. This argument may be plausible in a few localities but will not stand close scrutiny when entire sections of the state are involved. Failure to educate children of Mexican families is contrary to the basic principles of American democracy. A plan for apportionment of funds based on attendance would, in all probability, do much to remedy this situation. The author also felt that larger

administrative units would make for more efficiency in the school program.

ARNOLD, FRANK

THE PER-PUPIL COST OF VISUAL EDUCATION

(AUGUST, 1940)

A. Problem

The problem of this thesis was to show what the per-pupil cost of visual instruction is in the public schools and also to show that all schools can afford to have a visual aids program.

B. Method of Procedure

The author gathered material for this thesis through research and also made a study of San Antonio Public schools in order to find the answer to the problem in this thesis.

C. Limitations

It is impossible to give an exact per-pupil cost because the amount varies with the size of the school and the extent to which the visual aids program is conducted; however, an approximate cost was derived from the study of some schools which have extensive visual aids programs. This study was also confined to the use of the 16 mm. silent and sound projector.

D. Findings

This study estimated that for one per cent increase in the per-pupil cost for general instruction, to be spent on visual education, the pupil's learning can be increased by approximately thirty per cent. This and other studies indicate that teachers and administrators are passing up a good opportunity to increase the efficiency of instruction if they do not avail themselves and their pupils with modern visual aids, many of which are free.

BAKER, SLOAN

A STUDY OF THE TREND IN THE DEVELOPMENT OF THE
GUIDANCE PROGRAM (AUGUST, 1941)

A. Problem

The problem of this thesis was to study the trend in the development of the guidance program in sixteen foreign countries and in the United States.

B. Method of Procedure

Books, magazines, and articles were surveyed to find the historical background, the scope of guidance, the nature of the development and

the development of guidance in foreign countries and in the United States.

C. Limitations

This study is concerned only with the guidance phase of education.

D. Findings

In his summary the author expressed the opinion that the documentary evidence contained in this paper attests to the fact that all over the world the question of vocational guidance for the youth has not been entirely neglected, and that the preparation for the emergency which then existed (1941) had sufficiently met the need. The change from a strict vocational guidance as indicated in the beginning of this study to the broadening point of view "that all education is guidance" as accepted today was considered by the author to be heartening and forward-looking, as it would remain safe through the crisis when the complete emotionally-developed individual is again restored to his proper place in society.

BALLARD, HATTIE JOHNSON

WHAT THE SCHOOLS CAN CONTRIBUTE TO THE COMMUNITY
(AUGUST, 1940)

A. Problem

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The purpose of this thesis was to convey to its readers the idea that it is very important that the school of today play a most dynamic role in the community if it expects to command the respect and interest of the community.

B. Method of Procedure

The author used her own ideas and those of other writers whom she studied to determine the role the school should play in the community.

C. Limitations

This thesis was concerned only with the school and its relationship to the community.

D. Findings

As a result of this study, the author concluded that a community school (one in which children experience the feeling that what they are doing has actual community significance) is the best method of teaching thus far found. Some excellent channels for school-community activities which will draw the school and the community closer together are open swimming pools, gymnasiums, libraries, school exhibits, Boy Scouts, Girl Scouts, Parent-Teacher Association, and clubs of various kinds. Administrators should make studies of their

communities and discover ways the community and the school may be brought closer together.

BELL, E. CARROLL

THE VALUE OF THE BOOKMOBILE WITH SPECIAL REFERENCE
TO BEXAR COUNTY (AUGUST, 1940)

A. Problem

The purpose of this study was to show how the gap in reading that has given the city population the edge over the rural folk has been partially closed by such things as the Bookmobile.

B. Method of Procedure

A history of the Bookmobile and how it had increased reading in Bexar during its four-year existence was presented in this thesis.

C. Limitations

This study is limited to Bexar County and to the advantages of the Bookmobile. It does not concern itself with Loan Libraries and other means of getting books to rural people.

D. Findings

The author has stated that country people will read as much as city people if given the chance. The problem of how to get them books has been solved in Bexar County by the purchase of a

specially made Bookmobile which is a library on wheels which works out of the County Library. Interest in reading increased so much in Bexar County that after three years' service another bookmobile was added. It also goes to small schools with inadequate facilities.

BLACK, GEORGIA L.

EDUCATIONAL ACHIEVEMENTS OF SOME SUPERINTENDENTS OF
THE SAN ANTONIO PUBLIC SCHOOLS (AUGUST, 1940)

A. Problem

The problem of this thesis was to give the history of the early development of San Antonio schools and to describe in detail the administrations of seven San Antonio school superintendents. The administrators studied were:

1. W. C. Rote
2. J. E. Smith
3. Lloyd E. Wolfe
4. Charles J. Lukin
5. Dr. Jeremiah Rhodes
6. Charles S. Meek
7. Marshall McIlhenny Johnston

B. Method of Procedure

Materials were gathered for this study from

numerous sources, the most important of which are as follows:

1. Institutions
2. Minutes of the San Antonio Board of Education
3. Old newspapers
4. Letters written by individuals once connected with the San Antonio school system
5. Charter of the San Antonio Public Schools
6. Interviews
7. Memoirs of W. J. Knox, former Assistant Superintendent of San Antonio Public Schools

C. Limitations

This thesis is limited to the early history of San Antonio schools and the administrations of the seven superintendents previously mentioned.

D. Findings

Each of the superintendents studied contributed materially to the advancement of schools in San Antonio and left his successor a foundation upon which he could build.

1. W. C. Rote

- a. He arranged grades and placed principals in charge of six schools.
- b. Other buildings were built during his

term, including the first high school in 1879.

2. J. E. Smith

- a. A schedule of salaries determined by the certificate held and length of service was set up.
- b. He was responsible for placing the few negro teachers in the system on the same salary schedule as the white teachers.
- c. He also had the teachers paid in twelve monthly installments which has been the custom since that time.

3. L. E. Wolfe

- a. He was responsible for starting an industrial reform movement, not only in the school, but also in the home.

4. Charles J. Lukin

- a. He was responsible for the establishment of the Local Pension Society.
- b. Mr. Lukin stressed the Palmer System of handwriting, made changes in the textbooks, and insisted on well-trained teachers.

5. Charles S. Meek

- a. The greatest achievement during Mr. Meek's administration was the building of Brackenridge High School.
 - b. Industrial work was introduced in 1915 under his superintendency.
 - c. He was also the instigator of the Southwest Texas Teachers' Institute.
6. Dr. Jeremiah Rhodes
- a. The reorganization of the public school system of San Antonio was achieved under the leadership of Superintendent Rhodes and his progressive Board of Education.
 - b. A \$2,000,000 building program was completed, giving San Antonio school children necessary room.
 - c. The 5-3-3 plan of organization was instituted in 1924.
 - d. Teaching standards were raised; a new and higher salary schedule was adopted with equal salary for equal training and experiences.
 - e. He developed teaching by projects as a substitute for class routine and thereby infused new interest in school work into the person most concerned, the pupil.

7. McIlhenny Johnston

- a. A balance of \$170,000.00 was on hand in February of his last year.
- b. He had a plan to save money by not giving so much to new teachers but giving it to older and more valuable teachers.

BODEN, EMMA D.

THE PROBLEM CHILD, THE STUTTERER

(AUGUST, 1941)

A. Problem

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.

B. Method of Procedure

1. Literature concerning the cause and cure of stuttering was surveyed.
2. Fourteen local (San Antonio) case histories were compiled.
3. A check-list was developed for parents and

teachers of these fourteen students to fill out.

4. Recommendations were made concerning the treatment of local cases in the light of information gained from the research made in the field.

C. Limitations

The 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.

D. Findings

In the author's preliminary findings on what others had found, it was stated that the teacher should deal only with those students who, while suffering from some emotional unbalance or social inadequacy, are not sufficiently deviated from the normal to be either neurotic or psychotic. The cure does not lie in the pupil's speech but rather in helping him to become well-adjusted to all his life situations.

In the author's own specific study, she found that there are more male stutterers than female. Illness in childhood seems not to be a cause of stuttering in most cases. The author found the

cases in San Antonio which she studied to have a high correlation with the theories presented by experts in the field. The chief difficulty with most stutterers seems to be psychological. Broken homes, poor economic conditions, neglect, shock, emotional maladjustment, and lack of self appreciation seem to outweigh the physiological causes shown in the study.

BOUNDS, RICHMOND J.

A STUDY OF THE PER-PUPIL COST OF TRANSPORTING
CHILDREN

(AUGUST, 1942)

A. Problem

The problem involved in this study was to find the average cost of transporting a school child, six to seventeen years of age inclusive, who lived more than two and one-half miles from school and who lived within a school district receiving transportation aid, in Leon County, during the school year 1940-1941.

B. Method of Procedure

Most of the data used in this study were taken from the county superintendent's files. However, all information concerning expenditures

in independent school districts was secured by means of a questionnaire, a copy of which was included in the appendix of this thesis. This questionnaire was completed by the superintendent of each independent school district in the county.

C. Limitations

This study is limited to the cost of transporting school children of Leon County for the year 1940-1941.

D. Findings

Items of Information

1. Number of buses	36
2. Number of school owned buses	36
3. Purchase price of buses	\$56,655.00
4. Total cost of transportation	\$34,762.50
5. Total number of children transported	1,774
6. Miles traveled per year	217,390
7. Average number of children per bus	42
8. Average number of days transported	177 7/8
9. Average length of run per bus per day	33.9
10. Average cost per-pupil-per-mile	.00642
11. Average cost of operation per mile	.148¢
12. Total deficit of all schools in the county	\$15,554.07

13. Average deficit per child transported	\$8.76
14. Total transportation aid paid	\$19,208.43
15. Average cost of bus	\$1,573.72
16. Average per capita cost per year	\$19.60
17. Average annual cost of operation per bus	\$968.96

BOX, ROLAND A.

A FINANCIAL SURVEY OF THE LULING PUBLIC SCHOOLS
(AUGUST, 1940)

A. Problem

The purpose of this study was to ascertain the financial condition of the Luling Public School and compare it with that of other schools.

B. Method of Procedure

Most of the data used in this thesis were secured from the primary sources such as records from fire insurance offices, letters on file in the City Secretary's office, information in the tax collector's office, old reports of treasurers, etc. The schools chosen for comparative purposes were Taylor, Seguin, Gonzales, New Braunfels, Bastrop, Lockhart, Llano, and Granger. The budget from each school was obtained and studied. Superintendent's reports were also used which gave many types of useful information.

C. Limitations

This study is limited to a financial survey of the Luling schools in comparison to a few schools of approximately the same size and in the same district.

D. Findings

The findings from the data collected and tabulated for this study indicated:

1. The pupil wealth and income of the Luling District was decreasing. The total income per scholastic in 1927 was \$47. The income for each scholastic in 1939 was \$40.80. This would indicate that the districts ability to maintain a school was decreasing under the then present tax value.
2. The per capita income from the state apportionment almost doubled during the period studied. The per capita wealth was \$43 in 1924 and in 1939 it was \$23.
3. The bonded debt for school purposes compared with other indebtedness in the school district was one-sixth. Approximately the same ratio of the tax dollar went to the school.
4. The value of property when rendered for school purposes was 10.8 per cent lower than

when it was rendered for city taxes.

5. There was a wide range of assessed valuation on town property. The larger the property, the smaller the per cent for which it was rendered.
6. The true and full value of all property in the district was \$20,931,614. The assessed value for school purposes was \$3,369,990.
7. If fairly appraised, there was adequate property within the district for tax purposes.

In comparing the Luling school with nine other schools, the author found:

1. Luling's effort and ability to maintain a school was above the average, as indicated by these findings:
 - a. The curriculum of the Luling school was broad, ranking third in the group studied.
 - b. A large percentage of the total expenditures of the Luling school went to instructional service; yet the average salary paid the high school teacher was very low. The author stated that this condition would continue to affect teacher tenure.

