

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES, *Secretary*
OFFICE OF EDUCATION
J. W. STUDEBAKER, *Commissioner*

BIBLIOGRAPHY
OF RESEARCH STUDIES
IN EDUCATION
1934-1935

Prepared in
THE LIBRARY DIVISION
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RUTH A. GRAY



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FOREWORD

Every year sees an increasing number of studies in the field of education. In subject matter they explore all the fields of activity in administering education—public and private, elementary, secondary, higher, and adult. They include as well investigations of the historical development of educational institutions and practices. Some of the studies have mainly local significance; others have implications either in findings or in techniques for a much larger area. Taken together this large body of investigations in the field of education should, and do, to a very large extent, serve to direct the administration of educational and instructional practices toward greater effectiveness. Their findings should therefore be available as widely as possible.

But the reporting and dissemination of the findings of educational research is by no means a solved problem. In spite of the generous provision made by certain university presses and educational journals, many significant studies still are not available to those who would, if they knew about them, like to use them. In the hope of making some small contribution to the availability of education studies, the Office of Education each year issues a list of all studies in their field reported by leading colleges and universities throughout the country. The list for this year, larger than it has been before, is still not complete, either in including reports from all institutions which conduct significant research in education, or in reporting all studies which should find a place here. Its present size is, however, a tribute to the generous cooperation of many deans of graduate schools, deans and professors of education and their assistants, who regularly send in to us the reports which make up the lists. We extend our appreciation to them once more, and hope that their efforts and ours may be of help to many students of education.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education covering the school year September 1934 through August 1935 is the ninth in the series.¹ It lists 2,971 studies reported by 145 institutions, a number of which had not reported before. It contains a total of 384 doctors' dissertations, 2,368 masters' thesis, and 219 studies reported as faculty research. Two mimeographed bibliographies listing the research and investigations carried on by State departments of education and State educational associations, and research and investigations carried on by city school systems have been issued recently.

Studies were reported by colleges and universities granting graduate degrees in education, and from some institutions in which only faculty members carry on research in the field of education. Some of the studies included were published in magazines of a date later than August 1935, but are listed here because they were completed within the period covered by the bibliography. The 127 faculty studies which have been received in the library and are available for interlibrary loan are marked with a †.

The entries give the author, title, degree, and date when the thesis was completed, the name of the institution granting the degree, number of pages, and a brief descriptive note. The place and date of publication are given wherever possible. Annotations for a number of the studies were made in this office; others were furnished by the persons reporting the studies.

The bibliography includes the several fields of education: Current educational conditions in the United States and in foreign countries, history of education, educational research, the building of the curriculum, the subjects of the curriculum, education from preschool days through higher education, the training and status of teachers, school administration and management, the education of racial and exceptional groups, and various types of libraries and their use.

¹ Earlier bulletins in the series are: 1926-27, Bulletin, 1928, no. 2; 1927-28, Bulletin, 1929, no. 36; 1928-29, Bulletin 1930, no. 23; 1929-30, Bulletin 1931, no. 13; 1930-31, Bulletin 1932, no. 16; 1931-32, Bulletin, 1933, no. 6; 1932-33, Bulletin, 1934, no. 7; and 1933-34, Bulletin, 1935, no. 5.

Number of research studies in various fields of education, 1934-35

Subject	Doctors	Masters	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education—history and biography.....	12	70	4	4	4
2. Current educational conditions—United States..	5	38	4	7	3
3. Current educational conditions—foreign countries.....	16	32	10	2	2
4. Educational theory, special methods.....	25	76	7	16	7
5. Psychology, educational and child study.....	12	24	2	4	2
6. Testing and research.....	23	99	17	33	28
7. Curriculum studies, including subjects of curriculum.....	109	925	101	53	20
8. Elementary education, including preschool.....	7	38	5	2	2
9. Secondary education and junior college.....	23	130	20	9	6
10. Higher education.....	25	63	14	24	14
11. Adult education, including parent education.....	5	8	5	3	3
12. Teacher training and teachers, status.....	33	100	24	24	13
13. Administration of schools and school management.....	52	515	56	19	8
14. School buildings, equipment, and janitors.....	5	45	5	3	3
15. Sociology, educational.....	9	47	6	6	5
16. Racial groups, education.....	7	47	6	1	-----
17. Exceptional groups.....	14	64	5	2	-----
18. Libraries.....	2	47	3	7	5
Total.....	384	2,368	294	219	127

Theses were reported on especially timely topics, such as apprentice training, business depression, the Civilian Conservation Corps, correlation of school subjects, crime prevention, exploratory courses, Federal Emergency Relief Administration, leisure-time activities, open forums, orientation courses, rehabilitation of the disabled, teachers strikes, Tennessee Valley Authority, traffic schools, youth education, and new systems of education in several foreign countries.

Many of the studies listed are available for consultation in various public and institutional libraries. Printed material here mentioned may ordinarily be obtained from the publishers. The Office of Education cannot supply the publications listed, other than those expressly designated as its own. Unpublished theses are indicated by the abbreviation ms. after the number of pages, signifying that the study is in typewritten or mimeographed form. An asterisk (*) indicates those theses which are on file in the library of the Office of Education. They may be borrowed through the interlibrary loan system for a limited time. Theses not on file in this office, may possibly be secured through an interlibrary loan from the institution under whose supervision the study was made.

The library now has a collection of 2,211 masters' theses and doctors' dissertations in the various fields of education from 67 institutions. These studies have been deposited by the institutions granting the degrees, and in a number of cases by the authors of the studies. Several institutions have stated that they are requiring all graduate students in education to have copies of their theses made

for the Office of Education library, so that these studies may be available for the use of students and other persons interested in educational research. This collection is in constant use in Washington and through interlibrary loan throughout the country. In several instances these have been loaned for a limited period to libraries in foreign countries.

The Office of Education appreciates the cooperation of authors and institutions of higher education in reporting their theses and faculty studies, and in depositing copies in the library.

Copies of the sample form which follows will be sent on request. It is the card used in collecting data for this bibliography. It is hoped that in addition to the theses completed in the school of education of the various colleges and universities, all theses dealing with any phase of education will be reported, especially studies on the professional training of doctors, engineers, librarians, ministers, pharmacists, and other professional groups, and theses dealing with the personnel problems of the students, with desirable personality traits for persons entering the professions, with the various problems of the professional schools, and with the development of the curricula of the graduate departments of the universities.

Return to
UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

WASHINGTON, D. C.

EDUCATIONAL RESEARCH STUDY COMPLETED

[Fill in items applicable]

Date -----

Author(s) of study ----- Position -----

Title of study -----

(Attach copy of study if available)

Institution or agency ----- Location -----

Under direction of what department ----- Year completed -----

If thesis, give college and degree -----

Number of printed pages ----- Number of typed or mimeographed pages -----

Publisher and date, if printed -----

Scope of study -----

Findings -----

(Use reverse side if necessary)

This report made by -----

XII

ABBREVIATIONS

The list of abbreviations, with the name and address of the institution to which each refers, is given below.

ABBREVIATIONS	INSTITUTIONS
Alabama.....	University of Alabama, University, Ala.
Ala. Poly. Inst.....	Alabama Polytechnic Institute, Auburn, Ala.
Albion.....	Albion College, Albion, Mich.
American Univ.....	American University, Washington, D. C.
Arizona.....	University of Arizona, Tucson, Ariz.
Arkansas.....	University of Arkansas, Fayetteville, Ark.
Ball St. T. C.....	Ball State Teachers College, Muncie, Ind.
Biblical Seminary.....	Biblical Seminary in New York, New York, N. Y.
Boston Univ.....	Boston University, Boston, Mass.
Brown.....	Brown University, Providence, R. I.
Bucknell.....	Bucknell University, Lewisburg, Pa.
Buffalo.....	University of Buffalo, Buffalo, N. Y.
California.....	University of California, Berkeley, Calif.
Catholic Univ.....	Catholic University of America, Washington, D. C.
Chicago.....	University of Chicago, Chicago, Ill.
Cincinnati.....	University of Cincinnati, Cincinnati, Ohio.
Claremont.....	Claremont Colleges, Claremont, Calif.
Coll. of the City of N. Y.....	College of the City of New York, New York, N. Y.
Colorado.....	University of Colorado, Boulder, Colo.
Colo. Agr. Coll.....	Colorado Agricultural College, Fort Collins, Colo.
Colo. St. T. C.....	Colorado State Teachers College, Greeley, Colo.
Columbia.....	Columbia University, New York, N. Y.
Cornell.....	Cornell University, Ithaca, N. Y.
Drew.....	Drew University, Madison, N. J.
Duke.....	Duke University, Durham, N. C.
Emory.....	Emory University, Emory, Ga.
Fla. St. Coll.....	Florida State College for Women, Tallahassee, Fla.
Fordham.....	Fordham University, New York, N. Y.
George Washington.....	George Washington University, Washington, D. C.
Hampton.....	Hampton Institute, Hampton, Va.
Hardin-Simmons.....	Hardin-Simmons University, Abilene, Tex.
Harvard.....	Harvard University, Cambridge, Mass.
Hawaii.....	University of Hawaii, Honolulu, Hawaii.
Howard.....	Howard University, Washington, D. C.
Hunter.....	Hunter College, New York, N. Y.
Idaho.....	University of Idaho, Moscow, Idaho.
Illinois.....	University of Illinois, Urbana, Ill.
Indiana.....	Indiana University, Bloomington, Ind.
Ind. St. T. C.....	Indiana State Teachers College, Terre Haute, Ind.
Iowa.....	State University of Iowa, Iowa City, Iowa.
Iowa S. Coll.....	Iowa State College, Ames, Iowa.
Johns Hopkins.....	Johns Hopkins University, Baltimore, Md.

Kansas.....	University of Kansas, Lawrence, Kans.
Kans. St. Coll. of Agr.....	Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
Kans. St. T. C., Emporia.....	Kansas State Teachers College, Emporia, Kans.
Kans. St. T. C., Pittsburg.....	Kansas State Teachers College, Pittsburg, Kans.
Kentucky.....	University of Kentucky, Lexington, Ky.
Louisiana.....	Louisiana State University, Baton Rouge, La.
Louisville.....	University of Louisville, Louisville, Ky. ●
Loyola.....	Loyola University, Chicago, Ill.
Maine.....	University of Maine, Orono, Maine.
Maryland.....	University of Maryland, College Park, Md.
Marywood.....	Marywood College, Scranton, Pa.
Mass. St. Coll.....	Massachusetts State College, Amherst, Mass.
Michigan.....	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll.....	Michigan State College, East Lansing, Mich.
Minnesota.....	University of Minnesota, Minneapolis, Minn.
Missouri.....	University of Missouri, Columbia, Mo.
Montana.....	State University of Montana, Missoula, Mont.
Nebraska.....	University of Nebraska, Lincoln, Nebr.
New Mexico.....	University of New Mexico, Albuquerque, N. Mex.
New York.....	New York University, New York, N. Y.
N. Y. St. Coll. for Teach.....	New York State College for Teachers, Albany, N. Y.
North Carolina.....	University of North Carolina, Chapel Hill, N. C.
North Dakota.....	University of North Dakota, University, N. Dak.
N. D. Agr. Coll.....	North Dakota Agricultural College, State College, N. Dak.
Northwestern.....	Northwestern University, Evanston, Ill.
Notre Dame.....	University of Notre Dame, Notre Dame, Ind.
Oberlin.....	Oberlin College, Oberlin, Ohio.
Ohio State.....	Ohio State University, Columbus, Ohio.
Ohio Univ.....	Ohio University, Athens, Ohio.
Ohio Wesleyan.....	Ohio Wesleyan University, Delaware, Ohio.
Oklahoma.....	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll.....	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
Oregon.....	University of Oregon, Eugene, Oreg.
Oregon St. Agr. Coll.....	Oregon State Agricultural College, Corvallis, Oreg.
Peabody.....	George Peabody College for Teachers, Nashville, Tenn.
Pennsylvania.....	University of Pennsylvania, Philadelphia, Pa.
Penn. State.....	Pennsylvania State College, State College, Pa.
Pittsburgh.....	University of Pittsburgh, Pittsburgh, Pa.
Purdue.....	Purdue University, Lafayette, Ind.
Rutgers.....	Rutgers University, New Brunswick, N. J.
St. Louis.....	St. Louis University, St. Louis, Mo.
Smith.....	Smith College, Northampton, Mass.
South Dakota.....	University of South Dakota, Vermillion, S. Dak.
Southern California.....	University of Southern California, Los Angeles, Calif.
South. Methodist.....	Southern Methodist University, Dallas, Tex.
Stanford.....	Stanford University, Stanford University, Calif.
St. T. C., Farmville.....	State Teachers College, Farmville, Va.

St. T. C., UpperMontclair.....	State Teachers College, Upper Montclair, N. J.
Syracuse.....	University of Syracuse, Syracuse, N. Y.
T. C., Col. Univ.....	Teachers College, Columbia University, New York, N. Y.
Temple.....	Temple University, Philadelphia, Pa.
Tennessee.....	University of Tennessee, Knoxville, Tenn.
Texas.....	University of Texas, Austin, Tex.
Texas St. Coll. for Women.....	Texas State College for Women, Denton, Tex.
Texas Tech. Coll.....	Texas Technological College, Lubbock, Tex.
Utah.....	University of Utah, Salt Lake City, Utah.
Utah St. Agr. Coll.....	Utah State Agricultural College, Logan, Utah.
Vanderbilt.....	Vanderbilt University, Nashville, Tenn.
Virginia.....	University of Virginia, Charlottesville, Va.
Va. Poly. Inst.....	Virginia Polytechnic Institute, Institute, Va.
Washington.....	University of Washington, Seattle, Wash.
Wash. St. Nor. Sch.....	Washington State Normal School, Bellingham, Wash.
Washington Univ.....	Washington University, St. Louis, Mo.
Wayne.....	Wayne University, Detroit, Mich.
West Virginia.....	West Virginia University, Morgantown, W. Va.
Western Reserve.....	Western Reserve University, Cleveland, Ohio.
West. St. Coll.....	Western State College, Gunnison, Colo.
Wichita.....	University of Wichita, Wichita, Kans.
William and Mary.....	College of William and Mary, Williamsburg, Va.
Winthrop.....	Winthrop College, Rock Hill, S. C.
Wisconsin.....	University of Wisconsin, Madison, Wis.
Wittenberg.....	Wittenberg College, Springfield, Ohio.
Wyoming.....	University of Wyoming, Laramie, Wyo.
Yale.....	Yale University, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1934-1935

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1934, T. C., Col. Univ." signifies a master's thesis completed in 1934 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. XIII.)

* Indicates theses on file in the United States Office of Education Library. † Indicates faculty research studies on file in the Library. The theses and studies may be borrowed on interlibrary loan unless they are printed in periodicals, i. e., Archives of Psychology and Genetic Psychology monographs.

EDUCATION—HISTORY

1. **Balmain, Alexander F.** The history of Catholic education in the diocese of Brooklyn. Doctor's, 1935. Fordham. 124 p. ms.
2. **Barber, G. Bradford.** The development of education in Pike county, Illinois. Master's, 1935. Iowa.
3. **Bishop, Raymond John.** St. Joseph's college, Bardstown, Kentucky, 1848-1868. Master's, 1935. St. Louis. 86 p. ms.
4. **Bolich, George Henry Krick.** The transition from the Spanish to the American system of education in the Philippine Islands, 1898-1903. Master's, 1934. Penn. State.
- †5. **Bolton, Frederick E.** History of education in Washington. Washington, D. C., United States Government printing office, 1935. 448 p. (United States Office of education. Bulletin, 1934, no. 9) (University of Washington)
6. **Brigham, Bessie Travis.** The history of education in Blanco county. Master's, 1935. Texas.
7. **Brown, Harold N.** A history of the public elementary school system of Nevada, 1861-1934. Doctor's, 1935. California. 400 p. ms.
8. **Buckisch, Walter Gerard Martin.** The relation between private education and the state in the Philippines, 1924-1933. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 169-73)
Traces the history of private education and its relation to the state since the United States took charge of the Philippines at the opening of the present century. Shows that the system of supervision which has been in effect since 1925 will probably be maintained under the new commonwealth established in 1935, as indicated by the provision in the recently adopted constitution to the effect that all educational institutions in the Islands shall be under the supervision of and subject to regulation by the state.
- *9. **Butler, Vera M.** Education as revealed by New England newspapers prior to 1850. Doctor's, 1935. Temple. Philadelphia, Majestic press, 1935. 503 p.

Discusses comments in the newspapers of the period on education in Harvard, Yale, Dartmouth, and other colleges in New England, and on colleges outside of New England, academies, special types of education, education for handicapped children, charitable

education, infant school movement, common schools of Massachusetts and Connecticut, Joseph Lancaster and the Lancastrian schools, the Connecticut school fund, school books and apparatus, and changing attitudes towards education.

10. Cannon, W. F. Private and public educational history of Jack county. Master's, 1934. Texas Tech. Coll. 80 p. ms.

11. Cassles, Anne Ethel. A history of Hunt county. Master's, 1935. Texas.

12. Chambers, Tullus. History of education in Marshall county. Master's, 1935. Kentucky. 107 p. ms.

Studies the history of education in Marshall county prior to 1838, from 1838 to 1890, and from 1890 to 1935, placing special emphasis on teachers, teaching procedures, textbooks, curricula, administrative organization, buildings and equipment, and length of school term; and sets up a constructive program for future development.

13. Charles, Sister Mary. The history of Catholic education in Philadelphia. Master's, 1934. Temple. 99 p. ms.

14. Collins, Robert Alexander. Some public-school changes in Texas from 1923 to 1933. Doctor's, 1935. Texas.

15. Comerford, Sister Bernardine Miriam. A century of educational contributions by the Sisters of Charity of New York. Master's, 1935. Fordham. 138 p. ms.

Finds that the congregation of the Sisters of Charity has been one of the main factors in the development of the Catholic school system in New York city.

16. Cook, Marjorie W. A study of the development of education in the town of Hadley, Massachusetts. Master's, 1934. Smith.

17. Curran, Fred B. The growth and development of education in the community of Springdale. Master's, 1935. Iowa. 95 p. ms.

18. Dudley, Hal E. History of education in Henderson county, Kentucky. Master's, 1935. Kentucky. 184 p. ms.

Divides the history of education in Henderson county into four periods: Education prior to 1814, the academy and seminary movement from 1814 to 1903, public education from 1896 to 1908, and the development of the public-school system since 1908.

19. Dunlap, Norman R. A history of the Wabash valley high school association. Master's, 1935. Ind. St. T. C. 98 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 193-94, July 1935)

Attempts to determine the reason for, and advantages of, an association formed among the high schools within a radius of 60 miles of Terre Haute, and to trace chronologically the history and growth of the association from its inception to the present.

20. Dysart, Edward Johnson. History of education in Victoria (Texas). Master's, 1935. South. Methodist. 176 p. ms.

21. Fisher, Sherla Lee. The development of education in Rush county, Kansas. Master's, 1935. Wichita. 154 p. ms.

22. Fitzpatrick, Sister Mary Pancratius. A comparison of the New England educational systems with the educational systems of the South from 1840 to 1860. Master's, 1935. Catholic Univ. 108 p. ms.

Shows the amount of money spent in the North and in the South for elementary, secondary, and college education, the numbers of teachers, and the enrollment. Finds that the South offered as great educational opportunities to her youth as were offered in New England at that time.

23. Floresa, Francisco Arclaga. A study of the development of education in the Philippines. Master's, 1935. Southern California.

24. Flynn, Frances C. The origin, growth, and development of the Catholic schools in Yonkers, N. Y. Master's, 1935. Fordham. 100 p. ms.

25. Fuller, Harvey Reginald jr. Education in Wethersfield during the past 300 years. Master's, 1935. Yale.

26. Garner, Patsy Emma. The development of the high school in Texas before 1910. Master's, 1935. Texas.

27. Gates, Charlynnne Mary Louise. The history and the development of the California institute of technology. Master's, 1935. Southern California.