2. Distribution of items of the budget of the ten schools:
 - a. The average percentage spent for each item of the budget compared with the average of the schools of Texas showed a high correlation.
 - b. The amount which the Luling school spent for general control, fixed charges, and capital outlay was considerably lower than the average for other schools.
 - c. The percentage which went to instructional service, maintenance of the school plant, and auxiliary agencies was considerably higher than the average for other schools.

BURKHOLDER, HELEN

AN ANALYSIS AND EVALUATION OF THE TEXAS COURSE OF STUDY FOR YEARS ONE THROUGH THREE IN TERMS OF
TEACHER ACTIVITIES

(AUGUST, 1939)

A. Problem

The problem undertaken in this study was to evaluate the Course of Study for Years One Through Three, Bulletin Number 391, prepared by the Texas Department of Education and published in November, 1938. It was analyzed

in order to ascertain what activities are expressly proposed therein for teachers of the primary grades.

B. Method of Procedure

After the bulletin was analyzed, a check-list including all of these activities was formulated. The data obtained through the checking of these lists by primary teachers in actual service were studied in an endeavor to discover the answers to several questions vital to all who are interested in the advancement of education at the primary level in Texas. These questions were:

1. To what extent were the activities set forth in this course of study actually being carried out in the public schools of Texas at that time?
2. What was the relative frequency with which the various activities were practiced by teachers?
3. What was the relative importance attached to the various activities by the teachers?

C. Limitations

The author found it advisable to base the evaluation of this course of study on one particular phase or point of view -- that of teachers' activities suggested.

D. Findings

All of the two hundred activities suggested in the course of study and included on the check-list were to some extent used by primary teachers, while the activities as a whole were used with a high degree of frequency and were also considered very important. Third grade teachers considered the activities more important than first grade teachers. Activities concerning development of character traits and the teaching of tool subjects were considered more important than art activities, etc. Some teachers were not able to carry out these activities because of the lack of the necessary training or equipment.

CARSNER, ANNE

TRENDS IN THE TREATMENT AND PREVENTION OF JUVENILE
DELINQUENCY IN SAN ANTONIO (AUGUST, 1940)

A. Problem

This study was undertaken for the purpose of ascertaining the trends of social service organizations in San Antonio to formulate programs for the prevention and treatment of juvenile delinquency.

B. Method of Procedure

An effort was made to learn the strong and the

weak points in the activities of these various social service agencies and to determine, if possible, what objectives they had in mind while drafting their programs, and if they were justifying their existence. Most of the information for this study was obtained by personal interviews, visits, and observations.

C. Limitations

This report was limited to the tendency in San Antonio to overcome the lack of an intelligent social consciousness on the part of the general public in trying to solve one of its greatest challenges -- juvenile delinquency.

D. Findings

1. The Boys' Club of San Antonio made itself a most important factor in decreasing the number of children brought before the juvenile court.
2. The Moonglow Club is an excellent example of how an anti-social group was converted into a constructive force in a district where delinquency flourished.
3. The San Antonio Social Welfare Bureau's greatest contribution to child welfare was their work with delinquent parents.

4. The Recreation Department of the City of San Antonio had an extensive and fine activity program, but facts proving it had reduced crime were not available.
5. Observation showed that the schools were the most maligned agencies because no statistical records of adjustments were kept. Observation also revealed that the schools were great forces in the reduction of delinquency.
6. The churches and boys' and girls' organizations performed valuable services, but the extent was not known. No facts were available.

CLIFT, HUGH ALLON

AN ADMINISTRATIVE SURVEY AND PROPOSED REORGANIZATION
OF THE SCHOOL IN PARKER COUNTY, TEXAS (AUGUST, 1941)

A. Problem

This administrative survey of the schools of Parker County included a brief picture of the general population trends of the county and also facts concerning the trends of scholastic population, the geographical condition, the types of schools, location of schools, the teacher-pupil load in various schools, the teacher personnel, the curriculum, the length

of term, school finance, etc. The second phase of the problem was the projection of a plan that would more evenly distribute the educational opportunities and give the youth better training with a reasonable expenditure.

B. Method of Procedure

Data concerning all the schools of Parker County were gathered and presented in tables, for the purpose of interpreting many administrative and educational inequalities. For such data the County Superintendent was consulted and access was secured to his office files. Records from the files in the offices of the independent school districts were likewise secured. Information was also gathered from the County Agricultural Agent, the Chamber of Commerce at Weatherford, the County Agricultural Adjustment Administration, and the files of The Texas Almanac and State Industrial Guide. The facts secured from the sources listed in the preceding sentences were supplemented by information obtained through conversation with various local school officials and teachers in the county.

C. Limitations

This thesis was limited to a plan of reorganization

that would render the administrative program of the schools of Parker County more efficient.

D. Findings

The chief merits of the proposed plan lay in the fact that better equipped libraries and laboratories would have been available; that an enriched curriculum would have been provided, especially in the vocational fields; that extra-curricular activities were more adequately provided for; that a nine-month term would be available for all pupils alike; and finally, that the better trained and more competent teachers, with more adequate salaries and greater security of tenure, were available for all the schools of Parker County under the plan presented in this thesis.

CLOYD, CARROLL B.

RELIGIOUS INSTRUCTION IN MODERN PUBLIC SCHOOL EDUCATION (AUGUST, 1940)

A. Problem

The purpose of this study was to determine whether or not religious instruction should be included in modern public school education.

B. Method of Procedure

The author gathered material for this thesis through research and also by personal contacts with pastors over a period of two years.

C. Limitations

This thesis was concerned only with the school and its relationship with religion.

D. Findings

1. Religious instruction is properly a part of the complete educative experience.
2. Religious instruction should be provided in cooperation with the church. At present, at least, religious instructors should be paid by the church.
3. The public school should be the agent in providing religious instruction because of the larger number that would be reached as compared to those now being reached by a divided church.
4. Credit should be given for religious instruction on the basis that is given for any other work done in the school.
5. The equipment provided for secular education should be available for religious instruction to all religious denominations.
6. The standard of instruction for religious

subjects should be the same as that required for other types of instruction.

7. Interdenominational cooperation is not only desirable but is necessary to the most effective planning for religious instruction in the public schools.
8. At present programs for the inclusion of religious instruction in the public school system should be worked out for each community by a local committee. Regional and national programs should wait.
9. A union of the major denominations would tend to eliminate the objection of inclusion of religious instruction in public schools.
10. The church should not surrender the responsibility of religious instruction entirely to the public schools.
11. Effort should be made through conferences and otherwise to reach an understanding as to the distinction between teaching religion and teaching sectarianism.

COCKRELL, MRS. DOYLE VIRGINIA (THRAILKILL)

THE ASSEMBLY AS A COORDINATING AGENT IN THE JUNIOR
HIGH SCHOOL (AUGUST, 1939)

A. Problem

The problem in this study was to demonstrate the assembly activities of the Speech Arts teacher as a valuable coordinating factor in the Junior High School.

B. Method of Procedure

The materials for this paper were collected from books, magazines, and bulletins, reports, handbooks, texts, school programs, and other sources considered reliable in the field of education. Textbooks, lesson plans, maps, manuals, courses of study, school plays, magazine articles, and original contributions were used in the series of programs prepared and presented throughout the term on which this thesis is written. In the dialogue, costuming, scenery, lighting, music, dances, and other features of these assemblies, efforts were made to utilize as many facilities as possible of the various departments of the school.

C. Limitations

The scope of experimentation for the problem was confined to one Junior High School with an enrollment of some fifteen hundred children.

D. Findings

The assembly is capable of utilizing the activities of nearly all Junior High School activities as a basis for programs, some naturally lending themselves to exploitation better than others. With very little effort on any one teacher's part, through the work of the speech teacher's department, a correlation of from five to twelve activities can be achieved. No single teacher could possibly coordinate more than three or four subjects without a serious disturbance of routine and a loss of thorough grounding in her special subject; yet in the assembly five to twelve subjects may be correlated, and an integral effect achieved with little deviation from routine work. The Library, the English Department, and the Social Sciences were found to be the best bases for developing unity of interest and activities. The experiments undertaken in this thesis proved very successful in the way in which several departments were drawn together in the preparation of each assembly and in the awakened interest of classroom teachers to the possibilities of wide correlation of activities and subject matter.

COMMANDER, ROSA AUGUSTA

ATTENDANCE AND PROGRESS FACTORS IN TEST NORMS

(AUGUST, 1937)

A. Problem

The main problem in this investigation was to make a critical study of the influence on educational test norms of the important variable of (1) the percentage of scholastics in average daily attendance, or the ratio between the number of scholastics on the census roll and the actual number who are in average daily attendance, and (2) the age-grade status of a school, or the amount of retardation or acceleration.

B. Method of Procedure

In submitting the test scores used in this study, thirty-three small independent school districts scattered throughout the State of Texas were provided with a form which called for distributions of the scores made by its students on each of the nine divisions of the New-South Achievement Tests as well as a distribution of the total average scores. The first step in the actual treatment of the data was to determine the mean and standard deviation for each of the

thirty-three schools. The next step was to divide the sum of these standard deviations by 1.4246 (the ratio found to exist under norm conditions) to determine what would probably have been the standard deviation for the distribution of total average scores. It was necessary in a study dealing with age-grade data to define the normal age for each grade. It was also pertinent to this study to determine for comparative purposes the fractional part of a grade made by the students of each of the schools in one chronological year. Another important factor used in this study was found by determining the ratio between the number of children in average daily attendance and the number of scholastics on the census roll. All these data were compiled and the actual study of their relationship to each other was begun.

C. Limitations

The fact that test norms should not be used as an absolute basis for classifying pupils has been recognized for many years. Yet many administrators of tests still persist in using the scores made on standardized tests

as the sole basis for classifying and promoting students, without seeming to realize the value of many elements not measured by tests or the influence of still other factors not operating in the same manner as they were operating in the original group.

D. Findings

1. Attendance and progress factors affect test norms to the extent that they should be considered in norming tests. Norms established in groups in which these factors are not controlled are of doubtful value in judging the efficiency of school systems. Achievement tests should be accompanied by variable test norms that take into consideration the influence of these and other factors on test norms.
2. A high attendance factor tends to be accompanied by a high coefficient of variation and a low mean score on an achievement test. This is an indication that a school system in which the opposite of these conditions exist has only the most capable and the most

- desirable element of its school population in attendance. The latter conditions should not be encouraged by judging this type of school more efficient on the basis of its scope on an achievement test.
3. The school systems with the low regression coefficients, which are indicative of slow progress through the grades, tend to make higher mean scores on an achievement test than do schools with low amounts of retardation. It seems evident that the efficiency of these schools should be judged on the basis of variable norms.
 4. The school systems with the high attendance factors have comparatively low amounts of retardation. This seems to indicate that these schools are not only interested in having children attend school but are also encouraging them to stay in school for a longer period of time by refusing to discourage them through retardation. Even in these schools, however, the percentages of overageness are much too high. An attempt to reduce the amount of retardation should be made.

5. Insofar as the data of this study may be considered typical, most schools have a much lower percentage of scholastics in average daily attendance than a system based on the idea of universal education should allow. A greater effort should be made to strengthen and enforce the compulsory attendance law.

CUDE, DON

EVALUATING THE RESULTS OBTAINED BY PROMOTING OVERAGE
STUDENTS IN THE ELEMENTARY GRADES (AUGUST, 1939)

A. Problem

The main problem in this study was to observe the effects obtained from placing students in the grades in which they should be located according to their chronological age, disregarding scholastic achievements.

B. Method of Procedure

A study was made of the first five grades of the Marble Falls Elementary School. This survey revealed that thirty-four students were more than one year above normal age for their respective grades. Students were promoted to the next higher grade without any explanation

to their parents or to the students. The progress of these students was noted over a period of two years. No special attention or different work was given the overage students, and they had exactly the same treatment as those children who were promoted regularly.

C. Limitations

This study is limited to thirty-four overage students in the Marble Falls Elementary School who were promoted to the next higher grade and studied for two years.

D. Findings

The students who skipped a grade at the beginning of this study were passed or retained at the end of the first year to observe if the pupils of this type would gain very much by remaining in the same grade for a second time. After observing the low intelligence quotient of the group, it was not surprising to learn that the pupils did not achieve very much from their textbooks. Only eighteen of the students remained in school for the two-year period. The families of seven children moved, eight students withdrew but remained in the school

district, and one student died. Out of the entire group, the author estimated that only four came from families of average economic disposition. After completing this study the author was fully convinced that the overage students learned more in the higher grade level than they would have in the lower grade level. Discipline was improved in these grades and there were fewer discipline problem cases. The outside activities were improved. The social aspect of the homeroom, classes, and other activities were improved. The author and teachers 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. If the pupil fails to make sufficient marks for promotion, his age is immediately considered, and if he is more than one year overage, he is advanced according to his age, and this promotion is so stipulated on his permanent record sheet.

CURRIN, VIRGIL D.

AN EVALUATION OF RURAL AID IN SEVEN INDEPENDENT SCHOOL DISTRICTS IN SUPERVISORY DISTRICT 18 (AUGUST, 1941)

A. Problem

The purpose of this study was to attempt to determine the need of assistance of certain school districts in Southwest Texas and to evaluate the results of such assistance. This study also showed the effect of salary aid upon the high school curriculum, high school and elementary teachers' salaries, the number of high school and elementary teachers employed in the districts, and upon the enrollment of the schools. It also evaluated the transportation aid to the districts and showed the effect this aid had upon the number of children transported.

B. Method of Procedure

Through research a brief history of rural aid was presented. The author then gave the names, dates, and types of districts included in the study and all pertinent data regarding these districts. The following districts were included in this study:

1. Charlotte
2. Devine
3. Dilley
4. Jourdanton

5. Lytle
6. Sabinal
7. Somerset

C. Limitations

This thesis was limited to an evaluation of Rural Aid in the seven independent school districts previously listed.

D. Findings

In 1941 when this thesis was completed, Equalization Aid had increased by approximately 1,600 per cent since its inception in 1915. The purpose for which aid is granted had been broadened to include assistance to school districts in which are located towns up to 3,600 inhabitants. Many very small schools had been encouraged to consolidate thus increasing the size of many administrative units. The schools which were included in this study, with some exceptions, showed a decided need for aid. Since 1937 the schools had been receiving an increased amount of salary and transportation aid. Improvement in salaries for teachers was indicated in a majority of the schools, and increases were shown in the number of teachers, percentage of attendance, high school subjects, and in high school enrollment.

DAVIDSON, FRANCES

A SURVEY OF THE MAJOR CAUSE, CORRECTIONS, AND RESULTS OF JUVENILE DELINQUENCY OF BOYS FROM EIGHT THROUGH SEVENTEEN YEARS OF AGE IN BEXAR COUNTY, STATE OF TEXAS, FROM JUNE, 1941 THROUGH JUNE, 1943 (AUGUST, 1943)

A. Problem

The problem of this study was to survey the major causes, corrections, and results of boys from the age of eight through seventeen over a period of two years, from June, 1941 through June, 1943. The primary aims were to determine why the home environment and the economic status of the family are the major causes and to determine the most effective means of coping with these causes and suggesting corrective measures to prevent the tremendous increase of delinquents.

B. Method of Procedure

The data for this study were collected from the Bexar County Probation Courts, Bexar County Home for Boys, Office of the Elementary Division, Assistant Superintendent of Public Schools, San Antonio, Texas, library research, magazines and periodicals.

C. Limitations

The survey was limited to the delinquency of boys from eight to seventeen. The time of this survey was limited to a period of two years. The study was also limited to the major causes of the home environment and the economic status of the family being two factors directly associated with delinquency.

D. Findings

Delinquents are handled by welfare agents rather than through courts whenever possible. Yet the child has the protection of the court when this is needed, as in cases such as custody suits, etc. The author finds that 85% of the delinquents who are placed on probation instead of in a reform school change their ways and become useful citizens. The author stated that with correct supervision, proper guidance, and a deep understanding of the adolescent delinquent, it can be safely assumed from the evidence presented in this study that juvenile delinquency could be materially decreased in all communities.

DOYLE, C. E.

A STUDY OF THE CHANGING STATUS OF THE COUNTY
SUPERINTENDENT IN TEXAS (AUGUST, 1940)

A. Problem

The purpose of this study was to make a survey of the status of the county superintendent of Texas over a period of years in order to determine his present status and to point out any significant trends to be found in his duties, qualifications, salary, and accomplishments.

B. Method of Procedure

The following data were collected and evaluated:

1. Method of selection
2. Term of office
3. Duties
4. Certification
5. Scholastic and professional training
6. Experience
7. Salary
8. Tenure
9. Sex
10. Type and size of schools

C. Limitations

This study was limited to the available data for the years 1930-'31, 1934-'35, and 1938-'39.

D. Findings

1. There has been a steady increase in the number of counties in Texas providing for elected

county superintendents.

2. The term of office of the county superintendent had recently been changed from two years to four years.
3. The duties of the county superintendent were numerous and were largely clinical in nature, while the powers were few and difficult to interpret, thereby making them difficult to administer.
4. On the average, the county superintendent had from two to three times as many teachers and scholastics under his supervision as do the superintendents of independent school districts.
5. The percentage of inexperienced teachers under the supervision of the county superintendent had dropped from 16.9 per cent in 1930 to 11.1 per cent in 1938, thereby alleviating slightly his potential supervisory load.
6. Through consolidations and the increase in number of contract schools, the total number of teachers under the supervision of the county superintendent had decreased from 17,066 in 1930 to 16,186 in 1938.

7. In point of size of the schools with relation to the number of teachers employed therein, the schools under the supervision of the county superintendent had materially improved.
8. The most noticeable decrease, sixteen per cent from 1931 through 1938, in the number of schools was recorded in the one- and two-teacher systems.
9. The only two types of schools under the supervision of the county superintendent which showed an increase were the nine-teacher and the ten-or-more-teacher systems. The nine-teacher schools increased from twenty-three to forty-two or 82.6 per cent in 1938 over 1931, and the ten-or-more-teacher schools increased from fifty-seven to 143, or 150.9 per cent over the same period.
10. Twenty-eight counties of the 25⁴ had provided supervisors for their white schools, while thirty had provided supervisors for their colored schools.
11. The number of Standard Schools under the supervision of the county superintendent had grown from fifty-three in 1927 to 1,583 in 1939.

12. Only seven counties had attained the record of having every elementary school standardized and every high school accredited.
13. A definite improvement in the class of certificates held by county superintendents over the periods studied is indicated by the fact that whereas only sixty-six, or 40.7 per cent of the number, in 1930 held certificates based on college credit, 142 or 82.6 per cent, held such certificates in 1938.
14. A decrease of the percentage of county superintendents having no college credit was shown. In 1930 the percentage having no college training was 3.9; in 1934, 2.5; and in 1938, only 1.7.
15. An increase in the percentage of county superintendents having college degrees was found.
16. There was an increase in Master's Degrees among county superintendents.
17. The total teaching years median of county superintendents was consistently above 13 years, varying to such an extent that no

trend was discernible.

18. A deplorable situation was shown by the fact that there were many counties indiscriminately electing county superintendents without any previous teaching or administrative experience. The actual number varied from seven in 1930, to nineteen in 1934, and to nine in 1938.
19. There was a definite trend in the decrease in percentage of women as county superintendents.
20. In spite of the fact that the term of office of the county superintendent had been changed to four years, the average tenure for this official over the periods studied amounted to only 4.4 years.
21. The increase in average tenure over the periods studied for county superintendents was much lower than that of superintendents of independent school districts, being 2.2 years for independent school district superintendents and only three-tenths of one year for county superintendents.
22. The percentage in replacements of county superintendents was more than twice that of independent school district superintendents.
23. The trend in replacements for county superintendents seemed to be on the incline.

24. The average annual salary of the county superintendent had decreased from \$2,437 in 1930 to \$2,367 in 1938.
25. The median salary of the county superintendent in Texas was much lower than that of the county superintendents for all the states.
26. Approximately eight Texas counties had provided by special legislation for an increase in the amount of money allowed their county superintendents from \$300 to \$600 for various expenses.

EATON, FRONIA STORM

THE AUDITORIUM AS AN INTEGRAL PART OF THE PROGRAM OF
THE ELEMENTARY SCHOOL (AUGUST, 1940)

A. Problem

A study of the auditorium activities which serve as an integral part of the program of the elementary school was the problem in this study.

B. Method of Procedure

Materials for this study were collected from books, magazines, bulletins, handbooks, school programs, observations, and from other reliable educational sources. Programs used in the past at the Elementary Schools of San Antonio were also collected.

C. Limitations

This problem deals only with the auditorium activities of the San Antonio Elementary Schools.

D. Findings

Auditorium programs stimulate better classroom work; correlate school life with community life; utilize the children's talents; build up self-confidence; and promote the general welfare of the school. Because of the many benefits which the auditorium programs contribute to the school, and because of its close relationship to all phases of school work, it should form an integral part of every elementary school program.

FIKES, SCOTT

A STUDY IN THE EVOLUTION OF THE RURAL HIGH SCHOOL CURRICULUM IN TEXAS (AUGUST, 1939)

A. Problem

A comparison of the courses of study offered in one hundred rural affiliated high schools in Texas was made with reference to additional subjects desired, the subjects that were becoming obsolescent, and subjects that were in need of reorganization.

B. Method of Procedure

Courses of study offered in one hundred rural affiliated high schools in Texas were studied and compared.

C. Limitations

This study was limited in that not all rural high schools in Texas were included, and to the extent that it was impossible to ascertain to what extent a course was in need of reorganization.

D. Findings

Where the number of students is sufficient, five curricula should be offered as follows: (1) College preparatory; (2) General Culture; (3) Home Economics and Manual Arts; (4) Vocational Agriculture; and (5) Commercial. In places where enrollment and finance prohibit the suggested curricula, the rural school needs about the same subjects as provided for the city school, with certain modifications in emphasis and treatment. Foreign languages and Mathematics other than Arithmetic or a fusion course in General Mathematics should be omitted entirely. English, Social Science, and Natural Sciences should constitute the major part of the curriculum with Vocational Agriculture and

Home Economics offered wherever the financial condition would permit.

FRESHOUR, JACK

THE VISITING TEACHER AS AN AID IN THE GUIDANCE
PROGRAM (AUGUST, 1948)

A. Problem

The problem of this study was to show how the visiting teacher may aid in the guidance program by obtaining and recording information through visits to the homes of the children who participate in the guidance program.

B. Method of Procedure

1. Reasons for teacher visitation were clearly shown.
2. Check lists of items to be observed when making a visit were made available.
3. Techniques and procedures of teacher visitation were studied and offered as a guide to the teacher, particularly in his first visits.
4. Results and evaluation of visits were made and compiled and made accessible to those responsible for the guidance of the child.
5. A view was given of what others were doing in this field.

C. Limitations

This thesis is limited to a study of the teacher who is working in a guidance program as a visiting teacher.

D. Findings

A thorough knowledge of the needs of each child, an inspiration to assist in supplying these needs, and a willingness to work at the job can and will make a program of home visiting by a teacher worthwhile and profitable. Teachers must have special training in this field also, and the superintendent and other administrative officers must assume the instructional and directional phase of the program. When forty states, at that time, had recognized the need for visiting teacher service and acted in some way to provide that service, it was concluded that guidance of the children of the nation is a problem of vital concern.

GALBREATH, MOODY HICKY

A STUDY OF THE POLICIES AND PERSONNEL OF THE RURAL
SCHOOL BOARDS OF TEXAS (AUGUST, 1943)

A. Problem

The purpose or problem in this study was to

present as many facts as possible concerning the members of the school boards in the rural districts and to call attention to the strong and weak points found.