*28. Green, Paul G. An annotated bibliography of the history of education in Kansas. Master's, 1935. Kans. St. T. C., Emporia. Emporia, Kansas state teachers college, 1935. 33 p. (Bulletin of information, vol. 15, no. 9. Studies in education, no. 10)

29. Gross, Carl Henry. German and German-Swiss influence on American elementary education: 1800-1860. Master's, 1935. Oregon.

30. Haines, Helena J. Education in the towns of Massachusetts prior to 1800 with special emphasis on financial support. Master's, 1934. Maryland. 232 p. ms.

Interprets a wide range of source material to find the number and kind of school provided, how schools were housed, who the teachers were, what they were paid and how education was supported. Payment of the cost of education, as in England, was shifted rather fully to the parents, though the towns were held responsible for setting up schools. Taxation for education, made legal by the act of 1647, was resorted to only after all other sources of revenue were exhausted. As religion waned as an influence, education tended more and more to be a matter of private concern, Boston, in 1785, with a population of about 17,000, having but 564 students in the public schools, 64 of them being in the Latin grammar schools.

31. Hale, E. B. History of education in the mountains of Kentucky. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 25-26)

Traces the history of education in the mountain section of southeastern Kentucky, and indicates the factors which have contributed toward its development, and shows that Berea College was the outstanding leader in shaping educational policy and furnishing higher education for mountain youth.

32. Hall, Annie M. The history of Hays county, Texas. Master's, 1935. Colo. St. T. C.

33. Henderson, Lester Dale. The development of education in Alaska, 1867 to 1931. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 174-78)

Traces the development of education in Alaska from the date of its purchase from Russia to 1931, when the activities of the Bureau of Education in Alaska were transferred to the Office of Indian Affairs. Illustrates the adaptation of the public school conditions in a pioneer country of vast distances, isolation, mixed races, inadequate transportation and communication facilities, and lack of local authority and autonomy.

34. Huff, Mary B. Legal history of the Louisiana state university and agricultural and mechanical college. Master's, 1935. Louisiana.

35. Hughes, Hayden DeForest. The beginnings of formal education in Nebraska. Master's, 1934. Nebraska. 69 p. ms.

Finds that the first schools established in Nebraska were under the supervision of the Army and of missionaries.

36. Hurt, Virgil. An historical study of a century of the growth and development of Kansas academies. Master's, 1935. Kans. St. T. C., Emporia. 183 p. ms.

37. **Jackson, Vester A.** History of education in Hickman county, Kentucky. Master's, 1935. Kentucky. 188 p. ms.

Divides the history of education in Hickman county into three periods: Education prior to 1837, education from 1837 to 1890, and education from 1890 to 1935. Treats the academy movement, 1870 to 1922, as a separate division of study. Emphasizes types of school organization, curricula, textbooks, school buildings, equipment and supplies, and the administrative organization in each of the periods. Sets up a program for future development.

38. **James, May Hall.** Schooling and education in Old Lyme, Connecticut, 1635-1935. Doctor's, 1935. Yale.

39. **Joyce, Gertrude M.** The history of the early schools in Montgomery county, New York. Master's, 1935. N. Y. St. Coll. for Teach. 71 p. ms.

40. **Karges, Theodore W.** History of public education in Buena Vista county, Iowa. Master's, 1935. Iowa.

41. **Keary, Kathleen Marie.** The foundation and development of the International correspondence schools of Scranton, Pennsylvania. Master's, 1935. Marywood.

42. **Kleinhandler, Nathan.** Indentureship and its educational, vocational and social aspects in the colonial city of New York. Master's, 1935. Coll. of the City of New York. 104 p. ms.

Shows that the institution of indentureship served a useful purpose in that it provided a supply of cheap labor for the master, afforded some vocational training to the worker and served as a crude substitute for a system of public relief and education. Treats each of the aspects mentioned in detail and compares English, Dutch and other colonial policies and precedents.

43. **Kuykendall, Dean Wilson.** The history of humane education. Master's, 1935. Texas. ms.

44. **Leslie, Theodore Hamilton.** The history of Lavaca county schools. Master's, 1935. Texas.

45. **McCadden, Joseph J.** The contribution of Roberts Vaux to education in Pennsylvania. Doctor's, 1935. T. C., Col. Univ.

Attempts to determine the share that Roberts Vaux had in the educational developments of the period from 1801-1835 in Pennsylvania, especially in the developments which led to the founding of the Pennsylvania public-school system.

46. **McConaughy, Geraldine.** An historico-critical study of legislation concerning education in Colonial times. Master's, 1935. Fordham. 97 p. ms.

47. **McKown, Earle.** A survey of the historical development and growth of schools in Johnson county, Kansas. Master's, 1935. Kans. S. T. C., Emporia. 96 p. ms.

48. **Martin, Sister Mary Brigid.** The contribution of the history of education to the philosophy of education. Master's, 1935. Catholic Univ. 150 p. ms.

Shows that modern educators are concerned with formulating a satisfactory philosophy of education, but they show a disposition to disregard the lessons of the past. This cannot be done for the past has demonstrated principles of universal validity that are basic to any sound philosophy of education.

49. **Matheson, Martha Jean.** The development of the state department of education in Missouri. Master's, 1935. Washington Univ. 142 p. ms.

50. **O'Brien, Sister Martha Maria.** Catholic activities in New Jersey and its vicinity from early colonial times to 1814. Master's, 1934. T. C., Col. Univ.

51. **Pearce, Cornelia Conklin.** The history of geneticism in education. Master's, 1934. Texas.

52. **Perkins, Frank.** A history of Sherman county, Kansas. *Master's, 1935. Colo. St. T. C.

†53. **Penrose, Stephen B. L.** Whitman: an unfinished story. Walla Walla, Washington, Whitman publishing co., 1935. 256 p.

Describes, briefly, the life and missionary work of Marcus Whitman, and tells the story of the development and later history of Whitman college.

54. **Phillips, Adolph J.** A history of the Oregon state teachers' association. Master's, 1935. Oregon.

55. **Porter, Stanley M.** A history of Washington county, Colorado. Master's, 1935. Colo. St. T. C.

56. **Redden, John D.** The history and development of the parochial schools in the diocese of Manchester, New Hampshire. Doctor's, 1935. Fordham. 196 p. ms.

57. **Rizzle, Edna Earl.** Contrasts between certain attitudes toward education in the sixteenth and twentieth centuries. Master's, 1935. Okla. A. & M. Coll.

Compares methods of teaching, content of educational courses, and teacher preparation in the sixteenth and twentieth centuries.

58. **Sabella, Ricardo H.** American educational policy in the Philippines, 1898-1935. Doctor's, 1935. American Univ.

59. **Salyer, Harold Ashby.** The development of the educational system of Louisville, Kentucky, 1776 to 1851. Master's, 1935. Kentucky. 53 p. ms.

Traces the development of education in Louisville from the first log schoolhouse to the second city charter of 1851.

†60. **Seybolt, Robert Francis.** The public schools of colonial Boston, 1635-1775. Cambridge, Harvard university press, 1935. 101 p. (University of Illinois)

Discusses the founding of the schools, the masters and ushers of the grammar and of the writing schools, their appointments and qualifications, support, salaries and allowances, supervision of the schools and the curriculum.

61. **Sheffield, F. L.** Development of education in Mobile prior to 1860. Master's, 1935. Alabama. 72 p. ms.

62. **Sheythe, John L.** A history of the Bernard Daly educational fund. Master's, 1935. Oregon.

*63. **Spencer, Stanley Earl.** The history and philosophy of the Latin grammar school in the Massachusetts Bay colony, 1635-1780. Master's, 1935. Boston Univ. 101 p. ms.

Discusses the Latin grammar school in England, the founding of the early schools in the Massachusetts Bay, early legislation affecting the schools, the schools founded after 1645, and the decline of the grammar school.

64. **Stephenson, Eva Mae.** The contribution of New Albany's seminaries to the education of women in southern Indiana, 1840-1900. Master's, 1935. Indiana. 213 p. ms.

*65. **Stiles, Wilmer H.** The development of public education in York county, Pennsylvania. Master's, 1935. Johns Hopkins. 168 p. ms.

Attempts to discover the forces that led to the establishment of free schools in York county, Pa., tracing the subsequent development with a view to discovering the emerging free school system established in 1834.

66. Story, Joe A. Development and progress of education in Jefferson county, Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Studies the evolution of the educational system, qualifications of teachers, boundary changes, financial conditions, and administration. Points out the need for a more modern system of adequately financing the public schools in order that they may be adjusted to the swiftly changing conditions in the economic and social life of the people.

67. Swartz, George Glen. History of the schools of Reno county, Kansas, and a plan for their reorganization. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 73)

68. Swearingen, Jake Floyd. History of public education in Lamar county, 1840-1890. Master's, 1935. Texas.

69. Tarzinski, Charles Robert. The Dayton academy. Master's, 1935. Ohio Univ. 66 p. ms.

70. Tinker, Lotta Emily. Development of the state department of education in California. Master's, 1935. Southern California.

71. Walling, Mrs. Lois Monosmith. The influence of writers on Roman education upon the educational ideas during the Renaissance. Master's, 1935. Texas.

†72. Walsh, James J. Education of the founding fathers of the Republic, scholasticism in the Colonial colleges: a neglected chapter in the history of American education. New York, Fordham university press, 1935. 376 p.

73. Whitton, Paul Lewis. History of the interscholastic league in Texas. Master's, 1935. Texas. ms.

74. Wilcox, Verne R. History of Nuckolls county, Nebraska. Master's, 1935. Colo. St. T. C.

75. Willcox, Mildred Sylvia. A history of the Friends' central school system. Master's, 1935. Temple. 151 p. ms.

76. Zimmerman, Mae. Progress in education in Pennsylvania since 1920. Master's, 1934. Penn. State.

EDUCATIONAL BIOGRAPHY

77. Chevront, Edwin C. Horace Mann. Master's, 1934. Idaho.

78. Dame, J. Frank. Samuel Read Hall as an educator. Master's, 1935. Temple. 135 p. ms.

79. Davidson, Frank S. Life and moral influence of William H. McGuffey. Master's, 1935. Ohio State. 90 p. ms.

80. Donnelly, Edward McTammany. The education of François Rabelais and its effect upon his educational ideal of the "complete man." Master's, 1935. N. Y. St. Coll. for Teach. 71 p. ms.

81. Harper, Martha M. James Abram Garfield; educator. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 27-28)

Studies his early life, his district school teaching, college life, teaching at the Eclectic institute, life in the Army, work as a state senator, work in the national House of Representatives and Senate, and his attitude as President of the United States.

82. McCaskey, Thomas Glenn. Thomas Jefferson as a scientist. Master's, 1935. William and Mary. 72 p. ms.

83. **Maness, M. May.** The influence of Cambridge university upon Tennyson. Master's, 1934. T. C. Col. Univ.

84. **Markle, David H.** Wilbur Fisk, pioneer Methodist educator. Doctor's, 1935. Yale.

85. **Rochedieu, Charles A.** Contribution to the study of J. J. Rousseau. Doctor's, 1935. Peabody.

86. **Stolterfoht, Beatrice Louise.** The life and services to education of Robert Bartow Cousins. Master's, 1935. Texas.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

87. **Allen, Joe Earl.** Effects of the depression on the public schools of Texas. Master's, 1934. Texas.

88. **Arthur, Audrey Mae.** The emergency education program in Virginia in 1933 and 1934. Master's, 1935. William and Mary. 167 p. ms.

89. **Cain, Lorraine Elses.** An investigation of the actual amount of information regarding the school at present possessed by the average parent of the first grade child. Master's, 1935. Southern California.

90. **Coffman, Lotus Delta.** Youth and tomorrow's education: President Coffman's biennial message to the people of Minnesota. Minneapolis, University of Minnesota, 1934. 76 p.

91. **Coleman, James Karl.** State administration in South Carolina. Doctor's, 1935. Columbia. New York, Columbia university press, 1935. 301 p.

Discusses general and financial administration, taxation, public education, agriculture and natural resources, labor, public health, public welfare, business regulation, highway administration, executive direction, and personnel administration in South Carolina.

92. **Collins, Raymond Leo.** Proposals for improving educational conditions in the town of Peru. Master's, 1935. N. Y. St. Coll. for Teach. 41 p. ms.

93. **Crosby, James G.** The educational program of the American Legion. Master's, 1935. Southern California.

94. **Cross, E. A.** Painless education. Atlantic monthly, 156: 740-46, December 1935. (Colorado state teachers college)

95. **Drake, W. W.** Some current criticisms of education. Master's, 1935. Alabama. 94 p. ms.

96. **Dyer, Lydia Eunice.** Some aspects of the progressive education movement, and its application in certain Los Angeles secondary schools. Master's, 1935. Southern California.

97. **Gray, J. S.** Is American education appropriate for America? Educational administration and supervision, 21: 309-16, April 1935. (University of Pittsburgh)

98. ——— What sort of education is required for democratic citizenship. School and society, 42: 353-59, September 14, 1935. (University of Pittsburgh)

99. **Gunnnett, Paul G.** Comparison of systems of public education in California, New York, and Ohio. Master's, 1935. Ohio State. 85 p. ms.

Compares administration of schools, finance, type of schools, compulsory education, school laws, teacher training and certification, tenure, and teacher retirement laws.

100. **Harris, Ray Earl.** A survey of released-time education in the United States. Master's, 1935. Southern California.

†101. **Hart, Joseph K.** Education for an age of power: the TVA poses a problem. New York, Harper and brothers, 1935. 245 p. (Vanderbilt university)

Discusses what is happening to America in the Tennessee valley, the conflict between culture and technology, alternatives for the future, the cultural sterility of modern technology and of current academic schooling, the first city of the new social order, the building of it, education in the new city. American education after Norris, help from anthropology, the need for educational statesmanship, and frontiers beyond power.

102. **Hoop, Charles C.** The rural parent-teacher association in Adams, Brown, and Highland counties, Ohio. Master's, 1935. Cincinnati. 77 p. ms.

Surveys rural parent-teacher associations with special reference to their modes of organization and their activities.

*103. **Kingsley, Lloyd M.** Teachers' knowledge about the Pennsylvania state education association and its activities. Master's, 1935. Penn. State. 63 p. ms.

Analyzes replies to a questionnaire on the Pennsylvania education association and its Journal filled out by 1,398 rural, borough, and city teachers. Finds that teachers as a whole are little interested in the activities of the association, and that they seldom read the journal through, that male teachers know more about the association than the female teachers, and that knowledge of the association increases in proportion to the length of teaching experience.

104. **Markey, Ephriam A.** A study of the administrative set up of a group of professional and semi-professional organizations as compared to that of the American physical education association. Master's, 1935. Iowa.

105. **Meade, Francis L.** Progressive education and Catholic pedagogy. Doctor's, 1935. Niagara.

106. **Midkiff, Frank Elbert.** Economic determinants of education in Hawaii. Doctor's, 1935. Yale.

107. **Misner, Paul J.** A study of popular attitudes toward public education. Doctor's, 1935. Michigan.

108. **Musgrave, Alvin Williams.** Trends and standards in the Texas state school system. Master's, 1935. South. Methodist. 87 p. ms.

109. **Pitman, Paul M.** The new education for leisure. Master's, 1935. California.

110. **Bemick, Grace I.** A study of two prominent views of educational reconstruction for the changing social order in America. Master's, 1935. Hawaii. 188 p. ms.

111. **Bemicki, John Ernest.** Language and dialect in Hawaii. Master's, 1935. Hawaii. 371 p. ms.

112. **Teagarden, F. M.** A psychologist looks at education. Kadelpian review, 14: 227-33, March 1935. (University of Pittsburgh)

113. **Thurston, Lee M.** An analysis, interpretation, and appraisal of 38 codes of ethics of state teachers' associations in the United States. Doctor's, 1935. Michigan.

114. **Utter, John William.** A survey of propaganda in the public schools of California. Master's, 1935. Southern California.

115. **Ward, Chester L.** A critical analysis of current criticism of public education. Master's, 1935. California.

116. Wilber, Gerald. A study of the public relations-program for a village school system. Master's, 1935. Buffalo. 97 p. ms.

SURVEYS

117. Alexander, Samuel Thompson. A survey of the Inyo county schools. Master's, 1935. Southern California.

118. Anderson, Harold E. Certain aspects of the Arlington survey of 1920-21 repeated 1931-32 and results compared. Master's, 1935. Minnesota. 140 p. ms.

Finds that intelligence levels had changed little in 11 years; that average daily attendance was considerably higher in 1931 than in 1921; that high-school enrollments had increased while elementary school enrollments had dropped; that total school expenditures had increased; and that teachers' salaries had dropped.

119. Bancroft, Robert Huntley. A survey of the Pine public school, District number twelve, Gila county, Arizona. Master's, 1935. Arizona. 165 p. ms.

*120. Blickensderfer, Jacob. A survey of the schools in Hettinger county, North Dakota with special reference to expenditures, receipts, and inequalities among the districts. Master's, 1935. North Dakota. 77 p. ms.

Shows the inequality of educational opportunity in different sections of the county, due to differences in ability to support schools, and recommends the reorganization and consolidation of the schools on the county unit plan for greater economy and efficiency.

121. Caine, Louis Vernon. A critical survey of the Hamlin county, South Dakota school systems and their reorganization on the basis of the county unit plan. Master's, 1934. Minnesota.

Surveys all of the rural, consolidated and independent school systems in a typical rural South Dakota county, to show educational inequalities, differences in tax burden for school support, and waste of energy and resources under the present plan of using a small district as an administrative and taxing unit. Shows that increased educational efficiency, reduction in cost and a more equitable and just distribution of the burden of school support would result if the county was used as the unit for taxing purposes, and if a county board would displace the numerous small boards now in operation.

122. Clendening, Robert. A survey of the school districts of Aitka county, Minnesota. Master's, 1934. Minnesota. 137 p. ms.

Analyzes data on the school plant, finances, pupil enrollment, teachers' qualifications and salaries, and school transportation, and presents a plan for the reorganization of the schools into a county unit.

123. Craib, Mildred Hull. A school survey of the Berlin-Grafton-Petersburg-Stephentown area. Master's, 1935. N. Y. St. Coll. for Teach. 106 p. ms.

124. Cummings, Adison Gilmore. Survey of certain aspects of the public school system of Bedford county, Virginia. Master's, 1934. Virginia.

125. Elmore, Harry Robert. Survey of the schools of Tazewell county. Master's, 1934. Virginia.

*126. Everard, Joshua G. A survey of the Huntingdon borough public schools. Master's, 1935. Penn. State. 223 p. ms.

Discusses the school district, board of education, school plant, financial organization, curricula, pupil personnel, legal and administrative organization, instructional staff, records and reports, classroom instruction, physical education, athletics, extracurricular activities, and libraries.

127. Feagans, D. M. An administrative survey of the schools of Lafayette county, Mo. Master's, 1935. Minnesota. 125 p. ms.

Studies the tenure, education and salary of teachers, taxes of rural and town schools, courses of study in rural and town schools, and finds that grade or town teachers received a higher salary, had longer tenure and more college work, also that town and grade school districts contributed much more in taxes per \$100 assessed valuation.

128. **Iverson, B. G.** An educational survey of the public schools of Lake county in South Dakota. Master's, 1935. Minnesota. 158 p. ms.

Studies the geographical conditions, the general and school populations, teachers, school finance and school building utilization to determine the possibility and advisability of reorganizing the administrative machinery for the public schools in Lake county, S. Dak.

†129. **Kentucky University.** A survey of the school organization and school plant of Powell county, Kentucky. Lexington, 1935. 65 p. (Bulletin of the Bureau of school service, vol. 8, no. 1)

Surveys the present educational program of the county, recommends some immediate changes in administration, operation and maintenance of the school plant, transportation, school seating, and offers suggestions for a long term program involving changes in financial support, road development, changes in the distribution of the population, reorganization, and economies through changes in instructional methods.

130. **Pfieger, Earselle Earl.** Survey of the public schools of Gallipolis, Ohio. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 32)

Compares the schools in Gallipolis with those of Jackson, Nelsonville, Pomeroy, and Wellston.