B. Method of Procedure

A careful inspection was made of all theses recorded in the Bibliography of Education Research for the years 1930 through 1940 under the subject of "Boards of Education." Planned personal interviews were made with school board members, teachers, principals, district superintendents, laymen, and county superintendents, wherein policies and practices of school board members were discussed. A questionnaire was distributed among school board members throughout the state. Many periodicals, monographs, and books that in any way seemed to relate to the subject were read. A careful check of the school laws of Texas was made for any reference to the rural schools of the state.

C. Limitations

This study is limited to the practices and policies of rural school boards and school board members.

D. Findings

From this study the author concluded that school board members are fairly representative of the community in which they live. They form one of the most important bodies of government in the country today, for they direct the policies and operation of the schools of the nation. The majority of school board members are well-meaning citizens who really have the interest of their schools at heart. The few who use the position of school board member for selfish reasons cause much undeserved criticism of well-meaning members who are always willing to sacrifice time and energy to see that their schools get a fair deal.

GASS, GRACE FREEMAN

THE ORGANIZATION AND DEVELOPMENT OF A SAFETY PATROL
FOR THE ELEMENTARY GRADES (AUGUST, 1939)

A. Problem

The problem of this thesis was to show how a Safety Patrol may be organized and developed in the elementary grades and the benefits which may be derived from such an organization.

B. Method of Procedure

Most of the data for this research were gathered through library research. A historical background for the Safety Patrol was given and the method

of developing and organizing the Safety Patrol. The function of such a Patrol was given and benefits derived by having a Safety Patrol.

C. Limitations

This study concerns only the Safety Patrol in the elementary grades.

D. Findings

1. Even the small child is capable of an intelligent safety consciousness.
2. He can appreciate the value of life and property.
3. He can be led to feel respect for the rights and privileges of others.
4. He can feel an interest and a part in the organization of the life of the community.
5. He can be made to feel a sincere pride in his community.
6. He can feel his responsibility for the property of the community.
7. He can be acquainted with the means of protection of his life and property as provided by the community.
8. He can understand the necessity of safety laws and his obligation of obeying the laws.

9. He can have cultivated in him a respect for the contributions of others in the field of safety.
10. His knowledge of safety may be added to in each successive grade.

GAY, EDWARD ALEXANDER

AN ADMINISTRATIVE SURVEY OF THE SCHOOLS OF BURNET
COUNTY (AUGUST, 1939)

A. Problem

This study was to show the conditions then existing in Burnet County and to outline plans for a possible reorganization that would better serve the needs of the children and give value received for the investment.

B. Method of Procedure

The general plan or procedure of this thesis was to take the facts pertaining to existing conditions at that time and to show that the schools were not economically operated and they were not adequate to meet the needs of the children. The author then outlined a plan which attempted to meet the demands more adequately.

C. Limitations

This survey is limited to the schools in Burnet County.

D. Findings

1. The administrative units were too small.
2. The teaching personnel was not adequately trained for the task before it; neither was the time of tenure sufficient to guarantee the development of any far-reaching education program. Salaries were too low to encourage much improvement on the part of teachers.
3. Benefits to children were not equally distributed.
4. The proposed reorganization tended to equalize educational opportunities.
5. The amount and type of curriculum offering would be increased.
6. A more highly trained and specialized teaching personnel was possible under the author's proposed plan.

GLAZE, LESLIE

THE NON-PROMOTION PLAN OF THE PORT LAVACA, TEXAS
SCHOOLS (AUGUST, 1940)

A. Problem

The purpose or problem of this study was to show the background for the non-promotion plan and the advantages of this plan in Port Lavaca and other places, also.

B. Method of Procedure

The background and history of this plan was presented and then the organization and development of this plan in Port Lavaca with the advantages and results were presented.

C. Limitations

This study was mainly concerned with the Non-Promotion Plan in Port Lavaca, Texas.

D. Findings

The advantages of this plan are:

1. There is no failure of children. It has been proven that teachers do not agree upon what constitutes failure anyway.
2. Every student is passed, assuming, however, that the student has done his best.
3. There is much less wasted time and human waste.
4. Boys and girls want to work more under this plan.
5. A better curriculum may be offered.
6. This plan considers the bright student and the slow student and helps both to do their best by giving individual attention and by adjusting the work to the student. In this way, the slow student never has so much to

do that it discourages him, and the bright student has more of a challenge.

HALE, ELTON B.

A COMPARATIVE STUDY OF SUPERVISORY ACTIVITIES OF THE
ELEMENTARY SCHOOL PRINCIPALS OF SOUTHWEST TEXAS FOR
THE IMPROVEMENT OF INSTRUCTION (AUGUST, 1941)

A. Problem

The problem of this study consisted of two principal parts:

1. An examination and analysis of the literature .
pertaining to the elementary principalship
in order to present its history, status, and
future possibilities.
2. The development of a comprehensive list of
evaluated supervisory activities which
elementary principals engage in for the
improvement of instruction.

B. Method of Procedure

All available literature pertaining to elementary principals was examined. A check-list containing a list of supervisory activities participated in by elementary principals was presented to these principals of Southwest Texas. When the check-lists were returned, these activities were tabulated according to rank and importance. It contained 405 activities.

C. Limitations

Not all the activities included in the check-list were presented as desirable activities and no distinction was made in this respect when the activities were selected. Nor was the list presented as being a complete list of the activities participated in by elementary principals for the improvement of instruction. Many questionable activities were omitted due to the necessity of brevity in order to insure a maximum number of returned lists.

D. Findings

This study found that in 1941 the average elementary principal was a man in his late twenties who was working toward a higher degree and had then only a few credits in elementary education. He had an average of a little over seven years' experience as a teacher and principal, and a tenure of a little above three years. The average elementary principal had a school employing eight teachers and having approximately three hundred students. He was expected to teach four hours a day and attend to all his own office and clerical work. In spite of this heavy load, he still took time to be sympathetic and understanding toward the teachers working under him.

HAYNES, MARY SUE

TREND IN SCHOOL REPORTS TO PARENTS DURING THE DECADE
1927-37 (JUNE, 1938)

A. Problem

This study described the substitutes used during the period 1927 to 1937 for the old traditional report card and to express the opinions of administrators, pupils, and parents concerning the old and the new types of reporting pupil-progress.

B. Method of Procedure

Research work was done on previous studies made in this field. Superintendents were requested to send forms of the types of grading systems used in their fields.

C. Limitations

This study was limited to trends in school reports to parents during the years 1927 to 1937.

D. Findings

1. The more progressive schools were incorporating into their reporting procedures a more intelligible medium of expression.
2. It was becoming generally recognized that our traditional marking system, based on competition among children of widely varying

- degrees of maturity, endurance, health, and natural ability, contributes no positive values to the pupil, the parent, or society.
3. Some teachers held that the old style traditional card was highly successful; others believed that a changed system of communication was necessary.
 4. The parents were still intelligently concerned about their children and wanted some tangible evidence of the nature and degree of their success in school.
 5. The child, teacher, and the home were complicating factors in the solution of the problem.
 6. Progressive educators would eliminate marks, honor rolls, failures, contests, and other forms of rivalry and competition.
 7. Progressive educators said that a child should not work through fear or through the hope of obtaining some artificial reward, but should work because he wants to learn.
 8. The human factors involved in the problem of teachers' marks were the same whatever the plan of marking. The child was the object, his parents and his teachers the

agents, and the report card the instrument that might conceivably bring these agents of school and home closer together.

HERNDON, H. WARREN

A STUDY OF DIRECTED ACTIVITIES FROM THE STANDPOINT
OF ADMINISTRATORS (AUGUST, 1940)

A. Problem

The author of this thesis attempted the following objectives:

1. To suggest a general method of procedure for superintendents to use in inaugurating a plan of directed study activities.
2. To offer a method of procedure for introducing directed study into the small high school and its community.
3. To indicate some of the special problems of the administrator in inaugurating a plan of directed study into the elementary grades.

B. Method of Procedure

In this study the author began by reading all materials on related investigations. He then presented a suggested method of procedure for superintendents to use in inaugurating a plan of directed study, a suggested procedure for introducing directed activity into the small

high school system, and the special problems in inaugurating directed activities in the elementary grades.

C. Limitations

This thesis was limited to a study of the problems that an administrator must face in inaugurating a program of directed activity.

D. Findings

1. The administrator's task lies not so much in selection of the technique of directed activity as in successful installation.
2. Professional libraries in the majority of Southwest Texas schools are inadequate and should be given a place of greater importance.
3. More schools should allow teachers to visit other schools that employ directed activity.
4. A combination of various techniques employed in the process of directed activity have proved to be more popular with administrators of small high schools in Southwest Texas than the simple use of one method.
5. The success with which the new program of

directed activity is installed depends to a large extent on the superintendent.

6. The superintendent of the small high school has the added responsibility of maintenance, evaluation, and improvement of the plan without aid from principals and supervisors.

HIGGINS, ANNIE

THE RELATION BETWEEN ELEMENTARY SCHOOL RECORDS AND JUNIOR HIGH SCHOOL ACHIEVEMENT (AUGUST, 1941)

A. Problem

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 fifth grade of Anthony Margil School, San Antonio, Texas.

B. Method of Procedure

The data for this study were obtained from two sources:

1. From the class lists compiled by two teachers of the high fifth grade of the Anthony Margil School.

2. From the records on file in the principal's office in junior high school. Also, library research in this field was used as a major means of securing data for the writing of this thesis. A statistical study of this data was made.

C. Limitations

The scope of this study is limited to the seventy-two students of the Anthony Margil School who were promoted to the junior high school in May, 1939.

D. Findings

Predictions based upon the \bar{x}_1 regression equation proved reliable and valuable to the writer for purposes of administration, supervision, and guidance. A regression equation should be very useful to every teacher as a means of studying the individual pupil, as the function of the teacher has been summarized in terms of guidance and leadership.

HOPF, EMIL DEAN

A SURVEY OF INSTRUCTIONAL STAFF COSTS OF SCHOOLS IN
GILLESPIE COUNTY, 1939-40 (AUGUST, 1941)

A. Problem

This thesis was a study of the instructional staff costs of the small schools as compared

with the instructional staff costs of the affiliated schools.

B. Method of Procedure

The data on the common schools for this survey were obtained from the ledgers of the county superintendent, and from his annual report to the State Superintendent of Schools. The data on the independent schools were obtained from the superintendents' annual reports of the Fredericksburg Independent School District and of the Harper Independent Consolidated School District. These reports covered the school year of 1939-1940. Charts were then prepared, showing a comparison of the affiliated and the non-affiliated schools.

C. Limitations

This study was limited to the costs of instructional staffs in schools of Gillespie County.

D. Findings

In this survey it was found that the monthly instructional staff costs per pupil in the common school districts was \$1.65 higher than the instructional staff costs in the independent affiliated schools, using average daily attendance figures. In the computations concerning pupil-teacher load it was found that

for each teacher in the non-affiliated school districts there were sixteen pupils, and for each teacher in the affiliated schools there were thirty-four pupils. The salary of the non-affiliated school teachers was found to be \$308.29 less than the teachers in the affiliated schools. Concerning the academic and professional training of the teachers, it was found that 89 per cent of the affiliated school teachers had at least one degree, while only 16.9 per cent of the unaffiliated school teachers had degrees.

HOWARD, LESTER CLIFTON

A SURVEY OF THE FACTORS INFLUENCING TEACHERS
SALARIES (MAY, 1945)

A. Problem

This study was concerned with some of the more important factors related to the salaries which teachers of the independent school districts of Texas receive.

B. Method of Procedure

This study was made by examining the size of the school in regard to the scholastics and the number of teachers in the system, the resources of the school, the teacher's salary,

experience, college training, tenure, and the grade level in which the teacher worked. These data for the individual schools studied were taken from the files of the office of the Division of Information and Statistics, State Department of Education, Austin, Texas.

C. Limitations

Statistics for the school year 1939-40 were used, and only the status of white teachers was discussed. Only classroom teachers of the independent school districts of Texas were taken into consideration, and only white scholastics were considered in the study.