131. **Rice, Harry W.** An educational survey of Throckmorton county, Texas. Master's, 1935. Texas Tech. Coll. 100 p. ms.

132. **Richardson, Lawson Hamiter.** Administrative survey of the public schools of Caldwell county, Texas. Master's, 1935. Texas.

133. **Smith, Hobert G.** An economic, social, and educational survey of Campbell county, Tennessee. Master's, 1934. Tennessee.

134. **Standahl, R. F.** A comprehensive survey of the Belgrade public schools of Belgrade, Minnesota. Master's, 1935. Minnesota. 221 p.

Indicates that the graded system is not functioning; shows a significant trend toward smaller classes in elementary schools and a larger group in secondary schools, with the rural pupil constituting the reason for this increase. Shows the possibilities of a transportation system with the income from increased state aid enabling an adequate guidance service and a greatly expanded curriculum to be built up at no increased cost to the taxpayer.

135. **Stuart, Russell Thorson.** A survey of the Grundy Presbyterian school, Buchanan county, Virginia. Master's, 1934. Virginia.

136. **Westley, William H.** A general survey of the school system in Ramsey county, North Dakota. Master's, 1935. Minnesota. 171 p. ms.

FOREIGN COUNTRIES

137. **Andrews, Leila Mae.** A study of education for nationalism during three periods of the German Empire. Master's, 1935. Southern California.

*138. **Bhagwat, Prabhakar G.** The theory of education of protestant mission high schools in India; a critical analysis. Doctor's, 1935. New York. 165 p. ms.

Surveys the development of the theory of education in mission high schools based on the announcements of objectives made by the participating missions and boards; studies current practices in the mission schools excluding Burma and Ceylon, the growth of nationalism in India, shows the reasons for the resentment of the peoples of India toward the mission schools; and presents a theory of education compatible with the Indian spirit and point of view.

*139. **Boktor, Amir.** School and society in the valley of the Nile. Doctor's, 1935. T. C., Col. Univ. Cairo, Elias modern press, 1936. 269 p.

Studies the educational situation of Egypt in the light of its economic and social status and interprets the needs of the country in terms of modern theories of education.

*140. Braisted, Paul Judson. Indian nationalism and the Christian colleges. Doctor's, 1935. T. C., Col. Univ. New York, Association press, 1935. 171 p.

Discusses modern Indian nationalism from the enactment of the Government of India bill in 1919 to the presentation to Parliament of recommendations for the new Government of India bill in December 1934, traces the rise and development of the Christian colleges, stressing their policies, and presents the implications of Indian nationalism for the colleges.

141. Brosnan, Mary Helen. Education in Soviet Russia, 1918 to 1932. Master's, 1934. Idaho.

142. Brown, Clifton Gilbert. Analytical study of the junior matriculation examinations in British Columbia. Master's, 1935. Washington. 250 p. ms.

Finds that an external examination system tends to university domination of the secondary school with adverse effect on curricula and teaching methods and the selection of courses by students; that the examinations are largely subjective in nature and yield unreliable results. Shows by provincial averages that the examinations in the same subject vary in difficulty and that examinations in the different subjects vary in difficulty; and that marking standards are subjective and inaccurate.

143. Brown, Mary (Sue) Susana. The development of secondary education in Brazil. Master's, 1935. Texas.

144. Calow, Charlotte Marie. The early German romantic school and the influence of its theorists on Victor Hugo. Master's, 1935. N. Y. St. Coll. for Teach. 58 p. ms.

145. Chang, Pe Chin. The administrative reorganization of the educational system of a county in China—based on the analysis of Ching Ting Hsien. Doctor's, 1935. Cornell.

146. Clymer, Paul. Comparison of the requirements of the last years of secondary schools of France, England and Germany with the academic requirements of the United States junior college. Master's, 1935. T. C., Col. Univ. 44 p. ms.

*147. Dunlop, Florence S. Subsequent careers of non-academic boys. Doctor's, 1935. T. C., Col. Univ. Ottawa, National printers limited, 1935. 95 p.

Studies the vocational, economic and social adjustments made by 257 mentally retarded boys who left special classes in Ottawa, Canada, between January 1927 and June 1933. Finds that the special class graduates in Ottawa are not a migratory group within the community; that they engaged in a variety of useful routine work much of which would not be considered by the unemployed; that most of the boys had worked at some time since leaving school; that they helped to support themselves and were not greatly affected by economic cycles; that the incident of delinquency is high among non-academics, and that their leisure time interests were church, shows, sports and hobbies. Suggests that the schools cooperate with the after-care committee, service clubs and social agencies; that they maintain a placement bureau; that they teach games involving the manipulation of concrete objects, provide those with fair reading ability with lists of reading materials, and not arouse their interests in activities involving the spending of much money.

148. Franz, Nellie Alden. The opening of the professions to English women; a study of the movement toward sex equality during the past 100 years. Master's, 1934. T. C., Col. Univ.

149. Galt, Russell. The effects of centralization on education in modern Egypt. Doctor's, 1935. T. C., Col. Univ.

Analyses the historical forces which have moulded the education of modern Egypt, and shows the influence of the Arabic, French, and English cultures. Shows that the excessive centralization of the Egyptian system of education has resulted in a formal, stereotyped and rigid form of national education, leading to the goal of preparation for government employment, and detrimental to the advancement of the country. Pro-

poses a plan for the modification of the highly centralized administration of education in order to bring relief through greater flexibility.

150. **Giddings, Edith May.** The modernization of education in Mexico. Master's, 1935. Southern California.

151. **Gnuse, Waldemar W.** Techniques for improving the reading instruction in the private elementary schools in South India. Master's, 1935. Iowa.

*152. **Greenspoon, Bert.** Education in the U. S. S. R. Master's, 1935. New York. 108 p. ms.

Discusses the educational history in the pre-revolutionary Russia, the Russian revolution of 1905, the post-revolutionary period following the revolution of October 10, 1917, the guiding principles of Soviet education, the system of public education, primary, secondary, higher, and adult education in the U. S. S. R. Describes the nursery schools, their organization and finance, traveling nurseries, kindergartens, the curriculum of the primary schools, the curriculum of the secondary schools, the polytechnical schools, vocational schools for skilled workers, for working youth, individual and brigade schools, evening workers' technicum, Soviet universities, postgraduate study.

*153. **Gregory, Mary Alexander.** The emergence of secular education in France. Master's, 1935. George Washington. 40 p. ms.

Traces the transition from parochial schools to secular schools in France from 1789 to 1801. Discusses the bill presented to the Assembly by M. Talleyrand Perigord for the organization of a complete state system of public instruction for France to consist of primary, and secondary schools, series of special schools in the chief cities to prepare for professions, and a university to be located in Paris. Discusses the Condorcet bill which provided for an additional class of schools. Shows that in spite of the reestablishment of parochial schools under the Roman Catholic church by Bonaparte, the secular schools had gotten a foot hold and that they emerged again in 1905 after the passage of the Law of separation between church and state.

154. **Huffort, Anton M.** The teaching of English "Kulturkunde," in the "Städtisches Gymnasium" of Berne. Master's, 1935. Coll. of the City of N. Y. 132 p. ms.

Examines the organization, content and methods of teaching English "Kulturkunde" at the Städtisches Gymnasium of Berne, Switzerland. By means of observation of classes in action, interviews with teachers and officials, and examination of pertinent literature the following phases were studied: the pertinent organization of the school system, the emphasis placed upon "Kulturkunde" in relation to the other aims in the teaching of English, the training of teachers, the time devoted to the study of English, the contents of the textbooks used, and the realia and teaching procedures employed in class.

*155. **Jamali, Mohammed Fadhel.** The new Iraq: its problem of Bedouin education. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1934. 160 p. (Studies of the International Institute of Teachers college, Columbia university, no. 16)

Discusses the desert heritage of the Bedouin tribes, the tribes in Iraq, and suggests methods of education for the Bedouin children.

156. **Kawachi, Risaku.** The reorganization movements and their underlying philosophies of the teacher training school system of Nippon compared with those of other nations. Doctor's, 1935. Southern California.

157. **Kirkpatrick, Leonard Henry.** The single school movement in France. Master's, 1935. Stanford.

158. **Larson, H. Ruth.** Materials for course in child psychology for mission schools in India. Master's, 1934. Nebraska. 126 p. ms.

159. **McAuliffe, John Oliver.** The influence of Fascism on Italian education. Master's, 1935. Catholic Univ. 58 p. ms.

Finds that since 1922 Fascism has had a decided influence on education in Italy. Today there is a marked improvement both in the form and content of Italian education. Illiteracy has been greatly reduced, and new and better school buildings have been

erected. However, the philosophy of Fascism leads to state absolutism, and the schools are made effective instruments of propaganda. Italian education today is deeply steeped in nationalism.

160. **MacFarlane, Robert.** A study of commercial education in New Brunswick, Canada. Master's, 1935. T. C., Col. Univ. 125 p. ms.

Compares commercial education in New Brunswick with its teaching in several states of the United States; and finds that in New Brunswick the curriculum is not adapted to the needs of the students; that standards are generally low; that there is little supervision, little provision for vocational guidance; and that economics, home economics, consumer education and salesmanship are omitted from the commercial curriculum.

161. **Mok, Poon-Kan.** The history and development of the teaching of English in China. Doctor's, 1935. T. C., Col. Univ.

Traces the development of the teaching of English in China from the beginning to the present time in the light of the religious, cultural, economic, social, and political factors which have helped to shape the course.

162. **Montgomery, Cora May.** Plan and program of study in the French elementary schools: a translation. Master's, 1935. Stanford.

163. **Moskowitz, Louis.** Current tendencies in education in the primary schools of Madrid, 1933-1934. Master's, 1935. Coll. of the City of N. Y. 117 p. ms.

Presents data on current tendencies, such as coeducation, examinations, homework, promotion, health education, etc. in the primary schools of Spain. Finds that the Republic has brought about undeniable advances in primary education by its school building activities and promotion of progressive techniques; however, the successes are somewhat marred by the fact that many pupils are still denied equality of opportunity for education because of the lack of facilities to care for all children of school age.

164. **Nice, Marjorie Duncan.** Academic freedom at the University of Paris in the thirteenth century. Master's, 1934. T. C., Col. Univ.

165. **Novelli, Frank.** A comparative study of the educational systems in Italy and in the United States. Master's, 1935. Cincinnati. 133 p. ms.

Compares the educational philosophies of Gentile and Dewey, and analyzes school organization and administration, educational objectives, types of examinations, and physical facilities for education in the countries studied.

166. **Osehoff, Vasil G.** Athelism through education in Soviet Russia. Master's, 1934. Emory. 190 p. ms.

Traces the developments in the methodology of the Soviet antireligious propaganda by means of education in the preschool, elementary, secondary, and higher education age groups.

167. **O'Yang, Siang.** Reconstruction of teacher training in China on the elementary level. Doctor's, 1935. Ohio State.

168. **Paul, Helen Hedwig.** The metamorphosis of the circle singing game in England. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 290-91)

Shows that the circle singing games were transformed from adult pagan rites to physical recreation for children.

169. **Schmerlor, Samuel.** The teaching of English at the municipal gymnasium of Berne. Master's, 1935. Coll. of the city of N. Y. 105 p. ms.

170. **Schueler, Herbert P.** The bilingual situation in Bienne, Switzerland. Master's, 1935. Coll. of the City of N. Y. 61 p. ms.

Describes the language conditions in Bienne, the language corruption arising out of the coexistence of the German and French languages in that city, the attendant educational problems, and the solutions that have been proposed in Bienne and other localities with similar problems. Analyzes data collected in Bienne and Berne. Finds that in

Biene two opposed tendencies exist; one maintaining the possibility of training children in two languages simultaneously without appreciable deficiency in language ability, and the other contending that it is preferable to teach the mother tongue first and not bring the second language into the curriculum until a firm base had been given.

171. **Shao, Luther Ching San.** Religious liberty and Christian education in China. Doctor's, 1934. Yale. 612 p. ms.

Traces the complete historical development of the relations of religious liberty to Christian education in China from 1807 to 1933, and shows the relationship between the traditional Chinese government policy toward religions and the recent government regulations affecting religious liberty in private schools in general, and Christian schools in particular.

172. **Shropshire, Olive E.** The teaching of history in English schools. Doctor's, 1935. T. C., Col. Univ.

Studies the status of history as a school subject in England; the methods of teaching it in the elementary and secondary schools in institutions preparing teachers; the effect of the lack of a detailed syllabus on the quality of teaching; the method of teaching citizenship; compares the method of teaching history in England with that in the United States; the handling of subject matter in teacher-training institutions; practice work in those institutions; the extent to which work in teacher-training institutions correlates with the demands made upon teachers in the classroom; and the effect of superimposing one year of professional work upon three or four years of purely academic work.

- †173. **Smith, Henry Lester, McElhinney, Robert Stewart and Steele, George Renwick.** A brief survey of present-day religious and moral education in the schools of countries other than the United States of America. Bloomington, Indiana university, 1935. 185 p. (Bulletin of the School of education, Indiana university, vol. 11, no. 3.)

Surveys briefly the work being done in the schools of: Abyssinia, Afghanistan, Alaska, Albania, Arabia, Argentina, Armenia, Australia, Austria, Belgian Congo, Belgium, Bhutan, Bolivia, Brazil, Bulgaria, Canada, Chile, China, Colombia, Costa Rica, Cuba, Czechoslovakia, Danzig, Denmark, Dominican Republic, Dutch Colonies, Ecuador, Egypt, England with its colonies and territories, Estonia, Finland, France and its dependences, Germany, Greece, Greenland, Guatemala, Haiti, Hawaii, Holland, Honduras, Hungary, Iceland, India, Iraq, Ireland, Italy and its colonies, Japan and annexed countries, Latvia, Liberia, Lichtenstein, Lithuania, Luxemburg, Mexico, Monaco, Morocco, Nepal, New Zealand, Nicaragua, Norway, Palestine, Panama, Paraguay, Persia, Peru, Philippine Islands, Poland, Portugal, Puerto Rico, Rumania, Russia, Salvador, El, San Marino, Scotland, Siam, South Africa, Spain, Sweden, Switzerland, Turkey, Uruguay, Venezuela, Virgin Islands, and Yugoslavia.

174. **Stappert, Sister Mary Patricia.** The development of Catholic secondary schools for boys in Prussia from 1800-1933. Master's, 1935. Catholic Univ. 88 p. ms.

175. **Stoner, Susan Lavinia.** An evaluation of—and suggestions for—an integrated program of religious education for Woodstœck school, Mussoorie, U. P., India. Master's, 1935. Southern California.

- *176. **Tsang, Jee Woo.** How to create a felt need of physical education in China. Master's, 1935. New York. 119 p. ms.

Presents a brief account of present conditions in China, discusses orientation and the establishment of selected principles and applied principles to areas of propaganda, and applies these principles to the teaching of physical education to young children, adolescents, and to college and university students in China.

- †177. **Tugwell, Rexford G. and Keyserling, Leon H.** Redirecting education. New York, Columbia, university press, 1935. vol. 2. Europe and Canada, 285 p.

Contents: (1) German education in the republic and in the third reich, by Horace Taylor, p. 3-48; (2) Education in England, by J. Bartlet Brebner, p. 51-80; (3) Educa-

tion in France: its theory, practice and worth, by Jacques Barzun and Robert Valeur, p. 83-128; (4) Social objectives in Soviet education, by Boris Schoenfeldt, p. 131-77; (5) Objectives of education in Fascist Italy, by Shepard B. Clough, p. 181-208; (6) Social objectives in Danish education, by John H. Wuorinen, p. 211-30; (7) Education in Canada, by J. Bartlet Brebner, p. 239-61.

178. VanCamp, Ruth. The National union of teachers in England: its history and present status. Doctor's, 1935. Western Reserve. (Abstract in: Western Reserve university. The graduate school news, 3:4, September 1, 1935).

Traces the history of the National union of teachers since its inception 65 years ago, and shows that it has achieved for the elementary school teachers parliamentary representation, tenure rights, adequate pensions, and a national salary schedule.

179. Wade, Herbert A. The youth movement and hostel system in Germany and their repercussions in certain European countries. Master's, 1934. Hawaii. 123 p. ms.

Studies the characteristics and background of youth movement, national attitudes toward movement, and educational opportunities.

180. Wang, Yu Kai. A comparison of the school systems in China and the United States. Master's, 1935. Southern California.

*181. Wei, Wilson Shih Sheng. The history of educational philosophy in China. Doctor's, 1934. New York. 240 p. ms.

Describes Chinese society and the influence of the ancient philosophy paying special attention to the educational background of each period, studies the educational process in terms of cause and effect, and evaluates the outstanding characteristics of the philosophy of education in each period as a background for the future development of Chinese education.

182. Winn, Rowena Hudson. The preschool in the system of elementary education in the Union of Socialist Soviet Republics. Master's, 1935. Smith. 144 p. ms.

*183. Woods, David Scott. Financing the schools of rural Manitoba. Doctor's, 1935. Chicago. Chicago, Ill., University of Chicago libraries, 1935. 261 p.

Discusses the economic and social background of educational support in Manitoba; school organization and administration; provincial aid to education; increasing current costs and funded debt for the province, municipalities, and the public school system of Manitoba; taxation for provincial, municipal and school purposes, ability and effort to support the schools; and the general municipal school grant and provincial aid as equalizing agents.

INTERNATIONAL EDUCATION

184. Hepinstall, Esther. Internationalism through the teaching of modern literature. Master's, 1935. Buffalo. 146 p. ms.

185. King, Gertrude Elizabeth Nelson. —Sources of educational material for the development of world friendship. Master's, 1935. Cincinnati. 112 p. ms.

Surveys agencies, materials, and procedures of educational value in developing world friendship.

*186. Redmond, T. P. A survey of the teaching of international relations in the secondary schools of North Dakota. Master's, 1935. North Dakota. 86 p. ms.

Finds that the course of international relations has been of value in those high schools in which it has been taught; that the textbooks in use are not adequate, but will be improved as more schools enter the field; that the course of study should be elaborated and brought up-to-date; and that more schools are teaching the subject each year.

EDUCATION—THEORIES AND PRINCIPLES

187. Allen, Willie. Spenser, Lucretius, and the new science. Master's, 1935. Texas.

†188. Armentrout, W. D., Strayer, G. D. and Frasier, G. W. Principles of teaching. New York, American book company, 1935. 295 p. (Colorado state teachers college)

189. Bell, Raymond Orville. The educational philosophy of James Madison. Master's, 1935. Southern California.

190. Blumberg, Albert A. Gerhart Hauptmann and education. Master's, 1935. Stanford.

*191. Brandauer, Frederick W. Philip Melanchthon as an educator. Master's, 1935. New York. 68 p. ms.

Discusses the history of the period in which Melanchthon lived, his work as a professor, his educational theories and principles, his educational writings, and his reorganization of universities and Latin schools.

192. Brown, Claude C. An exploratory study of biography in relation to educational theory and practice. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 8)

Reviews the lives of Gandhi, Helen Keller, Napoleon, Franklin, Mozart, Pasteur, Lincoln, and H. G. Wells to discover what biography can tell students of education that will contribute to their understanding of educational theory and practice. Shows that the school should contribute to the development of a dominant point of view or purposive interpretation of life.

193. Buck, Janet C. David Starr Jordan—his contribution to American education. Master's, 1935. Smith. 90 p. ms.

194. Conkey, Leighton E. Educational philosophy of Charles Dickens and its bearing upon the schools of the United States. Master's, 1935. Ohio state. 190 p.

†195. Curti, Merle. The social ideas of American educators. New York, Charles Scribner's sons, 1935. 613 p. (Report of the Commission on the social studies, part 10.) (Smith college)

Discusses colonial survivals and revolutionary promises, 1620-1820; new conflicts and a new solution, 1800-60; education and social reform, Horace Mann; Henry Barnard; education of women; the school and the triumph of business enterprise, 1860-1914; education in the south; the black man's place, Booker T. Washington, 1856-1916; William T. Harris, the conservator, 1835-1908; Bishop Spalding, Catholic educator, 1840-1916; Francis Wayland Parker, democrat, 1837-1902; G. Stanley Hall, evolutionist, 1846-1924; William James, individualist, 1842-1910; Edward Lee Thorndike, scientist, 1874; John Dewey, 1859; post-war patterns.

196. Douglass, Harl R. Three hundred years of method. Educational administration and supervision, 21: 321-33, May 1935. (University of Minnesota)

Discusses changes in philosophy and practices of classroom methods in secondary schools in this country in the last 300 years, with special emphasis upon modern trends.

197. Edeiken, Frank. Francis Wayland Parker, his educational contributions. Master's, 1935. Temple. 106 p. ms.

Shows that Parker, who introduced the Quincy method of teaching, was a radical of his day, breaking away from the "lock step" methods that prevailed.

†198. Edmonson, J. B. and Schorling, Raleigh. Practical problems in education: 100 problems designed to supplement courses in secondary education such as introduction to teaching, organization of the high school, general methods,

principles of teaching, classroom management, introduction to secondary education, and supervision of the high school. Bloomington, Ill., Public school publishing company, 1935. 100 p. (University of Michigan).

199. **Fingles, Maurice H.** William Albin Stecher and his educational contributions. Master's, 1935. Temple. 107 p. ms.

Shows the influence of William Albin Stecher in the field of physical and health education.

200. **Fisher, Raymond.** Charles W. Eliot's views on college education in the light of present trends. Doctor's, 1935. Illinois.

201. **Harker, John Stanley.** The educational philosophy of George Albert Coe. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 277-78)

Discusses George Albert Coe's relationship to the religious education movement, and his philosophy of education.

202. **Harlow, Rex Francis.** The educational implications of the theories of value of Nicolai Hartmann and John Dewey. Master's, 1935. Texas.

*203. **Hartung, Helene.** Paul Natorp, as philosopher and educator. Doctor's, 1935. New York. 170 p. ms.

Presents a brief study of Paul Natorp's life and his time in relation to his work, gives a rather detailed study of his philosophy, compares his philosophy with those of W. E. Hocking and John Dewey, discusses his educational doctrines and his writings, and evaluates Natorp's work and applies his philosophy to current American educational problems.

*204. **Jaarsma, Cornelius.** The educational philosophy of Herman Bayinck. Doctor's 1934. New York. 311 p. ms.

Ascertaines the contribution made by Herman Bayinck, the Dutch theologian, philosopher, and educator, to philosophical thinking in education.

205. **Kelly, Genevieve.** (Sister Esther Mary) A study of the techniques employed in remedial training. Master's, 1934. Washington. 76 p. ms.

*206. **Klein, Adolph.** Felix Adler's contributions to experimental education. Doctor's, 1935. New York. 160 p. ms.

Presents a brief biography of Felix Adler as a setting for his educational philosophy, discusses his contribution to experimental education in manual training, moral instruction and pre-vocational training, the Ethical culture schools, and his experimental station. Compares his educational theory and practice with that of other educators and with character education in general.

207. **Kundinger, Joseph F.** The educational activities of John England, Bishop of Charleston. Master's, 1935. Catholic Univ. 55 p. ms.

Studies John England's educational work and his contributions to education in Ireland and in the United States.

*208. **Libby, Margaret Sherwood.** The attitude of Voltaire to magic and the sciences. Doctor's 1935. Columbia. New York, 1935. 299 p. (Studies in history, economics and public law, no. 408)

Discusses Voltaire's scientific education, his advice on methods of scientific investigation; and physics, chemistry, astronomy, geology, biology, anthropology, and medicine in his writings; and his ideas on magic.

209. **McCue, George Sutherland.** Humanistic and modern educational theory in the *Schoolmaster*. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 49)

Shows that Roger Ascham was ahead of his age, and that he forecast the educational beliefs of our age in advocating drill, motivation through pleasure, attention to

individual differences, and the use of the vernacular: and that his work is of value today as a picture of humanistic education in Elizabeth's England, and as record of the views of an influential teacher of the sixteenth century.

210. **McFadden, Louis B.** Lincoln and education. Master's, 1935. Iowa.

211. **Miller, George Albert.** John Ruskin on education. Master's, 1935. Temple. 60 p. ms.

212. **Morlan, George.** The liberalism of John Stuart Mill. Doctor's, 1935. T. C., Col. Univ.

Discusses the political, social, and educational theories of John Stuart Mill.

213. **Pritzl, John Joseph.** James Cardinal Gibbons, champion of Christian education. Master's, 1935. Catholic Univ. 56 p. ms.

Describes and evaluates Cardinal Gibbons' theory and practice in education, with special reference to his ideas on the relationship between religion and education.

214. **Quinsey, Donald L.** The educational theory of American courts. Doctor's, 1935. Illinois.

215. **Reilman, Anthony Herman.** John of Salisbury, a study of his life and contributions to educational thought. Master's, 1935. Ohio State. 158 p. ms.

*216. **Rich, Gertrude V. B.** Interpretations of human nature: a study of certain late seventeenth and early eighteenth century British attitudes toward man's nature and capacities. Doctor's, 1935. Columbia. New York, Columbia university, 1935. 156 p.

Discusses the philosophies of John Bunyan, Thomas Hobbes, Bernard Mandeville, Francis Hutcheson, Archibald Campbell, Bishop Joseph Butler, and David Hartley.

217. **Ruggles, Thomas C.** The attitude of the electorate in an agricultural and an industrial area toward certain principles of education. Master's, 1935. Iowa.

218. **Sampson, Abraham Harry.** An expository outline of Frederick Nietzsche's educational theories. Master's, 1934. Temple. 93 p. ms.

Analyzes all of Nietzsche's works and finds that he believed in the conscious rearing and developing of genius and that a distinct educational institution should be devoted to this task.

219. **Sanders, William Joseph.** The Hegelian dialectic in the educational philosophy of John Dewey. Doctor's, 1935. Yale.

220. **Saturen, Paul I.** Educational philosophy of H. G. Wells. Master's, 1934. Temple. 110 p. ms.

221. **Simons, Virginia Grace.** The educational opinions of Thomas Jefferson and James Madison. Master's, 1935. N. Y. St. Coll. for Teach. 56 p. ms.

222. **Smith, H. Christine.** Jefferson and the plan for a national system of education. Master's, 1935. Iowa.

223. **Teller, James David.** The educational views and influence of Thomas Henry Huxley. Master's, 1935. Ohio State. 276 p. ms.

Finds that the problems of Huxley's life and times were similar to those of today, that he favored universal state-supported education, liberalism in education and realism, that his combination of typical organization with individual laboratory work in biological teaching is still the current plan used in teaching biology.

224. **Van Bibber, Florence H.** Theories of learning and their educational implications. Doctor's, 1935. Arizona. 91 p. ms.

225. **Van Hoy, John E.** A summary of principles of teaching. Master's, 1935. Wisconsin.

226. **Van Tilborg, Paul William.** A course of study in principles of secondary education. Doctor's, 1935. Washington. 198 p. ms.

227. **Verrier, Anna M. M.** A comparative study of the educational views of Benjamin Franklin and Thomas Jefferson. Master's, 1935. Fordham. 88 p. ms.

228. **White, Hugh Vernon.** The concept of consciousness in the philosophy of René Descartes. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 141-48)

229. **Williams, William Harold.** The educational views of Thomas Carlyle. Master's, 1935. Stanford.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

230. **Blake, Mabel.** An experiment on direct versus indirect teaching. Master's, 1935. Wisconsin.

231. **Brumbaugh, Emerson W.** A comparative study of the recitation and the supervised study methods of teaching American history in the secondary school. Master's, 1935. Wittenberg.

232. **Gunning, Nellie Ellen.** An evaluation of the experimental studies in method. Master's, 1935. Washington. 63 p. ms.

233. **Van Sistine, Eva J.** Direct versus indirect teaching. Doctor's, 1935. Wisconsin.

†234. **Wynne, John P.** The learning-teaching unit. Farmville, Va., Farmville Herald, 1934. 86 p. (State teachers college, Farmville).

Discusses the nature and criteria of the learning-teaching unit, the technique of teaching, of planning, and of reporting and evaluating units.

†235. ——— and **Holton, Samuel M.** Source materials on the learning-teaching unit. Farmville, Va., Herald publishing company, 1934. 148 p. (State teachers college, Farmville.)

Gives quotations related to the nature and criteria of the learning-teaching unit, and outlines a course on the learning-teaching unit which has been given at the Farmville state teachers college for the past 2 years.

HOMOGENEOUS GROUPING

236. **Challand, Harold U.** An experiment in homogeneous and heterogeneous grouping. Master's, 1935. Iowa.

237. **Kistler, Joy W.** The homogeneous classification of junior and senior high school boys for physical education class activities. Doctor's, 1935. Iowa.

238. **Manning, Robert Sedwick.** Comparative homogeneity of various groupings of grades seven to fourteen. Master's, 1935. Southern California.

239. **Martin, John Edwin.** Homogeneous grouping of pupils in terms of pupil and teacher reactions. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 51)

Shows that the teachers in Brookings and Mitchell, South Dakota, Owatonna, Minnesota, and Mason City, Iowa, and the pupils in grades 7, 8, and 9 of the Mitchell schools, and in grades 6, 7, and 8 of the Brookings schools favor homogeneous grouping. Shows that each school used modified courses of study for the respective divisions in each grade, and that a flexible promotion plan in each school permitted pupils to be transferred from one division to another, and from one grade to another whenever the teacher thought the pupil would profit by the transfer.

240. Niehaus, Marian. A study of tests for dividing junior high school girls into homogeneous groups for physical education. Master's, 1935. Iowa.

241. Scavatto, Joe L. Survey of homogeneous grouping in Colorado and Wyoming. Master's, 1935. Colo. St. T. C.

242. Ullman, Charles A. An experimental study of some effective factors in homogeneous grouping. Master's, 1935. Coll. of the City of N. Y. 43 p. ms.

Finds that classification programs may be planned for periods of at least one semester which will bring together children whose development as a group in each of several subjects closely related to intelligence will proceed at about the same rate; the less closely a trait is related to intelligence, the less will be the advantage derived from a classification based on intelligence or any achievement test considered in the present study; the index chosen in forming the group will affect the rate of increase or decrease of individual differences in that group as a group; the educational age is the best single index of achievement in the achievement variables considered.

ACTIVITY PROGRAMS

243. Faulkner, Robert M. The attitude of Hawaii's public elementary school teachers toward the "activity" curriculum. Master's, 1934. Hawaii. 89 p. ms.

244. Manahan, Ethel Huldah. Teaching third grade by comprehensive units of activity. Doctor's, 1935. Oklahoma. 182 p. ms.

245. Petrovitch-Niégosch, Helena Grace. An analysis of the activity program and the social grouping plan as related to certain problems of modern educational philosophy. Doctor's, 1935. Southern California.

CONTRACT PLAN

246. Carter, Sister Mary Raymond. An evaluation of the project method. Doctor's, 1935. Fordham. 232 p. ms.

247. Douglass, Harl R. and Pederson, Kenneth. Experimental evaluation of a modified Morrison procedure in teaching American history. *Journal of experimental education*, 4: 20-25, September 1935. (University of Minnesota).

Describes a controlled experiment involving 10 sections in American history, and finds that the results defended favoring neither method.

*248. Heiges, A. C. A comparative study of the effectiveness of the contract plan versus the daily-recitation-assignment method in the teaching of literature. Master's, 1935. Penn. State. 69 p. ms.

Describes an experiment conducted in the ninth grade literature class of the Hannah Penn junior high school, York, Pa., in which the parallel-group technique was employed to determine the effectiveness of the two methods of teaching. Finds that the contract plan was superior in the comprehension of the classics read, in vocabulary development, in developing passage identification, and in achievement over a period of time.

249. Livingston, Louis Smith. A study comparing the contract and the regular type of classroom recitation. Master's, 1934. Washington. 83 p. ms.

250. McKaig, Frank E. A study of the effectiveness of a modified unit method in the teaching of general science. Master's, 1935. Wittenberg.

251. Roseman, William P. Differentiated unit contract procedure. Doctor's, 1935. Wisconsin.

252. Virdin, Willie Bell. Education: the unit plan for first year high school English. Master's, 1935. Hardin-Simmons. 173 p. ms.

Studies the program of the small high school.

†253. **Wynne, John P.** Uses of the class period in unit teaching. Farmville, Va., Herald publishing company, 1935. 105 p. (State teachers college, Farmville)

Deals with the nature of the class period, criteria of instruction, the making of assignments, guiding study, conducting the recitation, and planning for the class period in unit teaching.

HOMEROOMS

254. **Bose, Emmie Emily.** Homeroom activities--sixth grade. Master's, 1935. Texas.

255. **Caskey, Glenn A.** A survey of the homeroom in the junior high schools of Kansas and Oklahoma. Master's, 1935. Colo. St. T. C.

256. **Fenske, Florence.** A workable program of homeroom guidance. Master's, 1935. Wisconsin.

257. **Holeman, Alvin C.** The place of the homeroom in the development of social attitudes among high school pupils. Master's, 1934. Nebraska. 107 p. ms.

258. **Kite, Lawson Robert.** Junior high school homerooms. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 41)

Analyzes 156 check lists returned from principals of representative junior high schools from every state in the United States except North Carolina and North Dakota, and shows a general agreement among principals as to the activities and objectives of homerooms.

259. **Poole, Noble Harry.** The status of the homeroom in the secondary schools of West Virginia. Master's, 1935. Ohio State. 210 p. ms.

Finds that 87 per cent of the schools cooperating in this study have organized homerooms, that weekly meetings of homeroom groups are most common, that the homeroom period is generally held during the morning session with a median length of 25 minutes, and that the most common practice is to group pupils alphabetically for the homeroom according to the class to which they belong.

INDIVIDUAL INSTRUCTION

*260. **Breining, Herman Price.** A comparison of the efficiency of an individual method and a group method in the teaching of ninth grade algebra. Master's, 1935. Penn. State. 50 p. ms.

Describes an experiment conducted during the school year 1934-35, in a private day school in Philadelphia, in which two groups of ninth grade algebra students were taught by the same teacher using the two different methods of instruction. The method of instruction was rotated so that each section had experience with each method twice during the course of the experiment. Indicates that the two methods of instruction are equally efficient in teaching ninth grade algebra.

261. **Campbell, Pearl Batson.** An experiment in individualized instruction in seventh grade arithmetic. Master's, 1935. Southern California.

262. **Douglass, Harl R. and Heugli, Charles.** An individualized unit plan versus the traditional group daily assignment plan of teaching high school mathematics. *Journal of experimental education*, (University of Minnesota)

Describes a controlled experiment involving paired sections in algebra and geometry.

263. ——— and **Stallard, Burton J.** Individualized versus group methods of teaching ninth grade mathematics. *Journal of experimental education*. (University of Minnesota)

264. **Fisher, M. B.** Study units for individualized instruction in senior high school biology. Master's, 1935. Alabama. 73 p. ms.

265. Hill, W. W. The influence of individualized instruction on arithmetic achievement in the fifth grade of the Fort Payne elementary school. Master's, 1935. Alabama. 31 p. ms.

266. Kline, Barton Leorie. Individualization of rural school programs. Master's, 1934. Nebraska. 94 p. ms.

Attempts to determine the probable results of adjusting the rural school program to the abilities of the individual pupils.

267. Mills, Mrs. Lula Craig. Teaching the individual with special reference to Florida. Master's, 1935. Winthrop. 125 p. ms.

Finds that three phases of individual instruction, special education, individualization of instruction and integration of the child through experience were operating in Florida.

268. Pillette, John. A study of an individualized method of instruction for a course in Economic geography I. Master's, 1935. Buffalo. 165 p. ms.

269. Squire, Ernest Ezra. An experiment with individual instruction in high school. Master's, 1935. Southern California.

270. Walrath, R. G. A comparison of the teacher demonstration with the individual method of teaching physics in high school. Master's, 1935. Western St. Coll. 28 p. ms.

METHODS OF STUDY

271. Coll, John J. An analytical study of modern contributions on the problem of "how to study." Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 267-68)

Shows a need for direct training of pupils in definite methods of study; a need for teachers to discover and direct the driving interests of pupils in order to arouse and maintain interest in their study procedures; a need for teachers to analyze the nature of subject matter as a guide in careful selection and organization of subject materials; and a need for teachers to anticipate difficulties in interpretation of the assignment by the pupils, to clarify obscure meanings and define specific directions.

272. FitzPatrick, Katherine Louise. Directed school study versus no assigned school study. Doctor's, 1935. Yale.

273. Snyder, Irvin Roy. A study to determine the relative outcomes of the exclusive use of the school study type of lesson preparation and the exclusive use of the home study type of lesson preparation. Master's, 1935. Pennsylvania. 41 p. ms.

Describes an experiment with public-school pupils of grade 9 to determine the relative value of two methods of study used in the preparation of lesson assignments in algebra, and finds that the amount of time spent on lesson preparation and the manner in which it is spent at home and at school are very similar.

PLATOON PLAN

274. Hamilton, Opal. The status of auditorium work in the platoon schools. Master's, 1935. Oregon.

275. Hansberry, Edna Spriggs. Pupil achievement under the platoon plan and under the cooperative group plan. Master's, 1935. Howard. 36 p. ms.

276. Vernon, Chester Benson. A comparative study of results secured in the platoon type of elementary school organization with those secured in the conventional type. Doctor's, 1935. Southern California.

RADIO IN EDUCATION

277. Eisenberg, Azriel. Children and radio programs: a study of the listening habits and reactions to radio programs heard at home by 3,445 children.

of the intermediate age grade level of the New York metropolitan area, including the attitudes of 1,454 parents. Doctor's, 1935. T. C. Col. Univ.

Describes an experiment in which a questionnaire was given to 1,747 boys and 1,598 girls in 99 classes in 20 schools which included elementary public, private, and parochial schools situated in 15 different sections of varying socio-economic backgrounds. Later a questionnaire was sent to the parents, of which 1,454 were returned. Finds that children differ in the degree of preference for certain programs rather than in kind, that the sexes differ in their tastes for types of program and types of humor; that the children felt that the radio had helped them in learning certain school subjects and acquisition of skills, informations, and desirable food habits. Most of the parents were favorably inclined to the radio.

*278. **Law, Elizabeth James.** Radio advertising: a study in consumer education. Master's, 1935. George Washington. 126 p. ms.

Discusses the extent of broadcast advertising, national coverage of the radio as shown by the census of radio homes in the United States, the effectiveness of radio as an advertising medium as indicated by results of direct sales of products by individual advertisers, a survey of "continuities" or the advertising messages to determine the kind of advertising on the air; analyzes courses of study of 12 states to determine whether any courses are offered in consumer education in home economics on the secondary level; and gives a general survey of the content of any courses offered in home economics which will help the consumer as a buyer of food, drug, and cosmetics products. Finds that there is no censorship of advertising by any department of the Government, broadcast advertising has increased annually since 1927, that the radio is an effective advertising medium; there are no courses in consumer education at the secondary school level.

279. **Marble, Arthur L.** A survey of the educational radio broadcasting of the University of Utah and the Utah state agricultural college over Radio station KSL with national and foreign comparisons. Master's, 1935. Utah St. Agr. Coll. 99 p. ms.

Finds that educational broadcasting by institutions of higher education is a common practice; that entertainment is an important feature of these broadcasts; that there is no one best method of presenting material over the radio; that choices differ as to time, duration, and method; and that the Utah broadcasts have been predominantly by the lecture method.

280. **Miller, Perry Van.** Teaching by radio. Master's, 1935. Nebraska. 91 p. ms.

281. **Reinke, Edwin W.** Radio and the in-service training of teachers. Doctor's, 1935. Wisconsin.

282. **Bewey, Dorcas Helen.** The use of radio in education with special emphasis on home economics. Master's, 1935. Wisconsin.

VISUAL INSTRUCTION

†283. **Dale, Edgar.** Children's attendance at motion pictures. New York, The Macmillan company, 1935. 81 p. (Ohio state university)

Analyzes children's companions at the movies, frequency of attendance of children at motion pictures, time of attendance and duration of stay, the age composition of the motion picture audience, and the national audience.