D. Findings

1. The rate of the teachers pay did have relation to the size and, or, wealth of the school in which he serves.
2. Teachers working in approximately the same size school systems who received higher salaries did not necessarily have a higher average in years of college training than those teachers who received less pay. However, when the schools were considered by groups according to size, there was not only a corresponding rise in salary

and the size of the school system, but there was a very positive correlation between salaries and all the other factors studied.

3. Although there were probably other reasons, college training was the only factor studied that suggested a reason for elementary teachers receiving less pay than high school teachers. The experience and the tenure of elementary teachers was above the experience and the tenure of high school teachers, but the college training of high school teachers was approximately one-half year more than the college training of elementary teachers.

HOWARD, LOTTIE

ADAPTING THE SCHOOLS TO CHILDREN'S NEEDS

(AUGUST, 1939)

A. Problem

The problem in this study was to show how the schools may be adapted to the needs of children by carefully organizing, planning the curriculum, and planning for the exceptional children.

B. Method of Procedure

Data for this thesis were gathered through library research and the author's own experience, and this paper was written from the evidence which was found.

C. Limitations

This thesis covers its field in all of its phases, but is concerned only with the idea of adapting the schools to meet the needs of each individual child.

D. Findings

In recent years the center of emphasis in the public schools is being shifted from the program of studies to the individual child. This new conception of education has called for new organization, curriculum revision, new methods of instruction, and special schools and classes to care for the needs of children who for some reason cannot profit by the regular work in our public schools. Care must also be taken that development of individual abilities be accompanied by a corresponding growth in social responsibility. Democracy in education means that every child be given an opportunity to advance as far as his abilities and capacities will permit.

Every individual, if given a chance, can make at least some contribution to the common welfare and to his own happiness.

JOHNSON, HUGHY ARLYN

THE ACTIVITIES OF THE SENIOR HIGH SCHOOL PRINCIPALS
OF THE PUBLIC SCHOOLS OF HOUSTON, TEXAS (AUGUST, 1939)

A. Problem

The problems of this study fell into the following divisions:

1. To present a list of the activities performed by the senior high school principals and assistant principals of the public schools of Houston, Texas.
2. To discover, if any, the differences in activities performed by the senior high school principals and assistant principals of the public schools of Houston, Texas.
3. To point out the influence, if any, which the conditions of the schools have upon the activities of the principals and assistant principals.
4. To find out how the principals' duties are divided; that is, how many of the activities are spent in each of the phases of the principal's work.

B. Method of Procedure

A check-list of all activities, together with a letter of transmittal, a questionnaire, and a direction sheet were given to the principal and assistant principal of the seven senior high schools in Houston, Texas. Much information was gathered through research and from the author's own experience.

C. Limitations

This study of the activities of principals and assistant principals of senior high schools was limited to the fourteen principals and assistant principals in the seven senior high schools in Houston, Texas.

D. Findings

1. In the Houston schools there is very little variation of activities of administrators.
2. Social conditions of the places in which the schools were located had little influence on the type and number of activities.
3. The activities of the principals had to do with policy forming, general administration, and community-school coordination.
4. The assistant principals act in a policy-enforcing role, putting into effect the

- policies as laid down by the principal.
5. Most of the actual work concerning athletics, finance of the clubs, and activities of the school is handled through the office of the assistant principal.
 6. Supervisory work is equally divided between the two administrators.
 7. Most of the work of the pupil personnel, discipline, guidance, and attendance is handled by the assistant principal's office.

KELLY, MARTHA ELEANORA

FORMULATION OF OBJECTIVES AND ANALYSIS OF ACTIVITIES
IN THE PRIMARY GRADES WHICH WOULD LEAD TO REALI-
ZATION OF OBJECTIVES THROUGH A DISCUSSION OF THE
CURRENT TRENDS IN ELEMENTARY EDUCATION FROM WHICH
HAS EVOLVED THE ACTIVITY PROGRAM (AUGUST, 1941)

A. Problem

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.

B. Method of Procedure

Materials were collected from books, magazines, bulletins, and courses of study. The chief and most valuable source was a series of activities developed with the Pre-Primer and First Grade pupils in Francisco Ruiz Elementary School in San Antonio. A careful record was kept of the effect of the activities upon the children in these groups.

C. Limitations

This problem was confined to the children of the Pre-Primer and First Grade of the Francisco Ruiz Elementary School where all of the children were from Latin American homes.

D. Findings

1. Any program of education should be evaluated in terms of success in fitting the individual to adjust to his present and future environment.
2. Subject matter is of value to the individual in helping him solve the problems of environment.
3. Reading and English play an important part in most activities because of their importance as a way of gaining meanings.
4. When arithmetic is needed in activities, it

has more meaning to the children because of the fact that it is used in real situations.

5. Units are rich in learnings in the field of social science.
6. In natural science the learnings center around a better understanding of the plants and animals.
7. Another important outcome to be expected from an activity program is a better provision for the individual differences of children.
8. The teacher grows in professional knowledge in an activity program. She also grows in ability to adjust herself and develop along with her program.

KELLY, MIRLA

A SURVEY OF THE CAUSES AND CORRECTION OF ABSENCES
IN JOHN J. PERSHING ELEMENTARY SCHOOL OF SAN
ANTONIO, TEXAS (AUGUST, 1941)

A. Problem

The problem of this study was to survey the attendance records of an average city school with pupils of mixed racial background and with parents in diversified occupations to ascertain

whether or not the absences in the school fluctuate normally and whether they will respond to remedial treatment.

B. Method of Procedure

Books, magazines, bulletins of the federal and state departments of education, courses of study, state laws on education, and attendance records of the San Antonio Public Schools were used as sources of data for this study. The most valuable source of information was the daily records of the school in which this survey was made.

C. Limitations

The field of this survey was limited to the attendance records of four elementary schools in San Antonio, Texas.

D. Findings

1. Any positive step toward the correction of absences is valuable because the teacher must repeat work for children who were absent and this retards the entire class.
2. This problem is of vital concern because it concerns such a large part of our population.
3. Weather conditions affect attendance.

4. Bright children are more regular in attendance.
5. The schools' yearly record is better in sections where the child is well-fed and warmly-clad.

The following statements were made concerning the value of remedial measures:

1. The faculty of the school must recognize the authority of someone to assume the initiative in the program.
2. Since too much cannot be accomplished with the truant child from the indifferent home, more can be done to reach a high ideal by enlisting the school health department and its nurses in an effort to improve the condition of the sick or ailing child.
3. If the school can do a bit to alleviate the misery of poverty among its less privileged children, it can help its attendance record somewhat.
4. Parental cooperation can and should be secured.

KING, FANNIE

ACTIVITIES PERFORMED IN THE SUPERVISION OF STUDENT
TEACHERS OF HIGH SCHOOL MATHEMATICS (AUGUST, 1939)

A. Problem

The problem of this study was to collect and evaluate a representative list of activities which are performed in supervising training school activities of students who are preparing to become teachers of high school mathematics.

B. Method of Procedure

A great variety of opinions on check-lists concerning these activities were obtained. The persons checking were teachers with enough training and experience to have worthwhile opinions of the methods of teaching.

C. Limitations

Since such a study on an unlimited scale would cover an almost inexhaustible amount of material, this survey was confined to a representative list of activities in eight major problems of supervision.

D. Findings

1. This study of the activities performed by teachers and supervisors of high school mathematics indicates that they perform with different degrees of frequency the 154 separate activities which were investigated in this study.

2. The professional training of the teachers who checked these lists was above the average.
3. This study revealed that many activities which are ranked as important are not performed every week.
4. Activities which dealt with personality, preparation, and characters of teachers were given the highest rating.
5. Activities dealing with more mechanical aspects of teaching were given average rating.
6. Activities which dealt with definite methods of reading, making notes, writing plans, etc. were given low ratings.
7. Supervisors seemed to be interested in developing teachers as human beings, not as "standardized teachers."

LANDRUM, CLARENCE R.

A PROPOSED COUNTY-UNIT SYSTEM OF EDUCATION FOR
LASALLE COUNTY, TEXAS (AUGUST, 1948)

A. Problem

This study was made in the hope that it would throw some light on the cause and nature of the inequalities in educational advantages in the

schools of the State, with particular reference to the schools of LaSalle County.

B. Method of Procedure

It was the purpose of this study to determine the facts pertinent to the present conditions of the schools of LaSalle County. In order to determine these facts, all available data concerning the schools were collected, studied, and evaluated. With this information, a plan for reorganization of the school was presented.

C. Limitations

This study was limited to a plan for the reorganization of the LaSalle County school system.

D. Findings

1. The present administrative units were too small to be economical.
2. Teachers' salaries were too low to attract better teachers.
3. Educational benefits to the children were not equally distributed as may be seen in the different facilities available to the children.
4. The proposed reorganization would tend to equalize educational opportunities. Every child would be given the opportunity to

obtain a high school education.

5. A wider field of subjects could be offered to all pupils in the county rather than just those who are fortunate enough to be attending the Cotulla schools.
6. The county would be the unit for taxation, administration, and supervision.
7. It would be possible to support a satisfactory school program in LaSalle County without any great change in cost.

LEWIS, RUSSELL THOMAS

A GRAPHIC ANALYSIS OF INTEGRATION POSSIBILITIES IN
THE TENTATIVE COURSE OF STUDY, GRADES ONE-SIX
(AUGUST, 1938)

A. Problem

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.

B. Method of Procedure

The five core areas as classified by Dr. Fred C. Ayer were taken as a basis of the study and charts were developed on each of the areas. The basis for this thesis is the idea that a chart can present in a simple and unique way the integration evaluations of units given for each grade in the Tentative Course of Study for Grades One through Six.

C. Limitations

This thesis was limited to the two objectives as set forth in the problem.

D. Findings

By bar graph representation, the resulting analysis was shown on a chart made for each grade.

1. The bar shows to what extent the suggested activities integrate with the core areas other than the one for which it is written.
2. The bar evaluates the extent to which activities suggested touch more than one major phase.
3. It shows weakness in integration.
4. It shows that suggested activities are broader in that more phases of that core are touched upon.

5. The title and page numbers for locating units selected were given on the graph. A graph like this serves as a guide to the Tentative Course of Study in that the teacher visualizes the nature of the activities suggested for each unit.

LINGLE, EVERETT F.

TEACHER AND SUBJECT RATING BY STUDENTS

(AUGUST, 1940)

A. Problem

The problem of this study was to attempt to determine the validity of the present method of teacher rating and attempt to come to some conclusions as to the validity of teacher and subject rating by students.

B. Method of Procedure

The first phase of this study was a survey of available books and articles to determine the validity of the present method of rating teachers. The second phase of this investigation was a study to determine answers for the issues as stated in the problem. To collect the required data, a questionnaire was given to 2,600 students in Brackenridge High School.

The Purdue Rating Scale on teacher and subject was taken on three teachers in Cibolo Public School from sixth grade through tenth grade; four teachers in Kenedy Public School; and twelve teachers in Brackenridge High School.

C. Limitations

This study is limited to teacher and subject rating by students and determining the validity of the present method of teacher rating.

D. Findings

1. Students' opinions of effectiveness of teaching would probably be valuable to the teacher.
2. Popular teachers do not seem to have low standards of instruction.
3. Students seem to know the requirements of a good teacher and are able to express them.
4. The grade standing of a student does not seem to have any effect on the rating of the teacher.
5. The teacher would be rated fairly if the subject he taught was a required and unpopular one.
6. A student does distinguish between teacher and subject.

7. Students do not differ widely in rating a given teacher.
8. The rating did not bear any relation to the amount of teaching experience.
9. It did not seem that the age of the teacher had any effect on the rating.
10. Maturity of the student did not seem to have any effect on the rating.
11. Students' interest in the course did not seem to have any effect on the rating of the instructor.
12. The sex of the teacher did not have any effect on the rating.
13. Teacher popularity seemed to have an effect upon a student's interest in a subject, his continuing the study, and his success in it.