†284. ———. The content of motion pictures. New York, The Macmillan company, 1935. 234 p. (Ohio state university)

Studies the general themes of 1,500 motion pictures, locales, settings, clothing, personality of the movie characters, circumstances of meeting and lovemaking, sex, marriage and romantic love, crime, vulgarity, recreations, liquor and tobacco, goals sought by the leading characters, and the content of newsreels.

285. **Dalrymple, Carl Wilmont.** The effectiveness of motion pictures as a supplementary device in teaching literature at Pattengill junior high school, Lansing, Mich. Master's, 1935. Mich. St. Coll. 51 p. ms.

286. **Dash, Abraham J.** Effectiveness of a sound film in changing knowledge of and interest in a topic in chemistry. Master's, 1935. Coll. of the City of New York. 44 p. ms.

Describes an experiment conducted with 10 classes, approximately 330 pupils, in a New York city high school.

287. **Davidson, R. L.** Educational moving pictures in eighth grade geography. Master's, 1935. Texas Tech. Coll. 123 p. ms.

Finds the use of motion pictures combined with the text in the teaching of certain factual knowledge to be greater than especially prepared pictures combined with the text.

288. **Diller, Hilda Marie.** A comparative study of sound motion pictures and oral classroom instruction. Master's, 1935. George Washington. 60 p. ms.

Describes an experiment conducted in Washington, D. C., involving a total of 225 eighth grade graduates of June 1931, of whom 97 saw the educational sound motion pictures dealing with physical geography and biology in July 1931, and had classroom instruction in the same subjects in September 1931. Data indicate that the amount of learning imparted by the two methods of teaching was the same.

289. **Doane, Donald Calvin.** Desirable characteristics of educational motion pictures. Master's, 1935. Stanford.

290. **Frankenfield, Henry Meyers.** The development and use of specially drawn lantern slides for the teaching of aesthetic discriminations. Master's, 1934. Penn. State.

291. **Gribble, Merl E.** Present status of visual aids in secondary schools in Wisconsin. Doctor's, 1935. Wisconsin.

292. **Hoban, Charles F. jr.** A critical evaluation of the experimental literature on instructional films. Doctor's, 1935. Duke. 96 p. ms.

Evaluates literature on the experimental investigations in which films, or films and other visual aids were used in instruction, to determine the extent to which the conclusions were justified by the experimental procedure employed and the data reported; to determine what is known of the values of the film in instruction from the experimental data evaluated; to isolate factors which influenced the worth of the data secured on the investigations; and to determine the psychological and educational aspects of visual education which are basic to the problems of effectiveness, use, and type of visual aids.

293. **Lowman, Dorrance R.** A method of evaluating industrial motion pictures: with special reference to the teaching of related material in industrial arts. Master's, 1935. Ohio State. 50 p. ms.

Evolves and tests a scale based mainly upon analysis of objectives of industrial arts education, and finds the scale to be practicable.

294. **Mason, William Leon.** A study of the status of motion pictures in education. Master's, 1934. Virginia.

295. **Montgomery, Josephine (Sister Mary Antoinette).** Critical analysis of the use of visual aids in education. Master's, 1935. Washington. 88 p. ms.

296. **Nicol, Alan.** Studies in the administration of visual education in a city school system. Master's, 1935. Buffalo. 147 p. ms.

297. **Nixon, Robert B.** A classification of "free" motion pictures and their application to secondary science education. Master's, 1935. Temple. 1348 p. ms.

298. **Phelps, Edna Schumacher.** A critical summary of studies of the effect of motion pictures upon the habits, ideals and attitudes of children. Master's, 1935. Southern California.

*299. Rosenthal, Solomon P. Change of socio-economic attitudes under radical motion picture propaganda. Doctor's, 1934. Columbia. New York, 1934. 26 p. (Archives of psychology, no. 166).

Describes an experiment conducted with two groups of students taking a course in general psychology, one of which was used as an experimental group and was given an especially prepared questionnaire and shown a propaganda film during the spring semester of 1933, the other group which was used as a control group was given the questionnaire in the fall semester of 1933-34. Finds that radical motion picture propaganda is effective in changing attitudes on a wide range of socio-economic problems in the general direction intended by the propaganda; propaganda is more effective on attitudes whose context is closely related to the subject-matter of the film than upon socio-economic attitudes only remotely related to it; propaganda may have an adverse effect upon some attitudes and cause a change in the direction opposite to that intended by the propaganda; and that dislikes of socio-economic stereotyped terms and phrases seem easier to arouse than to eradicate by propaganda.

300. Ryan, Thomas Sanfórd. Reactions of the motion picture personnel towards photoplays for high school students. Master's, 1935. Southern California.

301. Shippy, Lina M. The photoplay and character development. Master's, 1935. Kansas. 323 p. ms.

Studies the character developmental implications of the photoplay, and the differences between photoplay attenders and non-attenders of the Oread training school. Shows that most of the students at the school attend moving pictures more than once a month, and that there are minor differences between attenders and non-attenders. Suggests a plan by which young persons can be taught to evaluate the pictures which they see.

302. Thompson, H. E. The use of visual and other sensory aids in teaching shop and related subjects in industrial schools and departments. Master's, 1935. Penn. State.

PSYCHOLOGY—EDUCATIONAL

303. Little, James Kenneth. An investigation by means of special test scoring and drill devices of the effect of certain instructional procedures on learning in educational psychology. Doctor's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, 16: 113-23)

Attempts to set up an instructional procedure combining a number of motivational and instructional techniques to secure the maximum classroom results. Investigates the effect of immediate knowledge of test results plus opportunity to correct deficiencies by make-up tests, and the effect of responses to individual items of the test plus opportunity to correct deficiencies by drill and by make-up tests.

304. Weisenfluh, Norman. A comparative study of the block-unit method and the subject plan in teaching educational psychology. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 238-45)

Describes an experiment conducted at the State teachers college, Slippery Rock, Pa., during the first and second semesters of the school year, 1934-35, in which two groups using the block-unit method were compared with two groups using the subject plan. Data indicate that students using the subject plan made greater progress in educational psychology than the students using the block-unit method.

CHILD STUDY

305. Bernstein, Stephanie. A study of the social development and behavior of infants between the ages of five and twelve months. Master's, 1934. T. C., Col. Univ.

306. Brighthouse, Gilbert. Experimental variation of the aesthetic environment of children. Doctor's, 1935. Iowa.

307. **Budnick, Flora.** A study of the relationship between the personality and the family history of infants in the second half year of life. Master's, 1934. T. C., Col. Univ.

308. **Cameron, Wellington Jaffray.** Factors involved in the feeding behavior of newborn infants. Doctor's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 17: 51-61)

309. **Coffey, Hubert.** The role of cultural status in the intelligence changes of children. Master's, 1935. Iowa.

310. **Davis, Anne Katherine.** The over-protected child—a study of 40 from the children's memorial clinic in Richmond, Virginia. Master's, 1935. William and Mary. 80 p. ms.

311. **Duke, Darlene.** An objective observation of hand usage in six year old children. Master's, 1935. Iowa.

312. **Elliott, Mrs. I. (D).** Difference in the intelligence of Negro and white children of the same socio-economic status. Master's, 1934. Alabama. 34 p. ms.

†313. **Gesell, Arnold and Thompson, Helen.** Infant behavior: its genesis and growth. New York, McGraw-Hill book company, 1934. 343 p. (Yale university)

Discusses the development of the first year of life, normative observations, normative characteristics of infant behavior, the ontogenetic patterning of behavior, mental growth and maturation, and the developmental diagnosis of infant behavior.

314. **Graves, Elizabeth Anne.** The effect of competition and reward on the motor performance of preschool children. Master's, 1934. Minnesota.

*315. **Guanella, Frances M.** Block building activities of young children. Doctor's, 1934. Columbia. New York, 1934. 94 p. (Archives of psychology, no. 174)

Studies the block building activities of a group of children in the Nursery school of the Bureau of educational experiments in New York, and of a group of children in the City and country school in New York in order to analyze the developmental change into its components, to study intensively phases showing the influence of maturation, and to determine which phases may be studied best through diary records and which require the more controlled conditions of laboratory observation.

316. **Heileger, Louise.** Training vocal ability in young children. Master's, 1935. Iowa.

317. **Hultz, Helen Lorraine.** The effect of phonographic recording in improving children's speech. Master's, 1935. T. C., Col. Univ. 27 p. ms.

318. **Kilinski, Mildred McEachern.** A study of tests of young children in the children's memorial clinic. Master's, 1935. William and Mary. 65 p. ms.

319. **Knickerbocker, Irving.** Studies in the social behavior of young children. Doctor's, 1935. Harvard.

320. **Knott, Elizabeth.** A quantitative study of the vitamin needs of young children. Doctor's, 1935. Iowa.

321. **Koehler, J. Elsie.** Ideals in guiding the moral and religious experiences of the child. Master's, 1934. Temple. 67 p. ms.

322. **Learned, Janet.** Training vocal ability in young children. Master's, 1935. Iowa.

323. **Lederer, Ruth Klein.** Handedness and related behavior in the first two years of life. Doctor's, 1935. Iowa.

324. **Moreland, Virginia Hill.** The cooperative cases of the children's memorial clinic and the children's aid society of Richmond, Virginia. Master's, 1935. William and Mary. 139 p. ms.

325. **Myrick, Roberta Wilson.** An experimental study of character traits as revealed in preschool children. Master's, 1935. Texas.

†326. **Richards, T. W. and Irwin, Orvis C.** Plantar responses of infants and young children: an examination of the literature and reports of new experiments. Iowa City, University of Iowa, 1935. 146 p. (University of Iowa studies, new series no. 288. Studies in child welfare, vol. 9, no. 1. Studies in infant behavior II)

327. **Seymour, G. Athol.** A study of the reasons offered by parents for sending children to school at an early age. Master's, 1935. Southern California.

328. **Smith, Henry.** Some comparisons of children of the same mental age but of different chronological ages. Master's, 1935. Kans. St. T. C., Emporia. 18 p. ms.

329. **Wallace, Marion H.** A photographic study of the posture of the preschool child. Master's, 1935. California. 140 p. ms.

Evaluates present rating scales for measuring posture, and devises and administers an objective test of posture to a group of pre-school children at the Nursery school conducted in connection with the University elementary school. Finds the elementary school standards of posture unsuitable for the preschool child.

330. **Ward, Maurice H.** The social understanding of preschool children. Master's, 1935. Iowa.

†331. **Waring, Ethel B.** Ten-year report of studies in child development and parent education. Ithaca, N. Y., Cornell university agricultural experiment station, 1935. 69 p. (Bulletin 638)

332. **Webber, Deane H.** A comparison of the average intelligence of children in relation to the father's occupation. Master's, 1935. Temple. 76 p. ms.

333. **Wenger, Marion A.** Conditioned response phenomena in newborn infants. Doctor's, 1935. Iowa.

334. **Wildenberg, Ruth.** An investigation of sleep phenomena in infants. Doctor's, 1935. Iowa.

*335. **Williams, Dorothy Elizabeth.** The influence of sleep on the energy metabolism of three and four year old children. Doctor's, 1934. Columbia. New York, 1934. 29 p.

Compares the energy metabolism of four three and four year old children during a regular afternoon nap, with their energy metabolism immediately after waking and with their basal energy metabolism.

†336. **Wilson, Frank T.** Guiding our children: helping children to find and face reality. New York, Globe book company, 1935. 248 p. (Hunter college)

SEX DIFFERENCES

337. **Benjamin, Lois E.** Analysis of age and sex differences in personality traits of senior high school pupils. Master's, 1935. N. Y. St. Coll. for Teach. 108 p. ms.

338. **Carver, Edgar R.** Sex differences in the achievement of plane geometry. Master's, 1935. Colo. St. T. C.

339. **Hell, Edward William.** An experimental study of the relative difference of the sexes in ability to master sciences on the secondary school level. Master's, 1935. Southern California.

340. **Moore, Roy B.** An analytical study of sex differences as they affect the program of physical education. (A descriptive and philosophical study) Master's, 1935. Iowa.

341. **Rhinehart, Jesse Batley.** A critical evaluation of the hypothesis of greater male variability. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 196-202)

Investigates sources of confusion and error purporting to evaluate the hypothesis of greater male variability, and compares variability at the senior high school and college levels in such items as American history, social studies, French, algebra, natural science, general science, culture, fine arts, literary acquaintance, mathematics, vocabulary, foreign literature, English, systolic blood pressure, diastolic blood pressure, pulse before exercise, pulse after exercise, height, weight, and five measures of intelligence. Finds that the evidence presented does not support the hypothesis of greater male variability, that the results seem to refute the frequently subsumed corollary of greater conformity to type in the case of females, and that the results point to the acceptability of the theory that greater female bio-social restriction is an explanation for the greater frequency of genius among men.

342. **Smith, Helen Anne.** Analysis of age and sex differences in personality traits of junior high school pupils. Master's, 1935. N. Y. St. Coll. for Teach. 75 p. ms.

TESTS AND TESTING

PSYCHOLOGICAL TESTS

343. **Bierman, Mrs. Alice E.** An attempt to measure emotional instability by a motor task. Master's, 1934. T. C., Col. Univ.

344. **Brannan, Christine.** A study of the difficulty of items in the Army Alpha intelligence test and a suggested revision of the test. Master's, 1935. Kans. St. T. C., Emporia. 93 p. ms.

345. **Burnham, Paul Sylvester.** Stability of interest test scores. Doctor's, 1935. Yale.

346. **Chugg, Maude C.** The predictive value of intelligence tests. Master's, 1935. Utah. 68 p. ms.

347. **Conkey, Ruth C.** An experiment in the measurement of the psychological changes and effects of head injuries. Master's, 1934. T. C., Col. Univ.

348. **Cornwell, Orville E.** A critical analysis of the content of the language type group intelligence tests. Master's, 1934. Ind. St. T. C., 74 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6:183, July 1935)

Analyzes the content of 23 group intelligence tests of the language type, used in classifying pupils in school and college entrance examinations. Data indicate that vocabulary, mathematical analysis, and analogies were the items giving tests the highest validity.

349. **Ferguson, Leonard Wilton.** Some problems in the measurement of attitudes. Master's, 1935. Stanford.

350. **Gardner, Lawrence Gale.** The influence of vocabulary on intelligence scores. Master's, 1935. Tennessee.

351. **Hardin, Robert A.** A study of the maturity of high school seniors, junior college, and university students as measured by the Ohio state university psychological test and the Pressey interest-attitude test. Doctor's, 1935. Nebraska.

352. **Harnett, Mary E.** A study of trait variability and quotidian variability. Doctor's, 1935. Fordham. 102 p. ms.

Describes an experiment in which 200 fifth grade children took 12 comparable forms of a battery of tests of seven abilities, marking one form of the battery on each of 12 days. Scores on all tests were transmuted into comparable scales. For each individual seven measures of quotidian variability were obtained by computing for each test the standard deviation of the individual's 12 transmuted scores around the mean of his scores in that test. Eight measures of trait variability were secured for each individual by computing the standard deviation of his transmuted scores in the seven tests for each day from the fourth to the eleventh day.

353. **Hertzman, Max.** The relation of individual variability to general ability as measured by mental tests. Master's, 1934. T. C., Col. Univ.

354. **Kaplun, David.** A study of results of the Kent-Rosanoff free-association test given to institutional children. Master's, 1934. T. C., Col. Univ.

355. **Kelley, Truman L.** Essential traits of mental life; the purposes and principles underlying the selection and measurement of independent mental factors, together with computational tables. Cambridge, Harvard university press, 1935. 145 p. (Harvard studies in education, vol. 26)

Presents a new method of analyzing variables into independent components; discusses various approaches to the analysis of mental traits; compares components determined by the principal axes method and by the center of gravity method; discusses social implications upon the problem of the analysis of mentality, factors suggested by sundry judgments, and worksheet and table facilitating the rotation of axes.

356. **Klugman, Samuel F.** Result of old age on mental abilities, as measured by 14 standard psychological tests. Master's, 1934. Temple. 196 p. ms.

Finds that people past 60 years of age tend to be less able to perform on mental tests as they advance in years; that one sex is not consistently superior to the other; that the mental age of the group is equal to that of children ranging in age from 8 to 10; and that in deterioration of traits, motor coordination deteriorates most frequently, and ability to manipulate mental imagery least frequently.

357. **Lessner, Milton.** The standardization of a circle picture puzzle. Master's, 1935. Ohio State. 27 p. ms.

Attempts to determine the performance ability of individuals ranging from 7 years to adults and finds definite differentiation between the age groups in performance ability.

358. **McNamara, Walter Joseph.** Analysis of the data from the Minnesota mechanical ability investigation by the Thurstone multiple factor method. Master's, 1935. Fordham. 53 p. ms.

Using the Thurstone simplified multiple factor method analyses were made of the intercorrelations of the seven mechanical ability tests, of the intercorrelations of the 20 measures used in the main investigation, of tables of correlations found by the original investigators to form perfect hierarchies, and finally of the complete table of intercorrelations of the 45 tests, measures and criteria used in the experiment proper. The results of the analyses were not in close agreement with the analyses made by the original investigators using different analytical techniques.

359. **Meyers, Bernice McPherran.** A study of the predictive value of the individual tests in the American council psychological examination. Master's, 1935. Hawaii. 79 p. ms.

360. **Mooney, Ross Lawler.** A criticism of measurements of interests. Doctor's, 1935. Yale.

361. **Pommer, Dorothy.** The highest intelligence quotient in five determinations compared with the mean as a measure of intelligence. Master's, 1935. Minnesota. 33 p. ms.

362. Shearer, Margaret Jane. The validity of a battery of achievement tests as a measure of general intelligence at the different grade school levels. Master's, 1935. Purdue. 54 p. ms.

Finds that above grade 3A a battery of achievement tests may be substituted for general intelligence tests.

363. Smith, Milton. The chronological age limits used for determining an intelligence quotient on the Stanford revision of the Binet-Simon scale. Master's, 1934. T. C., Col. Univ.

*364. Storer, Rachel. A study of visual and auditory memory span in learning shorthand. Master's, 1935. George Washington. 31 p. ms.

Devises visual memory span test for digits, an auditory memory span test for digits, an auditory memory span test for words, a visual memory span test for words, and a dictation test, and evaluates the tests by giving them to night school shorthand students.

365. Stump, N. Franklin. The experimental development of an auditory group test of intelligence. Doctor's, 1935. Cornell. 433 p. ms.

Constructs an auditory group test of intelligence, the content of which was presented by the auditory method by the experimenter but required written responses of the approximately 750 children in grades 3 through 9 of public schools located in towns and cities ranging from several hundred to over 20,000 population.

366. Teicher, Joseph D. A preliminary survey of a general factor of variability in different batteries of mental tests. Master's, 1934. T. C., Col. Univ.

†367. Upshall, C. C. An analysis of the errors made in scoring the Kuhlmann-Anderson intelligence tests for the first grade in the Bellingham city schools, fall, 1934. Bellingham, Washington state normal school, 1935. 6 p. ms. (Bureau of research studies, no. 42)

368. Wells, Louis. *Interest-attitude tests* devised by S. L. Pressey, L. C. Pressey and W. B. Hudson, and their relation to certain other factors. Master's, 1935. Temple. 66 p. ms.

*369. West, Elmer Dalton. Stage of ossification as a measure of growth and its relation to intelligence test score. Doctor's, 1935. Harvard. 336 p. ms.

Describes an experiment with 203 girls of North European racial descent in which measures of anatomic growth and mental test data were collected over a period of 12 years and were used in the Harvard growth study. Data indicated that there is practically no relationship between percentage stage of anatomic growth and score on a standardized intelligence test, aside from that registered in chronological age, when the anatomic growth is accurately and objectively determined by following the same children until they have reached adult status.

370. Wolfe, Ada Louise. Some tentative effects of the discovery and use of mental tests on educational theory and practice. Master's, 1934. Texas Tech. Coll. 142 p. ms.