LUMPKIN, CHARLES E.

RECENT PROMOTION POLICIES AND PRACTICES

(AUGUST, 1939)

A. Problem

The problem of this study was to secure some index of the theories and practices currently used by educators on promotion policies and practices in the public schools.

B. Method of Procedure

Data were collected through research and opinions of school administrators on the various types of promotion policies and promotion practices that are used throughout the country. Charts were then set up to show the results obtained.

C. Limitations

This study was limited to the policies of promotion and the promotion practices actually in use in the public schools in 1939.

D. Findings

Theories of promotion vary from those who believe in the promotion of every pupil, regardless of scholastic attainment, to those who cling to rigid standards of educational attainment before promotion is permitted. However, some of the data in the present study and a summary of other recent studies seem to indicate that the trend is from the traditional standards of minimum essentials for promotion toward regular progress from grade to grade with little or no non-promotion. A wide variety both as to the policies of promotion and the promotion practices actually were in use in the public schools at that time.

MOORE, MURIEL N.

TRENDS IN EDUCATIONAL EQUALIZATION IN TEXAS

(AUGUST, 1948)

A. Problem

It was the purpose of this study to trace the development of legislation pertaining to educational equalization in Texas since its introduction, and to discover trends in such legislation relative to appropriations for equalization purposes, specific requirements for equalization grants, and educational practices and projects subsidized through such grants.

B. Method of Procedure

The author analyzed each biennial equalization act passed by the various legislatures during the period from 1915 to 1947 to determine characteristics which would distinguish that act from previous acts. Each law was then discussed to define more clearly the over-all program of equalization in Texas.

C. Limitations

This study was limited to trends in Educational Equalization in Texas from 1915 to 1947.

D. Findings

It has been clearly seen that the expenditures for equalization in Texas have increased by leaps and bounds since 1915. The appropriation for the biennium 1915-1917 was one million dollars, while the appropriation for the biennium 1947-1949 was thirty-six million dollars. Since a greater portion of the funds spent for public education in Texas is derived from local tax sources, it would be difficult to attain complete educational equalization even if all funds distributed by the State were done so on a basis of need.

MUELLER, MRS. ELLA (CURRY)

THE SIGNIFICANCE OF PROGRESSIVE EDUCATION IN THE
MODERN ELEMENTARY CURRICULUM (AUGUST, 1943)

A. Problem

The problem or purpose of this paper was to contribute to a better understanding of the progressive education movement, with a brief survey of its philosophy, psychology of relationships, and its social organization based on the interest, personality, and activity of the child.

B. Method of Procedure

The author employed the research method of collecting and arranging the recorded data regarding the Progressive Education Movement and its influence upon modern elementary curriculum.

C. Limitations

The bibliography concerning Progressive Education was restricted to the previous quarter of a century.

D. Findings

1. Educational experts have come to see clearly that the curriculum has significance chiefly in its relations to the purposes of the school.
2. Guidance has supplanted dictation of study procedures, and the responsibility for learning has become a matter of mutual concern between parent, teacher, and child.
3. Failure and mistakes occur less often under the provision of careful appraisal in the purposeful planning of the modern curriculum.
4. The influence of the Progressive Education Association on the curriculum of the modern

elementary school has made it possible for the child to meet his personal, social, economic, and cultural needs in this changing civilization.

NELSON, JR., HUGH A.

THE TEACHING OBJECTIVES OF COMMERCIAL SUBJECTS IN
THE HIGH SCHOOLS OF TEXAS (AUGUST, 1940)

A. Problem

The problem of this study was an investigation of the teaching objectives which operate to shape the content and purpose of the courses now offered in the commercial subjects in the high schools as viewed by the superintendents and by the classroom teachers.

B. Method of Procedure

A check-list of possible teaching objectives was prepared and sent to a representative group of 10½ superintendents and 10½ teachers in the high schools of Texas. The returned check-lists were tabulated carefully, and the raw material thus obtained was broken down into fifteen different tables in order that it might be interpreted more easily.

C. Limitations

This study was confined to the interpretation of data obtained from a check-list of teaching objectives which was sent to a representative group of school superintendents and of teachers of commercial subjects in Texas.

D. Findings

1. The most frequently checked objectives were always of a social character.
2. Many of the teachers had as one of their objectives the guiding of students into a vocation to which their abilities and inclinations fit them.
3. Commercial subjects are taught solely as vocational training by very few small schools and by only a few of the larger ones.
4. All sizes of schools stressed the gaining, by the student, of a knowledge of the business world in which he lives.
5. Objectives checked by fewer than half the teachers were those which support the outmoded mental discipline.
6. Teachers of commercial subjects in Texas are well equipped for their jobs insofar as college training is concerned.

NOTLEY, MRS. CONNIE (ERWIN)

AN ANALYSIS OF A TESTING PROGRAM IN A MODERN
ELEMENTARY SCHOOL (AUGUST, 1943)

A. Problem

The problem in this study was to analyze the factors of a systematic testing program in a modern elementary school.

B. Method of Procedure

The data for this study were made available from standardized tests administered in the Lockhart Elementary School from 1935-1943. Scores from these tests were recorded in cumulative files, and from this source, data were chosen to illustrate the functioning of the testing program.

C. Limitations

The tests used in this study were all given to children of the Lockhart Elementary School for the eight years, 1935-1943.

D. Findings

1. There are two factors which largely determine the value of a testing program:
 - a. The choice of tests.
 - b. The use that is made of test results.
2. In the choice of tests, standardized tests

must be chosen that comply with the general philosophy of education adopted by the school.

3. Testing experiences have value in determining policies in regard to promotion, homogeneous grouping, and acceleration of pupils.
4. Gathering essential data concerning the general characteristics of the educational program followed by an analysis and evaluation of the results have been of inestimable value in establishing a program of continuous curriculum revision.
5. Cumulative records of tests results give a comprehensive description of pupil growth and development.
6. Through a cumulative and continuous testing program, teachers and pupils of a school are able to keep a close check on the success they have achieved in the presentation and acquisition of curriculum materials.

PETERSON, RUTH

CHARACTER AND CITIZENSHIP TRAINING IN ELEMENTARY
SCHOOLS (MAY, 1941)

A. Problem

The problem of this survey was:

1. To determine as nearly as possible the main principles, purposes, values, and obstacles to character and citizenship training in the elementary schools.
2. To study the present (1941) general practices of character and citizenship training in elementary schools.
3. To determine the advantages and difficulties of this type.
4. To secure practical suggestions concerning administration and supervision of this type of activity.
5. To draw conclusions and recommendations that may help teachers.

B. Method of Procedure

1. A survey was made of forty available books, magazines, and newspaper articles to learn what others had done in this field.
2. An investigation was made of pamphlets secured from the Research Department of the National Education Association.
3. A number of case studies were made.

C. Limitations

This study was made on the basis of the author's observation and experience as a teacher in various sections of the elementary field.

D. Findings

1. As a result of training in character and citizenship, a child can help to overcome social handicaps.
2. An environment may be provided which includes more sanitary living conditions.
3. Sympathy, kindness, tolerance, self-sacrifice, cooperation, love toward fellow students, and honesty are all traits which may be instilled in the child as a result in character and citizenship training.

PETTY, OLAN L.

A SURVEY OF ALL-YEAR SCHOOLS TO DETERMINE WHAT FEATURES OF THE ALL-YEAR SCHOOL SHOULD BE INCLUDED IN SUCH A PROGRAM AT RANDOLPH FIELD POST SCHOOL (AUGUST, 1948)

A. Problem

The problem of this study was to make a survey of several well-known all-year schools to determine what features of the year-round programs would be suitable for such a program for Randolph Field Elementary School.

B. Method of Procedure

1. A historical survey was made of the idea of summer schools and year-round schools.
2. A study of the different types of summer schools and year-round schools was made.
3. An attempt was made to ascertain what type of all-year school programs or what parts of the different programs proved to be most successful.
4. An attempt was made to formulate an all-year program that would appear most feasible for Randolph Field Post School.

C. Limitations

The attempt to solve this problem was limited to the general history of the all-year school movement and to a study of the year-round school program at the following places:

1. Nashville, Tennessee
2. Norris, Tennessee
3. Aliquippa, Pennsylvania
4. Ambridge, Pennsylvania
5. Newark, New Jersey
6. Glencoe, Illinois

The study was also limited to a survey of curricular changes of these schools, of their

organization and administrative changes, and of the educational effects on the children, the teachers, and the community.

D. Findings

1. The juvenile delinquency program was affected by the year-round school.
2. The continuous influence of wholesome surroundings and worthwhile activities of the school tend to strengthen the achievements of students through positive gains of pupils and by elimination of loss in certain basic skills.
4. The all-year school should not be established with the purpose of accelerating pupils as far as grade placement is concerned, because too many children would be immature by the time they reached high school.
5. The year-round school will help to eliminate failures or retardations that normally occur on the nine-months plan since the extra three summer months are available for make-up and remedial work.
6. The attendance during the summer term of the all-year school is not seriously

affected, if the program is built around the child's interests and needs.

7. The summer program should provide for both academic and recreational achievements, especially the recreational.
8. The health of both the student and the teacher is improved by summer school attendance because an opportunity for continuous health training is afforded.
9. The use of school facilities for summer activities for girls and boys would eliminate the need for parallel structures, such as camps, parks, and youth centers.
10. The summer term of the all-year school permits the addition of activities which normally cannot be given during the traditional school year, such as swimming, camping, and extensive nature study.
11. The cost of the all-year school will be more, but the reteaching of failures, the building of parallel structures, and the cost of juvenile crime can be reduced.
12. The all-year school reaches more children than parks and special camps.
13. The administration of the year-round school

does not pose unsolvable problems in maintenance and construction.

14. The year-round school permits a broadening and enriching of the present curriculum.
15. The all-year school increases yearly salaries of teachers.
16. Year-round schools will permit better in-service training because more varied experiences result from programs that give different assignments to a teacher for each summer.
17. The all-year school will bring about better student-teacher relations because the teacher and student will meet in many different situations.
18. Full-time employment of teachers will raise the professional status of teaching and will make the teacher truly an integral part of the community.

PFENNINGER, URBAN R.

PROPOSED ANNEXATION PROGRAM FOR THE PUBLIC SCHOOLS
OF BEE COUNTY (AUGUST, 1948)

A. Problem

The problem in this study was to present a

practical plan for the annexation program proposed for Bee County schools, in order to improve and equalize the educational opportunities of the children of this county.

B. Method of Procedure

This thesis was written from data obtained from the offices of the County Superintendent of Bee County, the Superintendent of Schools of Beeville Independent School District, Superintendents of Pettus Rural High School, Pawnee Independent School, Tynan Independent School, and Skidmore Independent School. Materials were also selected from Federal and Texas Departments of Education and parallel library research in this field.

C. Limitations

This paper is limited to a study of the schools in Bee County.

D. Findings

1. The division of the county into four districts as proposed would be of great benefit.
2. It would tend to equalize the education opportunities for each child in the county.

3. It would give each child a good education.
4. Taxes would be equalized to a great extent.

POWELL, MRS. SADIE RAY (GRAHAM)

HOW TO INCREASE ATTENDANCE IN A MEXICAN SCHOOL
(AUGUST, 1943)

A. Problem

The problem of this study was to find a way to increase attendance in a Mexican school.

B. Method of Procedure

The philosophy of Hidalgo School, San Antonio, was clearly stated, the causes of irregular attendance were given in detail, and a list of practical activities designed to increase daily attendance were given.

C. Limitations

This paper was limited to a study of Hidalgo School in San Antonio. This would apply to any such school.

D. Findings

1. Attendance can be increased by providing for the individual needs of these children. A shop should be included in each such school where the children can go and do things with their hands, as these children are talented in this line.

2. A successful program must be based upon cooperation of school, home and parent. These parents must be shown the necessity for regular school attendance.
3. Accurate records should be kept on each child.