Presents a brief historical approach to mental tests and gives some tentative effects of mental tests on educational theory and practice.

SOCIAL INTELLIGENCE—TESTS AND SCALES

*371. Benton, Arthur L. The interpretation of questionnaire items in a personality schedule. Doctor's, 1935. Columbia. New York, 1935. 38 p. (Archives of psychology, no. 190)

Compares the interpretations to two forms of a personality inquiry questionnaire as shown by the replies of 20 normal subjects and 20 psychiatric patients, and later as shown by the replies of 90 normal and 100 abnormal subjects. Finds that normal and abnormal subjects do not differ with respect to their interpretations of the questionnaire.

*372. Bloom, Benjamin Samuel. Further validation of the Bernreuter personality inventory. Master's, 1935. Penn. State. 48 p. ms.

Analyzes the Bernreuter personality inventory records of 98 male extreme individuals (in the upper or lower decile of any of the three scales) of the Pennsylvania State college engineering and education students, compares their disease history, height-weight figures, IQ, scholastic records, occupation of the male parent, withdrawal from college, high school extracurricular activities, college extracurricular activities, whether or not individual students are earning their way through college, their measurement of suggestibility, and of cooperativeness.

373. Doll, Edgar A. A genetic scale of social maturity. American journal of orthopsychiatry, 5:180-88, April 1935. (Vineland, N. J., Training school)

*374. Hayward, Royal S. The child's report of psychological factors in the family. Doctor's, 1935. Columbia. New York, 1935. 75 p. (Archives of psychology, no. 189)

Develops a family inventory for obtaining the child's report on psychological factors in the family. Finds that the child is able to report on psychological factors in his family; that the number of maladjustments reported by the child in the family varies from child to child; that boys and girls report an equal number of factors of family disorganization; that delinquent children report more factors of maladjustment than do non-delinquent children; that socio-economic status is directly related to the number of disharmonies reported by the child.

375. Hoshaw, Loyal D. The construction and evaluation of a scale for measuring attitude toward any teacher. Master's, 1935. Purdue. 68 p. ms.

376. McCammon, Eleanor L. A scale for the measurement of attitudes towards Mexicans. Master's, 1935. California.

377. McCloy, Emma. A critical analysis of the adjustment questionnaire. Doctor's, 1935. Iowa.

†378. McIntire, J. Thomas and Emerson, Marion Rines. The validity of the abbreviated Vineland adjustment score card. Vineland, N. J., Training school, 1935. 9 p.

Finds that the abbreviated score card has a high degree of reliability, and of validity, that there was no relationship between adjustment score and degree of brightness, and that the score card has practical administrative and clinical uses.

*379. Myers, Theodore R. Intra-family relationships and pupil adjustment: the relation between certain selected factors of the home environment of junior-senior high school pupils and the adjustment and behavior of these pupils in school. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 115 p. (Contributions to education, no. 651)

Develops a measure of various factors in the home environment of junior-senior high school pupils commonly assumed to be of importance in determining pupil adjustment and behavior; discovers relationships between the factors in their home environment and their adjustment in school; and tests assumptions frequently found in the literature of the field. The Intra-family questionnaire, which was constructed for use in the study, and the Symonds adjustment questionnaire were given to approximately 700 pupils in the Hastings-on-Hudson, N. Y. high school.

380. Pratt, Harry H. Study of the Carnegie foundation general culture tests of 1930-32 in Temple university. Master's, 1934. Temple. 120 p. ms.

381. Riser, Charlotte Lightfield. The relation of social and environmental background to the school achievement of primary children. Master's, 1935. Cincinnati. 95 p. ms.

Analyzes correlations between reading comprehension scores and ratings on a new scale for social and environmental background, using 276 first and second grade children as subjects.

382. **Rogers, Maurine.** An analysis of a self-rating scale on fitness for college. Master's, 1935. Iowa.

383. **Seigler, Zelma Beatrice.** A technique for use in detecting potential problem cases in Milne junior high school. Master's, 1935. N. Y. St. Coll. for Teach. 73 p. ms.

384. **Smith, Martha S.** The construction and use of a test of correct social usages and the development of instructional materials for a course in etiquette. Doctor's, 1935. Nebraska.

385. **Sigerfoos, Charles Crayton.** The validation and application of a scale of attitude toward vocation. Master's, 1935. Purdue. 53 p. ms.

Validates a scale for measuring attitudes toward vocations, and studies vocational attitude patterns by testing a total of 644 Indiana high school pupils with the attitude scale with reference to the vocations of doctor, unskilled laborer, carpenter, farmer, father's vocation, homemaker, sales girl, teacher, and beauty parlor operator. Compares attitudes for city and country pupil relationships. Finds significant differences between the vocations in the divisions of unskilled, and skilled labor and in the professional fields of employment. Finds country pupils have a more unfavorable attitude toward the vocation of doctor than do the city pupils; and that country girls have a more favorable attitude toward the vocation of beauty parlor operator than have city girls.

*386. **Tabscott, Lenore H.** A scoring key for measuring the interests of Army officers. Master's, 1935. Penn. State. 26 p. ms.

Constructs a scoring key which will differentiate the interest of Army officers from the interests of men in other professions and from men in general, as an aid in guidance and selection of men for the military service. Evaluates the scale by giving it to 100 Army officers of different ranks engaged in various types of work and belonging to the different branches of the service, and by giving it to 90 education students and to 50 vocational guidance cases from the different schools of Pennsylvania state college. Shows that men engaged in the military profession have a characteristic set of likes, dislikes and indifferences that set them apart from men in general.

387. **Tannahill, Rosa Jean.** A study to formulate a self-analysis scale to be used by high school home economics classes. Master's, 1935. Colo. Agr. Coll.

Attempts to determine what 20 personality traits are considered worth while by freshman girls in high school, to set up situations which involve the use of the various traits selected, and formulates a self-analysis scale that the high school girl can understand and use in determining to some extent her possession of the traits.

388. **Thomas, Dorothy M.** The construction and evaluation of a scale to measure attitude toward any proposed social action. Master's, 1935. Purdue. 44 p. ms.

*389. **Van Wagenen, Noel Bleeker.** The stability of self-description tests of personality-adjustment. Doctor's, 1935. T. C., Col. Univ. New York city, 1935. 59 p.

Attempts to determine the changes which occur in the answers of school children to a questionnaire of the self-description type for measuring personality adjustment when the technique of administering the questionnaire is varied. Describes an experiment conducted with 460 junior high school pupils in which the questionnaire, *Character sketches* was used.

390. **Wasson, Margaret Murdoch.** The agreements among certain types of personality schedules. Master's, 1935. Southern California.

391. **Weinstein, Martin M.** The differentiation of delinquents and non-delinquents by means of a free association test. Master's, 1935. Coll. of the City of N. Y. 50 p. ms.

Describes an experiment in which a group of 75 words were administered as stimuli in a free association test of 90 delinquent and 78 non-delinquent children; 35 words with possible special connotations for delinquent children were mixed in with 40 words having no special connotations.

392. **Wesson, Frederick Erle.** A test of social interest, attitudes, and appreciations. Master's, 1935. Southern California.

EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

393. **Andrews, Alice S.** A testing program for first-year typewriting. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 260-61)

Constructs and evaluates a series of tests based on elements common to four of the seven typewriting textbooks used in the study.

394. **Bishop, Melvin P.** The construction of a test in physiography. Master's, 1935. Kansas. 76 p. ms.

395. **Blue, Mrs. Jean Danes.** The construction of a set of objective tests concerning some of the clothing problems encountered by high school girls. Master's, 1935. Cornell.

Constructs objective tests on color and design, line, textiles, care, selection, and construction of clothing.

396. **Briggs, L. Virgil.** The optimum time limit for the 1934 academic test in geometry. Master's, 1935. Iowa.

- *397. **Buros, Oscar K.** Educational, psychological and personality tests of 1933 and 1934. New Brunswick, N. J., Rutgers university, 1935. 44 p. (Rutgers university bulletin, vol. 11, no. 11. Studies in education, no. 7)

Presents a bibliography of psychological, achievement, character and personality tests published in 1933 and 1934, omitting tests constructed for use in city or state-wide testing programs, tests constructed for use with a particular textbook, tests not commercially available, instructional test pads or workbooks, tests published in non-English-speaking countries, tests published in 1935, tests constructed for use in a single institution, and tests published in periodicals or monographs but not available as separate forms.

- *398. **Culver, Mary Marjorie.** Preparation of a norm for "the junior high school mechanical aptitude test" for grade 7¹. Master's, 1935. Syracuse. 59 p. ms.

Discusses phrenology and physiognomy, development of psychological tests, systematic testing, and the standardization of tests, the need for vocational guidance in junior high schools, the possibilities of tests in intelligence, special aptitude tests, and the procedure in establishing a norm for a special test.

399. **Deahl, Katharine.** The Arthur performance scale and the Stanford Binet: an examination of 169 ten-year-old children. Master's, 1935. Stanford.

400. **Derby, Charles N.** The 1934 Iowa every-pupil-test in American history. Master's, 1935. Iowa.

- *401. **Dodge, Arthur F.** Occupational ability patterns. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 97 p. (Contributions to education, no. 658)

Analyzes test scores of 651 individuals selected from the clients of the Adjustment service, New York city, who had been tested with the Pressey senior classification, O'Connor vocabulary, Minnesota vocational test for clerical workers, and the Bernreuter personality inventory. Tests were administered to draftsmen, engineers, elementary and high school teachers, secretaries, stenographers, accountants, bookkeepers, office clerks, and retail and traveling salespeople. Finds that the tests fail to differentiate effectively members of one occupational group from members of another, due to the wide spread of scores within the groups and the great amount of overlapping among the different groups.

402. **Erbe, Luella B.** The establishment of central tendencies and validation of test items of the Torgerson and Nott music survey test. Master's, 1935. Wisconsin.

403. **Frye, Ellis Kingsley.** The mechanical abilities of siblings. Doctor's, 1934. Nebraska. 112 p. ms.

Analyzes the results of mechanical ability tests given to 200 siblings of Nebraska high schools to determine the relationship between their mechanical abilities. Finds that siblings tend to resemble each other in mechanical ability.

404. **Gerber, Henry P.** The construction and validation of a performance test in orthographic projection. Master's, 1935. Iowa St. Coll. 89 p. ms.

Presents a performance test composed of 81 items and having a calculated reliability of 0.96; items are arranged in order of difficulty.

405. **Germany, Claude B.** The construction of the Athol high school scholastic aptitude test and a study of its comparative validity in predicting success among school children. Master's, 1935. Mass. St. Coll. 168 p. ms.

Constructs and standardizes with a group of high school freshmen, the Athol high school scholastic aptitude test, composed of nonsense material. Finds that it is a more valid measure for predicting school success than the Otis group intelligence scale.

406. **Goodrich, John Richard.** The prediction of mechanical ability in ninth grade boys by means of a block assembly test. Master's, 1935. Cincinnati. 76 p. ms.

Reports an application of a test devised by O'Connor to 420 ninth grade boys. Data indicate positive relationships between test scores and objective criteria of mechanical ability.

*407. **Greene, Harry Barton.** A comparison of scholastic achievement, as measured by Form X of the new Stanford achievement tests, of native-born and foreign-born ninth grade pupils in Marion county, exclusive of greater Fairmont. Master's, 1934. West Virginia. 37 p. ms.

Indicates that there is no significant difference in the achievement scores of native pupils and foreign pupils when paired according to age, sex, schooling, and IQ.; that home environment or language handicap have no effect on high school pupils; and that boards of education need not change the curricula of secondary schools merely to accommodate purely racial differences.

408. **Greene, William A.** The use of standardized tests to determine pupil achievement. Master's, 1935. Oklahoma. 100 p. ms.

Analyses results of forms X and Y of the Stanford achievement tests which were given in October 1932 and April 1933 respectively, to about 1,000 children in grades 3 to 9, inclusive, and shows wide ranges of progress in each grade, in each subject, and in each school.

409. **Hadley, Lucy.** The construction of an eight B test in American history. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 276-77)

Describes the construction and evaluation of a test on the Civil War, and shows the way additional tests might be constructed on material included in the study covering the period from the Civil War to the election of 1924.

410. **Hancock, Virgil T.** An analysis of the 1935 Iowa every-pupil test in United States history. Master's, 1935. Iowa.

411. **Hare, Charles Harold.** A rating scale for determining the adequacy of the school's program of business administration. Master's, 1934. Nebraska. 59 p. ms.

412. **Harpster, C. E.** An evaluation of the freshman testing program at Illinois state normal university through an analysis of the records of the freshman class of 1931-32. Master's, 1935. Iowa.

413. **Humm, Kathryn Avery.** Applicability of the Arthur performance scale to an adolescent group. Master's, 1935. Southern California.

414. **Johnson, Harry A.** Construction and validation of a physics test. Master's, 1935. Wisconsin.

415. **Johnson, Oscar William.** The construction of analytical tests in geography for grades 7 and 8. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 279-80)

Constructs and evaluates analytical tests in geography in accordance with the New Kensington course of study in geography.

416. **Lewis, George Gordon.** An attempt to measure the ability to apply scientific principles in general science. Master's, 1934. Duke. 88 p. ms.

Describes the methods used in constructing two preliminary and a final test to measure the ability to understand and to use scientific principles in general science.

417. **Lorenz, Edward R.** Analysis of 1935 Iowa every-pupil test in basic language skills. Master's, 1935. Iowa.

418. **Lowenberg, Lee.** An analysis of the Iowa 1934 every-pupil test in world history. Master's, 1935. Iowa.

419. **McIntyre, F. E.** Analysis of 1934 Iowa every-pupil test in biology. Master's, 1935. Iowa.

420. **Matthews, Opal Jane.** Measuring the attainment of objectives in the teaching of textiles and clothing in high school. Master's, 1935. Ohio State.

Demonstrates a technique for constructing tests to measure the attainment of objectives in teaching of textiles and clothing.

421. **Michels, John H.** An experiment to determine the reaction of the pupils of the H. H. Furness and the A. D. Bache school (grades 5-8) to Wilson language error tests. Master's, 1934. Temple. 33 p. ms.

422. **Miller, Frank B.** Instruction sheets and tests for a course in elementary automobile mechanics. Master's, 1935. Okla. A. & M. Coll.

Evolves a set of instruction sheets and a set of objective tests based on the text used in a course in elementary automobile mechanics.

423. **Moran, Sister Genevieve.** A preliminary objective test in high school religion. Master's, 1935. Catholic Univ. 20 p. ms.

Constructs an objective test on the dogmatic content of high school religion. The preliminary selection of items was based on an inventory of the contents of various texts. The preliminary test was given to various groups of Catholic high school students and the test refined. The revised test was prepared and the report includes data on the difficulty of all items in each of the four years of high school.

424. **Nesbit, Paul William.** An initial study of a trail device for learning and testing. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 53-54)

Describes a new educational device, and presents the results of objective tests performed with six high school biology classes containing 166 pupils. Finds the method as reliable as the usual testing methods, and that nearly all of the pupils liked it and believe that they learn more by using it.

425. **Nodland, Marvin T.** An analysis of the data secured from the 1935 Iowa every-pupil test in physics. Master's, 1935. Iowa.

426. **Pickard, Dorothy Eliza.** Preparation and evaluation of tests in percentage and their applications in grade 7A. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 291-92)

427. **Pike, Horace Edward.** A study of the validity of the Kwalwasser-Dykema test in a teachers college music education course. Master's, 1935. Temple. 121 p. ms.

Analyzes a test given to 100 students in the Music education department of Temple university and shows that the Kwalwasser-Dykema test for the sample group of 100 students, chosen at random, was not usable to prognosticate the quality of the work of students in the Music education department either in academic or music courses and that the general intelligence test is approximately four times as accurate.

428. **Reh, Sister M. Edmund.** A comparison of scores in lithographed, mimeographed and printed forms of a standardized reading test. Master's, 1935. Fordham. 124 p. ms.

Finds that when two printed, one mimeographed, and two lithographed forms of the new Stanford paragraph reading test were administered in rotation to 180 elementary school children, scores on the printed forms were significantly higher than on the mimeographed or lithographed forms and the scores on the lithographed forms were slightly higher than on the mimeographed form.

429. **Ridge, Harvey J.** Revision of the Wisconsin general science test—1933. Doctor's, 1935. Wisconsin.

430. **Rogers, Maurine.** A self-rating scale on fitness for college. Master's, 1935. Iowa.

431. **Sheridan, Fred Arthur.** A critical analysis of the responses made by 397 high school seniors to each of the items in the Ohio general scholarship test for high school seniors, given in 1934. Master's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 70-72)

432. **Small, Warren L.** The development of an objective test in metal fitting. Master's, 1935. Pittsburgh. (Abstracts in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 298-99)

433. **Smith, Dora V. and McCullough, Constance.** Analysis of the content of placement tests in freshman English in use in 135 colleges and universities. English journal, 25: 17-25, January 1936. (University of Minnesota)

434. **Stromwell, G. Eva Linnia.** The study of values and the Rorschach ink-blot test. Master's, 1934. T. C., Col. Univ.

435. **Sutherland, Ora C.** An analysis of the every-pupil test in ninth grade English correctness of the Iowa academic contest of 1932. Master's, 1935. Iowa. 204 p. ms.

436. **Thomas, Hazel V.** Analysis of every-pupil test of silent reading. Master's, 1935. Iowa.

437. **Upshall, C. C.** Reports of the results of the achievement tests given to pupils in the training school during October, 1934. Bellingham, Washington state normal school, 1935. 27 p. ms.

Finds the results of the Gates primary reading test given to children in grade 2, and of the new Stanford achievement test given in grades 3 to 8 inclusive, similar to those of former years.

438. ——— A report of the tests given to the first, second, fourth and seventh grades of Bellingham city schools during September and October, 1934. Bellingham, Washington state normal school, 1935. 37 p. ms.

439. ——— Spread in pupil abilities on the New Stanford achievement test, fourth grade, Bellingham city schools, fall, 1934. Bellingham, Washington state normal school, 1935. 8 p. ms. (Bureau of research studies, no. 48)

*440. Warner, Ruby H. An experiment in devising a composition scale for a specific school. Master's, 1935. New York. 58 p. ms.

Describes an experiment in which a composition scale for grades 4-9 was devised by the experimenter, pupil-judges in the eighth and ninth grades, and the teachers of the several grades in which the scale was to apply.

441. Wentworth, Helen C. Comparative achievement of college students as measured by three art appreciation tests. Master's, 1935. Minnesota.

Evaluates the Meler-Senshore, McAdory art test, and a test constructed on an actual room, by giving them to 372 college students ranging from those with no art training to those who had had four courses in related art. Finds that it is possible to construct a reliable and valid objective test of art appreciation.

442. Wilder, Flora M. An evaluation of methods of test item validation. Doctor's, 1935. Wisconsin.

443. Winn, Robert Dickson. The validity of the Wisconsin American history test for an eleventh grade American history class. Master's, 1935. Wisconsin.

444. Wood, Ray G. The Ohio general scholarship test for high school seniors, 1930-1933, inclusive; its diagnostic, motivating and predictive functions. Doctor's, 1935. Ohio State.

445. Wyle, Alice E. A study of the Monroe reading aptitude tests with 100 second and third grade children. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11:363-64)

Compares the scores made on these aptitude tests by children of average intelligence and by those of above average intelligence, compares the scores of readers and non-readers as shown by children from a private experimental school, and from a public school where the children came from a lower economic class and had fewer home advantages. Finds that children of superior intelligence who were in a good environment did not consistently make the best showing on the aptitude tests.

446. Young, Laurence J. Validation of certain tests, sub-tests and items for predicting success in plane geometry. Doctor's, 1935. Western Reserve. 146 p. ms.

PHYSICAL ABILITY—TESTS AND SCALES

447. Barton, Gertrude L. The Brace type test and the Johnson type test as measures of motor educability in the junior high school. Master's, 1935. Iowa.

448. Boynton, Bernice. A study of physical growth curves as applied to the analysis of individual physical status of girls. Doctor's, 1935. Iowa.