PRESTON, MABEL

DEMOCRATIC CITIZENSHIP IN THE ELEMENTARY GRADES
THROUGH PUPIL PARTICIPATION (AUGUST, 1940)

A. Problem

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

B. Method of Procedure

1. A review of schools and countries that do not teach democratic citizenship was made.
2. A general survey of literature concerning pupil participation was given.
3. An evaluation was given to determine the value of pupil participation in the growth of personality and the social order.

C. Limitations

This study was limited to the growth of democratic citizenship through pupil participation.

D. Findings

Democratic citizenship is derived from pupil participation in such activities as assemblies, safety patrol, the school newspaper, committees, and student council. This is a very effective means of developing the democratic traits in the children of our nation.

SCHLORTT, ROBERT ERNEST

A STUDY OF CLASSROOM LIGHTING (AUGUST, 1947)

A. Problem

The problem of this study was to bring to the mind of the reader the vast number of poorly lighted classrooms over the state of Texas.

B. Method of Procedure

To obtain data, it was necessary to observe the paint schemes and furniture, and to take the footcandle readings of all classrooms in this area of the state. Many conferences were held with people who had valuable information on this subject.

C. Limitations

This study was limited to industrial arts laboratories and to school classrooms where reading and using the eyes were predominant.

D. Findings

It appears that more improvements in lighting

should be made in the schools over the state of Texas. The expense of such improvement and the simplicity of engineering the improvements are so meager in comparison to the vast advantage that is derived from such that it is difficult to conceive why classrooms are so far behind known standards in the field of proper lighting.

SCHMID, MARGARET

THE ORGANIZATION AND ACTIVITIES OF THE JUNIOR RED
CROSS IN THE ELEMENTARY SCHOOLS (JUNE, 1944)

A. Problem

The problem undertaken in this paper was a study of the organization and activities of the Junior Red Cross in the elementary schools of the United States.

B. Method of Procedure

The material for this study were collected from the Handbook for Junior Red Cross of the El Paso Public Schools, bulletins and pamphlets on this subject, Junior Red Cross magazines, Texas Outlook, and books written in the field of Red Cross work.

A comprehensive Junior Red Cross program for the elementary grades was discussed at length

and a unit on Junior Red Cross activities was worked out, giving a day by day classroom plan.

C. Limitations

After a brief survey of the Red Cross as an international movement, this study was devoted to a discussion of the American Red Cross. The greater part of the discussion is limited to a survey of the organization and activities of the American Junior Red Cross.

D. Findings

On September 15, 1917, President Wilson issued a proclamation creating the Junior branch of the American Red Cross. The Junior Red Cross branch is organized by the local chapter of the American Red Cross under the leadership of a Junior Chairman who directs the responsibilities of teacher-sponsors who organize the chapters in individual schools. The school chapter and the teacher-sponsors in turn direct the organization and activities of the various classroom clubs whose members function under the direction of the classroom teacher. The activities and services of the Junior Red Cross are many and varied. Its program is

citizenship in action, which consists in
Home and Community Service, School Service,
National and International Service.

SCHOPPE, FRANK

A STUDY OF THE INSTRUCTION COSTS IN THE HIGH SCHOOL
OF WHARTON FOR THE SCHOOL TERM OF 1937-1938
(AUGUST, 1939)

A. Problem

The purpose of this thesis was to make a study
of the instructional costs in the high schools
of Wharton County for the school term of
1937-1938.

B. Method of Procedure

In order to determine the instructional costs
in the high schools that were considered in
this study, it was necessary to obtain data
along the following lines:

1. Salaries paid to full-time teachers.
2. Salaries paid to Part-time teachers.
3. Length of school term.
4. Average daily attendance for each school.

All of the above types of data were obtained
from the superintendents' annual reports to
the State Department of Education and the

principals' term reports to the County Superintendent of Public Instruction. All data gathered from these annual reports were assembled in several tables which were shown in this thesis.

C. Limitations

This thesis was limited to the instructional cost of the high schools of Wharton County for the school term of 1937-1938.

D. Findings

1. Five non-affiliated schools provided an eight-month school term; six provided a nine-month term, while all of the affiliated schools provided a term of nine months.
2. In the non-affiliated schools seventeen teachers provided instruction for 135 students while in the affiliated schools forty-nine taught 983 pupils.
3. In the non-affiliated schools the pupil-teacher load was 7.8 while the teachers in the affiliated schools had a pupil load of 20.05.
4. The aggregate salary for the seventeen teachers in the non-affiliated schools

was \$19,063.02, and average salary of \$1,099.80; the aggregate salary for the forty-nine teachers in the affiliated schools was \$68,469.25, an average salary of \$1,438.14.

5. The monthly per capita instruction cost in the non-affiliated high schools was \$16.32, while in the affiliated schools this cost was only \$7.63.

STEPHENSON, ROY

A DECADE OF PROGRESS IN THE COMMON SCHOOL DISTRICTS OF JEFFERSON COUNTY, TEXAS (AUGUST, 1942)

A. Problem

This study was made to trace the progress that has been made in the common school districts of Jefferson County, Texas, during the school years of 1932-33 through 1941-42 inclusive.

B. Method of Procedure

In order to provide an answer for this problem a historical survey was made of the changing conditions that have taken place in the schools during the ten-year period from 1932 to 1942. The factual information used in this survey was taken from the following sources: school

board minutes kept by the County School Superintendent and the County School Board, annual fiscal reports of the County School Superintendent, principals' annual reports, the Texas Almanac and the Industrial Guide.

C. Limitations

This study was limited to progress of the common school districts of Jefferson County, Texas from 1932 to 1942.

D. Findings

1. During the school years 1932-33 through 1938-39 the average daily attendance made a consistent increase. A small decline in average daily attendance was shown from the school year 1939-40 to the time when this study was made, and it was expected to be only a temporary status due to the expansion of industries of the urban centers that had attracted workers there.
2. A healthy condition developed during the decade in regard to the total promotion record in the elementary grades. The promotion record shows an increase of 13.4 per cent during the decade.

3. The number of four-year high school graduates increased from fifty-seven in 1932-33 to ninety-five in 1941-42.
4. From this study it is seen that the number of teachers and administrators with college degrees increased by 59.1 per cent from the school year 1932-33 to the school year 1941-42.
5. This study shows that 82 per cent of the teaching personnel in the common school districts had more than five years of teaching experience.
6. The tenure record of teaching personnel of the common school districts in the county was found to be very good. About one out of five teachers had a tenure record of five years or more, and more than 70 per cent of the teachers in the schools had a tenure of more than two years.
7. Average annual salaries for the teaching personnel for the state as a whole was found to be 45.8 per cent or \$774 lower than the average annual salaries for the teaching personnel of the common school districts of Jefferson County.

8. Adequate building facilities had been provided for the proper growth and development of the schools.
9. Provision had been made during the decade for needed materials and equipment for progressive teaching in the schools.
10. All of the common schools in the county were standardized, accredited, or affiliated.
11. Adequate library facilities were provided in all of the schools.
12. Visual education in the form of sound motion pictures was available for all of the schools through the result of a county-wide film library project.
13. A complete transportation system was in operation in all of the common school districts.
14. An induction of the supervised lunch period as a health measure was in effect at that time operated.
15. All of the schools in the county at that time operated on a nine-month basis and taught 180 days as prescribed by the State Department of Education.

16. There was a 100 per cent enrollment of all of the teaching personnel in the Texas State Teachers Association.
17. Salaries of teaching personnel were paid in cash.
18. Several schools in the county were chosen as laboratory schools for the revision of the state curriculum.
19. A definite music program was in operation in every school in the county.
20. Results of achievement tests given annually in the schools revealed that the average work being done by the students in the schools far excelled the average of the state as a whole.
21. All of the common school districts were under the direct supervision of a well-trained and very competent County School Superintendent, Mr. C. E. Coyle, whose tenure of office had been eight years of the decade studied here.
22. The total cost of the building programs in the schools was found to be more than \$275,000.
23. Training in speech and dramatics had been

stressed since the proper auditorium space had been available as a result of the extensive building programs.

24. Courses in radio broadcasting and radio technique had been taught in some of the schools that were equipped with communication systems.
25. A mobile library service had been available for all of the schools.
26. Boy Scout work had contributed to the youth of the schools as an extra-curricula activity.
27. Physical training and health education had developed as worthwhile courses in the schools because of good gymnasium facilities.
28. Adequate playground space and equipment was provided for all of the schools.
29. The relative status of the schools of the common school districts of Jefferson County with the status of the common school districts of the state as a whole was very good.
30. The relative growth of student and teaching personnel in the common school districts of Jefferson County, Texas during the

decade from 1932-33 through 1941-42 was as follows: the total number of students increased from 1522 to 2179; while the total number of teachers increased from fifty-seven to eighty-four.

STONE, HATTIE ROSE

TEACHERS ATTITUDES TOWARD LATIN AMERICANS

(AUGUST, 1942)

A. Problem

The problem of this study was to ascertain whether teachers as a group would register a favorable or unfavorable attitude in the matter of prejudice toward Latin Americans.

B. Method of Procedure

An historical background of the subject was given. Material for this part of the study was gathered through library research. Next, the H. H. Grice attitude scale was given to a representative group of teachers, and a tabulation of the results of the survey and a statistical treatment of the data were presented.

C. Limitations

This survey is limited to teachers' attitudes toward children of Mexican descent.

D. Findings

One concludes from this study that teachers as a group have no race prejudice toward the Latin Americans and that they are sympathetic toward them as a race.

SWAIN, ETHEL

A STUDY OF REMEDIAL WORK WITH BEHAVIOR PROBLEMS (AUGUST, 1939)

A. Problem

The problem of this thesis was to make a study of remedial work with behavior problems in order to ascertain what is most effective and to find the causes of these behavior problems.

B. Method of Procedure

The data for this study were all derived through library research.

C. Limitations

This study was limited to the study of remedial work in connection with behavior problems.

D. Findings

Behavior is modifiable, and its improvement may be made the object of conscious attack. Methods and results will vary with individuals and with traits. The following means of studying and modifying behavior problems are:

1. Study the child, particularly the trait that is to be eliminated or developed.
2. Attempt to apprehend the reasons for the value of such conduct and attempt to guide, direct, and lead the child into desired behavior.
3. Study physical conditions and immediate environment for possible hindrances or modifications, making such changes as are possible.
4. Help the child to believe in himself and in his place in the world.
5. Recognize the fact that the teacher is the greatest factor in remedying behavior.

TATUM, NELLE LORENE

A CORRECTIVE PROGRAM FOR RETARDED READERS IN THE
SECOND GRADE (AUGUST, 1948)

A. Problem

The problem of this study was to survey briefly that portion of literature in the educational field of primary reading which deals with remedial methods for slow-reading children and to discuss their application to a specific group of retarded readers.

B. Method of Procedure

A chapter was devoted to a survey of contemporary discussions of the problems which confront the teacher who undertakes a program of corrective reading. The second chapter dealt with a specific program of corrective reading as it was carried on in the Highland Park School of San Antonio, Texas.

C. Limitations

This work was limited to the problems which confront a teacher of the second grade. Second, it was further limited to the application of corrective measures and testing to a group of eight children in the second grade of the Highland Park School in San Antonio, Texas.

D. Findings

1. The program benefits any child in need of help who participates in it.
2. The remedial program demands much outside work on the part of the teacher and should not be undertaken unless the teacher can and will devote the time necessary for research.
3. There are three types of retardation:

- a. Physically handicapped children whose ailments respond to treatment, such as the child with eyesight or hearing difficulty.
 - b. The physically handicapped child who needs special instruction beyond the training and time limit of the average class.
 - c. The child with adjustment handicaps who finds himself frustrated in reading with the skill required at the level of his class.
4. One school term is too short a time to make the necessary corrections as completely lasting as they should be.
5. It requires more patience and diagnostic insight into the mental habits of the children of the group than is demanded during regular classroom routine.