449. Dominguez, Frank III. The validity of basketball achievement tests. Master's, 1935. Texas.

450. Harris, Jane E. A weighted strength test for the prediction of general athletic ability for junior high school girls. Master's, 1935. Iowa.

451. Harshbarger, Don W. The Brace test and elements selected from it as a measure of educability in motor skills. Master's, 1935. Iowa.

452. Heath, Colvin. Achievement tests in swimming and volley ball skills for use in teacher-training institutions. Master's, 1935. Stanford.

453. Herreid, Walter Benjamin. The development of a battery of tests for measuring the physical efficiency of college men. Master's, 1935. Southern California.

454. Hurt, Arthur J. The Johnson test and the Iowa revision of the Brace test as indicators of motor educability. Master's, 1935. Iowa.

455. Hyde, Edith I. The measurement of achievement in archery. Master's, 1935. California. 127 p. ms.
Devises an objective test to measure the achievement of beginning students in archery at the standard distances used by women and girls, and establishes norms of achievement.
- *456. Jones, Lloyd Meredith. A factorial analysis of ability in fundamental motor skills. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 100 p. (Contributions to education, no. 665)
Analyzes the ability in fundamental motor skills of 2,094 men students at West Virginia university, using measures of chronological age, standing height, weight, vital capacity, running high jump, standing bar vault, rope climb 20 feet, 176 yard dash, and baseball throw. Data indicate that the ability manifested in these tests does not depend upon a general factor present in all of the traits plus specific factors in each of the individual traits.
457. Koob, Clarence J. A study of the Johnson motor skills test as a measure of motor educability. Master's, 1935. Iowa.
458. Massey, Wayne W. A comparison of severity of various types of exercise on the basis of the pulse-ratio test. Master's, 1935. Iowa.
459. Murphy, Mary Agnes. The estimation of present health condition of college women by means of cardio vascular tests. Doctor's, 1935. Iowa.
460. Opdycke, LeRoy D. General motor capacity tests and strength tests as indicators of trained performance in junior and senior high school boys. Master's, 1935. Iowa.
461. Park, Maxine. The standardization of an objective test on knowledge and interpretation of the rules of field hockey. Master's, 1935. Iowa.
462. Reed, Roland I. The physical fitness index as a measure of muscular endurance and of cardio-vascular endurance. Master's, 1935. Iowa.
463. Roads, Hazel M. The Brace-type test and the Johnson-type test as measures of motor educability in the senior high school girl. Master's, 1935. Iowa.
464. Robe, William Conrad. Measuring the effect of standardized progress tests on growth. Master's, 1935. Minnesota. 119 p. ms.
465. Smith, L. E. The Sargent jump as a predictor of potential athletic power in trained schoolboy athletes. Master's, 1935. Iowa.
466. Spitzer, Carl. A device and method for measuring individual physical capacities of elementary school boys for purposes of classification. Master's, 1935. Buffalo. 125 p. ms.
467. Wendler, Arthur J. Test elements in the field of psycho-motor tests as used in physical education. Doctor's, 1935. Iowa.
468. Young, Kathryn E. A factor analysis of tests of general motor ability for the purpose of constructing a "motor ability inventory" for high school girls. Master's, 1935. Iowa.

RESEARCH EDUCATIONAL TECHNIQUES

469. Bishop, John Laurel. The historical method of research in education. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 6)
Examines and analyzes 100 historical theses in education from six universities to show the purpose of the studies, sources of materials, field and level of education covered,

periods into which historical studies have been divided, and the organization and mechanics followed in writing the studies.

470. **Morandini, Dyonis Michael.** Coordination of theoretical, experimental and statistical research. Master's, 1935. Southern California.

471. **Moser, Alfred.** The status of research in administration in the North central secondary schools of Illinois that are without the services of organized bureaus of research. Master's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of masters' theses, no. 17: 29-30)

Attempts to determine which of the North central secondary schools of Illinois maintain research work in some field of administration, the characteristics of these schools, the characteristics of the administrative personnel of these schools, the obstacles in the way of research, and the prevailing concepts of research.

*472. **Rosengarten, William.** Organization and administration of educational research in departments, schools, and colleges of education in universities. Doctor's, 1935. New York. 228 p. ms.

Analyzes data secured from 45 of the 54 universities in the United States having departments, schools, and colleges of education in which educational research is carried on. Describes in rather more detail the work done in research at New York university. Discusses the articulation of research between the school of education and the university, student research, the bureau of educational research, financing of educational research, and research work at New York university.

†473. **Seyfried, John Edward.** Principles and mechanics of research with emphasis on term reports and research. Albuquerque, University of New Mexico, 1935. 240 p. (University of New Mexico bulletin, whole no. 269. Education series, vol. 9, no. 1)

Discusses the value and nature of research, the selection of the problem, stating the title and problem, the library and its use, research references and bibliographies, the use of outlines, the process of solving the problem, collecting, organizing and interpreting data, writing the report, style, typing and arranging the report, the opening section, the function and construction of tables, the use and preparation of illustrations, details and mechanics of footnotes, making the bibliography, appendix and index.

REPORTS

†474. **Colorado. University.** Abstracts of theses and reports for higher degrees, 1935. Boulder, 1935. 80 p. (University of Colorado bulletin, vol. 35, no. 15. General series, no. 367. University of Colorado studies, vol. 23, no. 1)

†475. **Columbia university in the City of New York.** Master's, essays, 1934. New York, Columbia university press, 1935. 42 p.

†476. **Eby, Frederick and Frost, S. E. jr.** Graduate theses and dissertations written in the field of education at Baylor university, Southern Methodist university, Texas Christian university, Texas technological college, the University of Texas, West Texas state teachers college, with instruction to candidates for the degree of Master of arts, Doctor of philosophy in regard to the form to be used for the thesis. Austin, University of Texas, [1934] 77 p.

Includes theses for degrees granted through 1933.

†477. **Gilchrist, Donald B.** Doctoral dissertations accepted by American universities, 1934-35, compiled for the National research council and the American council of learned societies. New York, H. W. Wilson company, 1935. 102 p. (no. 2)

478. **Hodge, L. P.** Abstracts of masters' theses in education at the University of Alabama. Master's, 1935. Alabama. 116 p. ms.

†479. **Iowa. University.** Abstracts in history II, from dissertations for the degree of doctor of philosophy as accepted by the graduate college of the State University of Iowa, 1927-1934. Iowa City, 1934. 198 p. (University of Iowa studies, new series, no. 286. Studies in the social sciences, vol. 10, no. 3)

Includes: Education in the southern colonies, 1607-1776, by Allen George Umbreit, p. 17-31, a doctor's dissertation, 1932.

†480. ———. Doctoral theses in education III. Iowa City, 1935. 54 p. (University of Iowa studies, new series, no. 296. Studies in education, vol. 10, no. 1)

Abstracts: The educational and social aspects of the high school graduate, by Arnold M. Christensen, and A case study of reading comprehension difficulties in American history, by Joseph C. Dewey.

†481. ———. Graduate theses, including schedule of dissertations of approved candidates for advanced degrees with major and minor subjects, official statement from the office of the Dean of the graduate college, February 1, 1935. Iowa City, 1935. 59 p. (University of Iowa studies, new series, no. 293. Series on aims and progress of research, no. 47)

†482. ———. Programs announcing candidates for higher degrees February, June, July and August, 1935. Iowa City, 1935. v. p. (University of Iowa studies, new series no. 299. Series on aims and progress of research no. 48)

†483. **Municipal university of Wichita.** Dissertations accepted for higher degrees in the Graduate school. Wichita, Kans., 1935. 11 p.

Contains the first published list of dissertations accepted for higher degrees at the Municipal university of Wichita from June 1929 to June 1936.

†484. **Northwestern university.** A list of doctoral dissertations submitted at Northwestern university, 1896-1934. Chicago, 1935. 27 p.

†485. ———. Summaries of doctoral dissertations submitted to the graduate school of Northwestern university in partial fulfillment of the requirements for the degree of doctor of philosophy, June-August, 1935. Chicago and Evanston, 1935. 302 p. (vol. 3)

†486. **Ohio state university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, winter quarter, 1933-34. Columbus, 1935. 233 p. (Abstracts of doctors' dissertations, no. 14)

†487. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, winter quarter, 1934-35. Columbus, 1935. 322 p. (Abstracts of doctors' dissertations, no. 17)

†488. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1934. Columbus, 1935. 281 p. (Abstracts of doctors' dissertations, no. 15)

The educational theses listed, were included in the United States Office of Education, Bibliography of research studies in education, 1933-34. Bulletin, 1935, no. 5.

†489. ———. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1934. Columbus, 1935. 289 p. (Abstracts of doctors' dissertations, no. 16)

All but one of these theses were listed in the United States Office of Education, Bibliography of research studies in education, 1933-34. Bulletin, 1935, no. 5.

†490. ———. Abstracts of theses presented by candidates for the masters' degree, autumn quarter, winter quarter, 1934-35. Columbus, 1935. 79 p. (Abstracts of masters' theses, no. 17)

†491. **Pennsylvania state college.** Publications and research for the fiscal year ended June 30, 1934. State College, 1935. 45 p. (Pennsylvania state college bulletin, vol. 29, no. 10)

†492. **Peters, Charles C.** Abstracts of studies in education at the Pennsylvania state college, part 5 (1935). State College, Pennsylvania state college, 1935. 55 p. ms. (Penn state studies in education, no. 12).

Most of the theses listed in this volume of abstracts were included in the United States Office of Education Bibliography of research studies in education, 1933-34. Bulletin 1935, no. 5.

†493. **Pittsburgh. University.** Abstracts of theses, researches in progress, and bibliography of publications, vol. 11, 1935. Pittsburgh, 1935. 425 p. (University of Pittsburgh bulletin, vol. 32, no. 1)

494. **Ratliff, John Allen.** A critical study of master's theses relating to the junior high school. Master's, 1935. Texas.

†495. **Stanford university.** Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, with the titles of theses accepted for the degrees of master of laws, engineer, master of education, and master of arts, 1934-35. Stanford University, California, 1935. 213 p. (Stanford university bulletin, vol. 10. Sixth series, no. 18)

†496. **Tauber, Maurice F.** Index of theses and dissertations prepared at Temple university, 1908-1935. Philadelphia, Temple university library, 1935. 44 p. ms.

†497. **United States Office of Education.** Summaries of studies in agricultural education: an annotated bibliography of 373 studies in agricultural education with a classified subject index and a general evaluation. Washington, United States Government printing office, 1935. 196 p. (Vocational education bulletin no. 180. Agricultural series no. 18)

†498. **Virginia. University.** Publications and research, vol. 2, no. 4. University, 1935. (University of Virginia record. Extension series, vol. 19, no. 6, p. 325-478)

CURRICULUM STUDIES

499. **Ahrnsbrak, Henry C.** A survey of programs of studies of some Wisconsin and out-of-state schools. Master's, 1935. Wisconsin.

500. **Beaton, Elise de C.** Curricula adjustments to the changing status of women. Master's, 1935. California.

501. **Carter, Grace Eddy.** Curriculum revision in a teachers college. Master's, 1935. Stanford.

†502. **Draper, Edgar Marion.** Principles and technique of curriculum making. New York, D. Appleton-Century co., 1935. 900 p. (University of Washington)

503. **Hutson, P. W. and Bryson, W. M.** The general curriculum. School review, 43: 17-27, January 1935. (University of Pittsburgh)

504. **Jones, Ralph B.** Supervisory aspects of a two year curriculum revision program in an elementary school. Master's, 1935. Arkansas. 85 p. ms.

Analyzes the items in an anecdotal record containing 4,766 entries of the supervisory problems during a two-year period in the Peabody elementary school, Fort Smith, Ark.

505. **Kopp, Theodore Edward.** An evaluation of an integrated program. Master's, 1935. Southern California.

506. **Lockmeyer, Elsie.** The emergence of a curriculum for the primary grades of Norris school from the social philosophy of the Tennessee Valley Authority. Master's, 1935. Ohio State. 76 p. ms.

507. **Lyman, Ronald H.** The construction of a syllabus in the high school course known as retail store management. Master's, 1935. Iowa.

*508. **Miller, Glen C.** An approach to curriculum revision based upon a diagnosis of a group of rural school pupils in relation to their knowledge concerning general information. Master's, 1935. Penn. State. 213 p. ms.

Describes an experiment in which the Peters' Test of general information, form A, was given to 839 rural school pupils in three schools in McKean county, Pennsylvania. The pupils ranged in grade from 1 to 12, and in age from 6 to 19 years inclusive. Suggests remedial measures for the revision of the elementary and secondary school curricula, and for greater cooperation between the schools and homes in the education of children.

509. **Whitney, F. L.** Curriculum emphasis. Journal of higher education, 6: 35-38, January 1935. (Colorado state teachers college)

READING

510. **Benson, Olga Dorothea.** Results of a supervisory program to improve reading in the fourth and fifth grades, Santa Clara school, Miami, Florida. Master's, 1934. Duke. 69 p. ms.

Attempts to discover the changes that might be produced by a concerted attack on reading disabilities with five groups of fourth and fifth grade children.

511. **Boardman, Margaret Wilson.** The beginning reading curriculum functioning through marionettes. Master's, 1935. Southern California.

*512. **Bond, Guy L.** The auditory and speech characteristics of poor readers. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers College, Columbia university, 1935. 48 p.

Studies the auditory and speech characteristics of poor readers in the second and third grades of four public schools in New York city, when matched for age, sex, schooling and intelligence with a group of good readers. Shows that some relationship exists between the method of instruction and the extent to which auditory abilities are factors associated with reading disability.

*513. **Booker, Ivan Albert.** The measurement and improvement of silent reading among college freshmen. Doctor's, 1934. Chicago. Chicago, Ill., University of Chicago libraries, 1934. 197 p.

Analyzes the extent and character of the reading difficulties of students in the 1930-31 freshman class of the University of Chicago, and evaluates a method of corrective instruction developed to meet their apparent needs.

514. **Bourquin, Raymond Ezra.** A diagnostic and remedial reading procedure for college freshmen who fall below the twenty-fifth percentile in the reading test of the entrance examination. Master's, 1935. Kans. St. T. C., Pittsburg. 83 p. ms.

Studies the records of 72 freshmen ranking low in reading ability which indicate that they are seriously handicapped in their college work. Develops and evaluates with 10 students, a diagnostic and remedial reading procedure.

515. **Cisne, W. G. and others.** Remedial reading in a retarded fourth grade. Carbondale, Southern Illinois state normal university, 1935.

516. **Driscoll, Anne Marie.** A comparison of the silent reading ability of a group of pupils of foreign speaking parents with a group of pupils of English speaking parents. Master's, 1934. Smith.

517. **Feley, Anne Caroline.** An experiment in remedial reading in the intermediate grades. Master's, 1935. Southern California.

*518. **Fendrick, Paul.** Visual characteristics of poor readers. Doctor's, 1934. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 54 p. (Contributions to education, no. 656)

Describes an experiment in which a comprehensive battery of ocular tests was given to markedly poor readers selected from the second and third grades of 4 New York city schools, and to normal readers matched as to intelligence, sex, chronological age, and academic experience. Data indicate that visual characteristics should receive definite attention.

519. **Franklin, Jesse Edward.** A factor analysis of some measures of silent reading ability. Doctor's, 1935. Texas.

520. **Franklin, Mary Jewell.** Remedial instruction in silent reading in the ninth grade of Marshall, Missouri, high school. Master's, 1934. Missouri. 142 p. ms.

Finds that the 33 pupils who completed the course in remedial reading raised their median age in silent reading from 14 years 10 months to 15 years 6 months according to the results of Stanford achievement tests, and to the Gates silent reading tests given at the same time.

521. **Gladden, James A.** A supervisory program in reading. Master's, 1935. Wisconsin.

522. **Goll, Michael J.** A study of certain sixth grade pupils' interpretation of the definitions of a list of unfamiliar technical words as presented in three elementary school dictionaries. Master's, 1935. Temple. 43 p. ms.

Finds that the dictionaries used were only half as effective as they should be in assisting the children to interpret the meanings of unfamiliar technical words in arithmetic, geography, and history.

523. **Gunn, Ewing Leyton.** An eye-movement study of the reading habits of Spanish-speaking children. Master's, 1935. Texas.

524. **Haddock, Clara Harrison.** A program of free reading in tenth grade literature. Master's, 1935. Southern California.

525. **Hanson, Ernest H.** An experiment to evaluate the relative effectiveness of a certain cooperative supervisory plan as measured by reading progress. Master's, 1935. Minnesota. 100 p. ms.

526. **Hanson, Gertie E.** An evaluated reading list for junior-senior high school. Doctor's, 1935. Wisconsin.

527. **Harris, Arthur Lee.** Reading ability of main high school students. Master's, 1935. Hawaii. 67 p. ms.

528. **Hart, Helen May.** Case studies of remedial reading in junior high school. Master's, 1935. Southern California.

529. **Herr, Selma E.** Teaching reading to the subnormal. Master's, 1934. Montana.

530. **Hill, Mary Buffum.** A study of the process of word discrimination in individuals beginning to read. Master's, 1935. Iowa.

531. **Hook, Paul Garland.** A scientific study of the use of an extensive independent versus an intensive method in the teaching of reading. Master's, 1934. Virginia.

532. **Jorstad, Mabel.** A study to discover professional curriculum needs of Wisconsin rural teachers in terms of their teaching problems in reading, language, and social studies. Master's, 1935. Minnesota. 154 p. ms.

533. **Kopel, David.** Physiological factors associated with the etiology of reading disability. Doctor's, 1935. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations, 3: 70-76)

Describes an experiment conducted with 66 boys and 34 girls in grades 3-6, inclusive, in the Evanston public schools, whose reading scores on the Metropolitan achievement tests were one semester or more below their grade norms, and with a like number of children whose reading scores on the tests were equivalent to or above their grade norms. Finds the effect of the various visual factors studied to be negligible between good and poor readers.

534. **LaGrone, Mrs. Nell Cramer.** The effect of free reading upon the development of the reading ability of 482 junior high-school pupils. Master's, 1935. Texas.

535. **Lawvr, Edward L.** The correlation between speed and comprehension in silent reading. Master's, 1935. Colo. St. T. C.

536. **Levi, Waunita Faith.** An experimental investigation of methods of teaching word meanings. Master's, 1935. Southern California.

537. **Liddell, Glenda Lucille.** An experimental investigation of methods of teaching word meaning. Master's, 1935. Southern California.

538. **McCarty, Morris G.** The value of remedial and special training in reading at the grade school level. Master's, 1935. Purdue. 34 p. ms.

Describes an experiment conducted in a LaFayette public school to determine the effect of special and remedial training in reading on achievement in the different school subjects as well as on the whole. Special and remedial training in reading, in which silent reading for speed and comprehensions was emphasized, was given to an experimental group, the regular program was continued for a control group. Finds that during the three months' period of the experiment, the experimental group advanced three school months, while the control group advanced only one school month.

539. **McCrory, Una C.** An experimental study of the twelfth grade pupil's comprehension of supplementary reading. Master's, 1935. Colo. St. T. C.

540. **Montgomery, Elizabeth B.** Types of reading disability at the college level occurring among students at the reading clinic of the University of Oregon. Doctor's, 1935. Oregon.

541. **Ortleb, Ruth Virginia.** An objective study of emphasis in oral reading of emotional and unemotional material by trained and professional readers. Doctor's, 1935. Iowa.

542. **Pace, Charles Robert.** The relationship between handedness and reading ability among high school seniors and college students. Master's, 1935. Minnesota. 76 p. ms.

Describes an experiment conducted with approximately 100 college students and 100 high school seniors who were classified as left handed, or ambidextrous, and a control group of 150 right handed high school students. Finds, from comparisons of the two groups matched on intelligence and age, that the right handed pupils were slightly superior.

543. **Patterson, Robert E.** A comparative study of village and rural eighth grade pupils of District number 1, Niagara county, New York, in reading, language, and English composition achievement. Master's, 1935. Syracuse. 59 p. ms.