TILLER, MILEY PEARL

SURVEY OF SUPERVISORY ACTIVITIES OF STUDENT TEACHING
IN THE ELEMENTARY GRADES (AUGUST, 1943)

A. Problem

The problem of this paper was to collect and evaluate the activities performed by those

supervising the activities of students who are to become teachers in the elementary school.

B. Method of Procedure

An evaluated check-list was chosen as the best means of securing the prevailing supervisory activities practiced in the laboratory schools of the teachers' colleges of Texas. Only those activities pertaining specifically to the training supervisor were included in the check-list. When the check-list was completed 70 copies were sent out to the seven teachers colleges of Texas. Of these, 44 completed and usable check-lists were returned, or 62.85 per cent.

C. Limitations

This problem was limited to a survey of the prevailing supervisory activities and to evaluate these activities according to their frequency.

D. Findings

1. The major aim of student teaching was to make the student teacher acquainted with the whole program of teaching.
2. Varied programs are found in the different

schools. All, however, tend toward the ultimate goal of introducing the student teacher to the whole teaching task.

3. The nature of practice teaching should vary according to the individual needs of the practice teachers and to the subject matter being taught.

TILLEY, MERLIN WRIGHTLY

A STUDY OF THE TEXAS PUBLIC SCHOOL FIRE INSURANCE
(AUGUST, 1938)

A. Problem

The problem of this study was to find what had been the experience of Texas public schools relative to fire insurance, and if possible, to determine some means whereby economies might be effected.

B. Method of Procedure

A survey was made of available data relative to this problem. Records in the Division of Information and Statistics of the State Department of Education were studied, reports of the Fire Insurance Division of the Texas State Insurance Commission were studied, and personal conferences were also held with

members of the Rating Department of the same Commission. The author also studied the fire insurance laws of Texas and the Texas Constitution for provisions relative to fire insurance practices in Texas generally.

C. Limitations

The insuring of public school properties with mutual companies is not considered except as to legality and the economies it might effect. The period of time over which actual expenditures of Texas public schools for fire insurance were investigated covers only one school year.

D. Findings

1. The policies written on public school property in Texas are uniform.
2. The rates are also uniform.
3. The method of appraising public school property for fire insurance purposes is not reliable in many instances.
4. Texas public schools are spending almost a million dollars annually for fire insurance.

For careful consideration of school officials, the author offered the following proposed insurance program:

1. Have school property appraised by a competent appraisal agency for the purpose of determining actual value of building.
2. Deduct exclusions to determine sound net insurable value of the building.
3. Insure for 80% of sound net insurable value of building under 80% co-insurance clause if co-insurance is applicable to such building.
4. Insure for a three to five year term in order to receive reduction for term rate.
5. Eliminate all removable hazard.
6. Install fire extinguishers if cost of installation is not greater than savings to be had over a period of five years.
7. Insure permanent fixtures as an integral part of the building.
8. Teach fire prevention as required by the State Fire Insurance Department.
9. Inspect buildings at least once each month using the self-inspection blank provided by the National Board of Fire Underwriters.
10. Give careful consideration to the advantages of insuring with mutual companies.

11. In larger cities where a number of buildings are fireproof or semi-fireproof, inaugurate a program of partial self-insurance on buildings of fire-resistive and fireproof construction.
12. In cases where co-insurance is not available, insure from fifty to eighty per cent of the value of the building under three or five year term policies.
13. Where term insurance is used, arrange policies so budget will be uniform.
14. Keep an insurance register in which all policies are recorded.

TUNNELL, EDITH BONIFIELD

FAILURES IN THE PUBLIC SCHOOLS OF AMERICA

(AUGUST, 1939)

A. Problem

The problem of this paper was to bring together investigations that have been made by people interested in this problem of failures in our public schools of America.

B. Method of Procedure

Research work was done on the causes and effects of the failures in the public schools and a study of investigations that have been

made regarding the problem of failures was presented.

C. Limitations

This thesis was limited to a study of the failures in the public schools of America.

D. Findings

Among the various causes of failure, the one listed most along the entire scale of learning is "lack of mental ability." If this be the case, is it fitting to brand the pupils as failures because they are not capable of reaching the artificial standards set up for them? Requiring them to repeat the work will not increase their mental ability. What they need is a school so organized as to provide individual goals set within their capacity of learning. It is recognized that it would be impossible for all of the schools suddenly to change from their present promotional plans to the extreme order of 100 per cent promotion. But, conditions can be greatly improved through systematic study of the problem, followed by intelligent procedures.

WELCH, MRS. BESSIE MAE (ROGERS)

SAFETY EDUCATION IN THE ELEMENTARY SCHOOL

(AUGUST, 1942)

A. Problem

The problem of this study was three-fold:

1. To give the theoretical side of safety for the purpose of understanding the history and characteristics of safety education.
2. To present a survey of some of the existing recognized courses in safety education, the standards and activities of different states and larger school systems, and the opportunities offered to teachers for training in safety education.
3. To develop a safety course of study for the elementary grades to be used as suggestions to help the teacher develop her own course of study or to correlate it with other subjects.

B. Method of Procedure

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.

C. Limitations

Suggestions for teaching safety in the elementary school only were used in this study.

D. Findings

A Course of Study was designed for teaching safety education in the elementary grades. In the present study it would be impossible to give the entire course of study, but suffice it to say that any teacher beginning such a class would find this course of study most helpful. The framework of each unit followed the same outline:

- I. General Routine
- II. Subject Fields
- III. Special and Seasonal Activities
- IV. Bibliography
 - a. stories
 - b. songs
 - c. posters
 - d. games
 - e. rhythms

WHITE, THOMAS FRANKLIN

EVALUATION AND CONSTRUCTION OF A PUPIL REPORT CARD
(AUGUST, 1940)

A. Problem

The problem in this study was to develop a report card that would be used under the conditions existing in Texas in 1940.

B. Method of Procedure

Data upon which to base the new report card were collected from books, periodicals, schools, and school men. A questionnaire was sent to about two hundred and fifteen schools. Report cards were collected from the same schools. Reports of experiments with report cards as recorded in magazines were carefully analyzed. The opinions of school men and women as they appeared in books and magazines were studied.

C. Limitations

A rather broad survey of customs and theories of pupil reports was undertaken, but these studies were intended to be only deep enough to give a basis for the formulation of a report card to be used under the conditions in the schools of Texas in 1940.

D. Findings

The card which was suggested in this study

for use under the conditions found to exist in many Texas schools at that time had the following advantages:

1. Understandable. The card was divided into traditional subject matter fields to which many pupils and parents were accustomed.
2. Non-competitive. The traditional subject matter fields were followed immediately by a list of objectives.
3. Brevity. The complete report could be printed on one card eight and one-half by eleven inches.
4. Adaptable. Various features were incorporated in the card to make it easily adaptable for use in differing and changing situations.

WHITLEY, ROY HARVEY

THE ACTIVITIES OF THE ELEMENTARY SCHOOL PRINCIPAL
IN THE GUIDANCE OF THE ELEMENTARY SCHOOL TEACHERS
IN IN-SERVICE TRAINING (AUGUST, 1943)

A. Problem

It was the problem of this study to describe the need for the guidance of elementary school teachers' in-service growth by the elementary

school principal and to describe the activities of the elementary school teachers' in-service growth.

B. Method of Procedure

The material for the discussion of the activities of the principal in the guidance of teachers' in-service growth was secured by making a survey of available information found in books, journals, and periodicals. The approach to teacher guidance was made through a study of educational trends and needs in the in-service training of teachers which involve guidance activities by the principal.

C. Limitations

This study was primarily limited to the activities of the principal in guiding the teachers' in-service growth.

D. Findings

The more important teacher guidance activities performed by the principal and described in this paper were found to be the following: classroom visitation, conferences, conducting teachers' meetings, demonstration teaching, intervisitation, preparing bulletins,

professional reading and study, research, and appraisal of teachers.

WILLIAMS, RICHARD DARE

TRENDS IN BONDED INDEBTEDNESS OF GROUP V SCHOOLS
(JUNE, 1939)

A. Problem

In this study the author attempted to find the experiences of Texas public schools pertaining to bonded indebtedness.

B. Method of Procedure

In this study there was first made a general survey of the conditions of bonded indebtedness for the United States in order that the bond situation for the State of Texas might be compared with that of other states. The next step in this study was to trace the trend of indebtedness of Group V schools through the ten-year period from 1928-1938, with an attempt to show the causes for evident changes.

C. Limitations

This study was limited to data secured from a group of eighty-four schools in Texas as classified by the Texas State Department of Education as Group V.

D. Findings

The general trend of indebtedness for Group V schools of Texas was very much the same as the trends for the entire United States.

Bonded indebtedness for this group of schools had increased 15.14 per cent during the decade studied. The cause for the increase was increased enrollment, the physical education program requiring building facilities, and the newer type of buildings required to meet the newer teaching methods.

During this decade seventy-two districts increased the value of school property and fifty-two districts has a greater indebtedness at the end of the decade than at the beginning. For the entire group, the value of property at the beginning of the decade was slightly more than thirty-one per cent greater than the indebtedness, and at the close of the decade, the property value was slightly more than fifty per cent greater than the indebtedness. It was found that there was not a very close correlation between the value of school property and the bonded indebtedness of the district.

The cost of bonded indebtedness was measured by determining other educational needs that might have been precluded by this cost. It was found that interest payments would have paid the educational costs of 8,802 pupils in 1928, which was the minimum number, and 12,315 pupils in 1934, which was the maximum number during the decade.

By the rating scale used, it was found that a majority of the districts were able to finance additional capital outlay and also meet their obligations. It was further noted that those districts best able to finance additional capital outlay were also in less need of it.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

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

1, Finance	9
2, Grading and Promotion Practices	9
3, Curriculum	9
4, Guidance	5
5, Progress of Schools	3
6, Supervisory Activities	3
7, Reorganization of Schools	3
8, Absences	2
9, Citizenship in the Schools	2
10, Juvenile Delinquency	2
11, Latin Americans	2
12, Parent-Teacher Association	1
13, Visual Education	1
14, School and Community	1
15, Objectives in the Primary Grades	1
16, Progressive Education	1
17, Evaluation of Rural High School Curriculum	1
18, School Boards	1

19. Organization of Junior Red Cross	1
20. Achievements of Superintendents	1
21. Bookmobile	1
22. Adapting the school to Children's Needs	1
23. Relations between Records and Achievements	1
24. Behavior Problems	1
25. School Assembly	1
26. County Superintendents	1
27. Educational Equalization	1
28. The All-Year School	1
29. Classroom Lighting	1
30. Student Teachers	1
31. Testing Program	1

It has been found in the study that the theses written cover a broad field of problems. The most common among these problems are finance, grading and promotion practices, curriculum, and guidance. It was found by the writer that especially in the field of grading and promotion practices many teachers feel that present practices are unfair and should be more individualized. It was felt by most writers in this field that too much emphasis is placed on "A" and "B" grades, while the child's progress is the important thing. Many of the authors were agreed that they did not believe in failing children.

In the field of curriculum it was stated by many authors that schools should be consolidated to insure larger administrative units and a better curriculum. As we know, this very thing which these authors foresaw is now taking place in many instances.

In the comparatively new field of guidance, it was felt that this is one of the most important phases of teaching and should be emphasized more and more.

Conclusions and Recommendations

An observation made by the writer in the abstracting of these theses was the lack of definite statements in many of the theses as to the problem, procedure, and limitations of the study. Most of the theses contained conclusions which briefly stated the findings.

This type of research has been especially beneficial to the writer, because in studying each of these theses and writing these abstracts he has expanded considerably his over-all view of the field of administration.

It is recommended that future writers of masters theses be specific in stating their problems, procedures, limitations, and conclusions. This will aid students engaged in research a great deal.

It is also recommended that this type of thesis be continued every five years and extended to other fields.

This should help people engaged in research in determining whether information they seek can be found in these theses. It will also benefit graduate students who are searching for a subject for a thesis to determine where there is a need for further research.