Analyzes data on 50 eighth grade pupils from 19 district schools and on 50 eighth grade pupils in the village grammar schools, paired on the basis of age, IQ, and regularity of attendance, to determine which of the groups of pupils seems to be better prepared in reading, language, and the habits and skills involved in writing compositions. Finds that the village pupils excelled the district pupils in the subjects studied.

544. **Pfeger, Emma.** Vocabulary growth. Master's, 1935. Washington Univ. 331 p. ms.

545. **Regan, Johanna Honoré.** A study in vocabulary building. Master's, 1935. Texas.

546. **Richter, Gerald E.** A science vocabulary desirable for high school pupils for intelligent reading of the better daily newspapers. Master's, 1935. Maryland. 27 p. ms.

547. **Rowell, Agnes Merrill.** A study of reading ability in the Antelope Valley joint union high school and junior college. Master's, 1935. Southern California.

548. **Rush, Rubye L.** The relation of certain factors to the reading ability of pupils in the second grade of the Douglass school, Cincinnati, Ohio. Master's, 1935. Cincinnati. 71 p. ms.

Reports correlations between reading ability of 55 second grade pupils and such factors as interest in reading, general language ability, initiative, and interest in working with others.

549. **Schlegel, A. G. W.** An experiment to determine the relative effectiveness of two different types of supplementary reading materials in the intermediate grades. Doctor's, 1935. Penn. State.

*550. **Scruggs, Sherman D.** Effect of improvement in reading upon the intelligence of Negro children. Doctor's, 1935. Kansas. Lawrence, University of Kansas, 1935. 29 p. (Bulletin of education)

Describes an experiment with an experimental group of 101, and a control group of 101 pupils of the fifth grade distributed in 10 classes in 6 Negro elementary schools in Kansas City, Kansas. Data indicate that reading exercises effected an improvement in the reading ability of the pupils in the experimental group; that improvement in reading ability effected an improvement in the behavior reactions of these pupils; and that the change in intelligence status was maintained with a marked degree of constancy.

551. **Spaulding, Margaret Alice.** An experience in guiding a remedial reading program. Master's, 1935. Ohio Univ. 72 p. ms.

552. **Spencer, Mildred Mary.** A study of the relation between ability to achieve and actual achievement in reading and arithmetic in the fifth grade of the Albany public schools. Master's, 1935. N. Y. St. Coll. for Teach. 49 p. ms.

553. **Summers, Gerald Vaughn.** Supervising the teacher of reading and English to non-English speaking children. Master's, 1934. Nebraska. 67 p. ms.

554. **Tilley, Harvey Crayton.** A technique for determining the relative difficulty of word meanings among elementary school children. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 217-23).

Describes an experiment in which two types of tests were constructed and given to 326 children of the third grade, 1,098 children of the fifth grade, and 1,434 children of the seventh grade. Points toward an exceptionally high validity for the self-appraisal technique when used to determine the difficulty of word meanings found in a contextual setting.

555. **Vance, Leon R.** The relationship of reading ability to ability in other subjects. Master's, 1935. Okla. A. & M. Coll.

Attempts to determine, by the use of standard tests, the degree of correlation between reading ability and ability in other subjects as measured by the scores made on the tests, using arithmetic computation, arithmetic reasoning, nature study, science, history, literature, and language usage as the subjects for comparison. Finds a definite relationship between reading ability and good grades in other subjects.

556. Wagner, Guy Wesley. The maturation of certain visual functions and the relationship between these functions and success in reading and arithmetic. Doctor's, 1935. Iowa.

Investigates the maturation of certain visual functions tested by the Betts *Ready to read* tests as shown by the results of tests given to 800 pupils in grades kindergarten to six, inclusive, in the Syracuse, N. Y. public schools. Finds that a high level of visual functioning is more closely associated with success in reading than with success in arithmetic.

557. Williams, Lucile G. Word meanings at the first grade level. Master's 1935. Iowa.

558. Wilson, Vera Gabrielle. A study of instruction in the teaching of reading. Master's, 1935. Ball St. T. C. 50 p. ms.

Studies the likenesses and differences in the instruction given teachers of primary reading by state courses of study, by the manuals accompanying state-adopted texts in reading, and by teachers college courses.

559. Wolfe, Lillian S. Experiments on reading disability in nine year old school children. Doctor's, 1935. Yale.

560. Yoakam, G. A. Basic elements determining abilities in reading. Educational outlook. 9: 1-11, November, 1934. (University of Pittsburgh)

*561. Young, Robert Allan. A study of reading disability cases. Doctor's, 1935. Harvard. 502 p. ms.

Presents case studies of 41 children of average or superior intelligence who had been diagnosed at least 3 and a half years previously as being retarded, and gives data on the social, personality, school, and recreational interests of the children in relation to their reading. Includes tests of handedness and eyedness in order to determine their relation to reading disability. Shows that without taking into account the dynamics of emotions, attempts at remedial work may fail, and that the personality of the tutor is more important in remedial work than is the technique used.

562. Zellhoefer, Virginia. Speech improvement drills for first grade children. Master's, 1935. Iowa.

HANDWRITING

563. Briscoe, Laura. The effectiveness of teaching penmanship in separate classes. Master's, 1935. Iowa.

564. Catich, Edward M. Functional lettering for the elementary and high school. Master's, 1935. Iowa.

565. Gates, Newell L. Automatic writing as a clinical method. Master's, 1935. Ohio State.

Finds that automatic writing can be used as a clinical method in diagnosing personality difficulties.

566. Myers, Oscar Levi. A study of handwriting and hand measurements. Master's, 1935. Stanford.

567. Ross, Ida Moselle. Penmanship in the junior high school. Master's, 1935. Texas.

SPELLING

568. Becker, Frances Ellen. A critical evaluation of spelling words in grades 1 to 4. Master's, 1935. Iowa.

†569. Gates, Arthur I. Generalization and transfer in spelling. New York, Teachers college, Columbia university, 1935. 80 p.

Reports the results of two comparisons of teaching spelling by a method designed to foster generalizing and by the method of specific study of words treated as isolated items, comprising 3,800 pupils in 106 classes in grades 2 to 8, at Public school 210, Brooklyn, N. Y., in which the same basal list of words was used with each group. Finds

that the two methods produced practically the same ability to spell the words studied during the term, and that the program of generalization tends to increase to some extent the power to spell new words and to handle the specific derivatives and other elements to which the generalization program was especially directed.

570. **Haynes, Joseph H.** A study of the learning difficulty of spelling words. Master's, 1935. Colo. St. T. C.

571. **Kuiper, Thomas E.** The test study method versus the multiple association method of teaching spelling. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 43)

Describes an experiment in which 126 pupils of grades 4, 5, and 6 of the Buffalo, Wyo., public schools were taught by both methods, and achievement was measured by the dictation exercises of the new Stanford achievement tests. Finds a slight superiority for the multiple association method but the differences were too small to be statistically significant, and shows that both methods are valuable if teachers carefully supervise the study habits of their pupils and supplement spelling lists with some form of contextual exercises.

572. **McKee, A. G.** Long versus the short assignment in the teaching of spelling. Master's, 1935. Louisiana.

*573. **Watson, Alice E.** Experimental studies in the psychology and pedagogy of spelling. Doctor's, 1934. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1935. 146 p. (Contributions to education, no. 638)

Gives a brief account of experimentation covering a period of 8 years embracing a wide variety of school conditions; studies spelling abilities and vocabularies of high school students; studies spelling errors of high school students; and presents a tentative plan for diagnostic and remedial procedure; and studies methods of teaching spelling.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

574. **Adams, Velma Lotus.** Devices for teaching difficult terms in grammar. Master's, 1935. Kans. St. T. C., Pittsburg. 107 p. ms.

Attempts to simplify and illustrate for the student by means of drawings, games, and exercises, the fundamental grammatical rules, and includes objective tests for use in teaching each phase.

†575. **Allport, Floyd H., Walker, Lynnette, and Lathers, Eleanor.** Written composition and characteristics of personality. New York, Columbia university, 1934. 82 p. (Archives of psychology, no. 173) (Syracuse university)

Describes an experiment conducted with 31 men and 39 women students in freshman English at Syracuse university, in which an attempt was made to discover the extent to which written compositions of students can be identified as to their authorship on the basis of the individuality which they reveal, to ascertain what other aspects of students' writing ability or progress are related to this individuality, to learn how individual characteristics express themselves in the writing of compositions, and to derive clues as to the guidance of students in learning to write.

576. **Anderson, Mary S.** Four units of English composition for the tenth grade. Master's, 1935. Wisconsin.

577. **Bailey, Barbara.** An analysis of language errors in written composition in intermediate grades. Master's, 1935. Kansas. 113 p. ms.

578. **Baker, Belva E.** A tentative plan for the reorganization of the junior high school language program in Trumbull county, Ohio, schools. Master's, 1935. Ohio State. 183 p. ms.

579. **Bazun, Henri.** Method of language and literature. New Rochelle, N. Y., College of New Rochelle. 1935.

580. **Benfer, Mabel C.** Sentence sense in relation to subject and predicate. Master's, 1935. Iowa.
581. **Bodine, Marcy G.** The maintenance of fundamental English skills in junior high school grades through a pupil self-help project. Master's, 1935. Iowa.
- *582. **Boyd, Holland L.** English grammar in American schools from 1850 to 1890. Doctor's, 1935. Peabody. Nashville, Tenn., George Peabody college for teachers, 1935. 9 p. (Abstract of Contribution to education, no. 163)
Attempts to determine the extent that grammar was taught on the various educational levels during the period, and the methods used in teaching the subject.
583. **Burk, Cassie.** A study of the influence of some factors in style of composition. Doctor's, 1935. Missouri. 409 p. ms.
584. **Cantrell, Mary M.** An evaluation of the business English course in the Oklahoma City high schools. Master's, 1935. Colo. St. T. C.
585. **Case, Leah Y.** Suggested types of drill exercises based on spontaneous writing for children. Master's, 1935. Colo. St. T. C.
586. **Christensen, Mabel E.** Effects on composition ability of two distributions of grammar drill. Master's, 1935. Minnesota. 57 p. ms.
587. **Chun, Eleanor Yuk Lan.** A study of the use of sentences by the bilingual child of Chinese ancestry in Hawaii. Master's, 1935. Hawaii. 77 p. ms.
588. **Connelly, Mary Elizabeth.** A remedial drill for correcting the language errors of children. Master's, 1935. Boston Univ. 92 p. ms.
Presents 50 correction-error drill cards to be used by teachers in the correction of language errors by the individual method.
589. **Dalton, Helen Marguerite.** An experimental study of the results of the placement of emphasis in the teaching of composition in ninth grade English classes. Master's, 1935. Southern California.
590. **Davitt, Naomi.** The error quotient as a criterion for tests in punctuation and capitalization. Master's, 1935. Iowa.
591. **Dubry, Coral J.** Inter-departmental cooperation in the teaching of English composition in high school. Master's, 1934. Nebraska. 118 p. ms.
592. **Foster, Hope.** Directed study units in beginning grammar for junior high-school students. Master's, 1935. Texas.
- *593. **Ginder, Mary.** Grammatical errors in children's spontaneous writing. Master's, 1935. Colo. St. T. C.
594. **Goltry, Thomas Keith.** An analysis of sentence structure in oral composition. Doctor's, 1935. Iowa. 142 p. ms.
595. **Hammock, Robert Carleton.** Units for teaching composition in the last two years of high school. Master's, 1935. Texas.
596. **Hassold, Ernest C.** From sophomore English to humanities. English Journal (college edition) 24: 47-56, January 1936. (University of Louisville)
Describes an experiment of 6 years with a sophomore course in general culture.
597. **Hays, Edna E.** The effects of the college entrance requirements in English upon the high schools: an historical survey. Doctor's, 1935. T. C., Col. Univ.
Traces the growth of the use of college entrance examinations in English from the examination in grammar required by Princeton University in 1819 to the present general use of the examinations. Shows that the course in English owes its place and time in

the high school curriculum to the college entrance requirements, and that while in theory it commits itself to the ideal of attaining socially useful ends, in practice it follows the traditional methods developed in response to the college entrance requirements.

598. Hendry, Eva. A study of the English achievement of children from the two types of Honolulu public schools. Master's, 1934. Hawaii. 71 p. ms.

599. Hilzinger, Julia Mae. A study of pure verbalism in junior high school education. Master's, 1935. Washington. 74 p. ms.

600. Hunt, J. Franklin. A study of the errors in written language of deaf and hearing children. Master's, 1935. Mass. St. Coll. 59 p. ms.

Finds that the deaf and hearing child make about the same kinds of errors in their written language, and that in the early years of training the deaf child makes errors which are attributable to training, but that after obtaining a working amount of language, his errors change to the kind made by normal children.

601. Johnson, Mary Josephine. The contributions of typewriting to the improvement of English and spelling among high school students. Master's, 1935. Iowa.

602. Johnson, Otha Leon. An analysis of errors in English grammar made by beginning freshmen in Indiana state teachers college. Master's, 1935. Ind. St. T. C. 32 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 195-96, July 1935)

Attempts to determine the points in English grammar in which high school graduates are most deficient in the hope that it may be beneficial to high school English teachers in showing them the points needing most drill work. Finds, from a check of 779 test papers in which 26,205 errors were recorded and analyzed, that the greatest number of errors were made in grammar, followed by punctuation, capitalization, and verb usage.

603. Kiesling, Lethal G. Growth factors affecting composition of children in grade one. Master's, 1935. Iowa.

604. Kono, Ayaho. Language as a factor in achievement of American born students of Japanese ancestry. Master's, 1934. Hawaii. 98 p. ms.

605. Larimore, Edda Rees. Problems in the motivation of pupils in high school English. Master's, 1934. Nebraska. 92 p. ms.

Analyzes 70 original problems in the motivation of the study of English selected from material submitted by 76 teachers in 23 4-year high schools in Indiana, Ohio, and Illinois.

606. Lease, Fern. An evaluation of the worth of the new South Dakota course of study in eleventh grade English. Master's, 1935. Iowa.

607. Lessley, William Wallace. A survey of English skills as they function in high school freshmen non-English work. Master's, 1935. Washington. 85 p. ms.

608. Levy, Beatrice. The relationship of achievement in junior high school English and mathematics to nationality. Master's, 1935. N. Y. St. Coll. for Teach. 36 p. ms.

609. Lingle, Fred. A study of technical errors made by high school students of English composition. Master's, 1935. Illinois.

610. Little, Ruth A. Themes as a source of vocabulary study in Lewis consolidated high school. Master's, 1935. Colo. St. T. C.

611. Lombard, Maurine Helen. An experimental study in guidance in written composition versus the teaching of technical grammar. Master's, 1935. Oregon.

612. Luther, Earl W. Conclusions on an actual word count. Doctor's, 1935. Wisconsin.

613. May, John Benjamin. English composition standards for Virginia high schools. Master's, 1935. Virginia.

614. Mayer, Earl Daniel. Recent trends in the teaching of English: a study based upon a survey of articles appearing in the *English journal* from January 1920 through December 1934. Master's 1935. Ohio State. 207 p. ms.

Attempts to discover the reasons for changes in public secondary school English teaching procedures, to show the nature of the changes, and to evaluate the outcomes in order to justify their more universal adoption and continued use.

615. Meers, Mary. A survey of language and composition in the fourth and sixth grades in the Louisville public schools. Master's, 1935. Cincinnati. 184 p. ms.

Reports the results of city wide tests conducted by the Bureau of research of the Louisville public schools, and applications of the findings to a particular group of fourth grade pupils.

616. Miller, Randall McLean. The development of language skill in commercial English courses. Master's, 1934. Ohio State. 100 p. ms. (Abstract in: Ohio State university. Abstracts of masters' theses, no. 17: 27-29)

Constructs a course of study in commercial English based on the needs evidenced by stenographers, and examines a number of current business English texts as to choice of subject matter and method of presentation, and finds that the texts examined were somewhat defective in their method of presentation and choice of subject matter.

617. Mirus, Maxine. Language errors of college freshmen. Masters, 1935. Washington Univ. 42 p. ms.

618. Mortimer, Ralph O. The maintenance of fundamental English skills in junior high school grades through a pupil self-help project. Master's, 1935. Iowa.

*619. Mulholland, Kathryn. The efficacy of phonetic training in overcoming faults of English pronunciation in a group of New York city college students who have had Yiddish as a first language. Doctor's, 1934. New York. 198 p. ms.

Describes experiments conducted with students of Brooklyn college to determine whether or not Yiddish as a first language has had a noticeable influence upon the English speech sounds, and whether or not the phonetic approach as a method of speech-correction has validity.

620. Netzer, Royal F. An evaluation of certain materials as stimuli for oral language. Master's, 1935. Iowa.

621. Obert, Lucille C. Adapting the course in business English to the needs of the high school student in business. Master's, 1935. Colo. St. T. C.

622. Parish, Dorothy Wilson. The use of the project in teaching English composition in the junior high school. Master's, 1935. Southern California.

623. Perkins, Edward Allison. Predicting success in freshman English in the University of Colorado. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 58)

Analyzes data on 1,000 students taken at five alternate years averaging about 200 cases per year, and shows that neither the entrance English examination nor the American council psychological examination appear to measure the same abilities in English or to predict, to any great extent, success in freshman English.

624. Pheley, Mary Constance Roach. An investigation of the achievement of college freshmen in English composition. Master's, 1935. Southern California.

625. **Roberts, Daisy Mae.** Some of the comparative effects of teaching fourth grade English by the traditional and the creative methods. Master's, 1934. Duke. 123 p. ms.

Reports two control group experiments, comparing some of the effects of two methods of teaching fourth grade English, and illustrates the difficulty of control group experimentation.

626. **Rous, Ruth E. Apperson,** An informal experiment in the correlation of English with the social studies. Master's, 1935. Southern California.

627. **Royer, Madie Marie.** An experimental study of two methods for improving the English usage of seventh grade pupils. Master's, 1935. Southern California.

628. **Smith, Mrs. Georgia Robinson.** Motivating language work in the fifth grade by use of a workbook based on the social studies. Master's, 1935. Texas.

†629. **Smith, James H.** The vocabulary of children based on an investigation of written papers selected from pupils' daily work in various subjects of the curriculum. Oshkosh, Wis., State teachers college, 1935. 24 p.

Studies 238,654 running words from papers of pupils in grades 2 to 8 in the West side schools of Aurora, Ill., and shows the frequency of use, frequency of error, and grade in which the word was first used.

630. **Snively, Thomas Carlisle.** An analysis of the New York state college for teachers freshman themes as a basis for instruction in English. Master's, 1935. N. Y. St. Coll. for Teach. 53 p. ms.

631. **Stacy, Walter M.** The maintenance of fundamental English skills in junior high school grades through a pupil-self-help project. Master's, 1935. Iowa.

632. **Sullivan, Mary Tehan.** A comparison of the errors in English usage of a group of senior high school pupils of non-English speaking parents with a group of senior high school pupils of English speaking parents. Master's, 1935. Smith. 106 p. ms.

Studies the 557 members of the sophomore class of Holyoke (Mass.) high school and finds that the pupils with a dual language background in which English was predominant were superior to the pupils of English speaking parents and the pupils of non-English-speaking parents, respectively, in English usage.

633. **Tapper, Inga.** Pupil control over punctuation practices in letter writing. Master's, 1935. Iowa.

634. **Thames, Mrs. E. D.** Need for and the teaching of English in secondary schools by interdepartmental cooperation. Master's, 1934. Alabama. 44 p. ms.

635. **Tiedeman, Herman R.** An experimental study of the effect of certain self-help language drills. Master's, 1935. Iowa.

636. **Voils, Leone.** An experiment in the integration of English with the social studies in a junior high school. Master's, 1935. Southern California.

*637. **Wilson, Harold Thomas.** The teaching of English in French-Canada. Master's, 1935. Boston Univ. 39 p. ms.

Discusses the importance of English in French-Canada, and the teaching of English by stressing English grammar, conversation, problems of pronunciation, prepositions, and common errors, and shows that it is much more difficult to teach English to persons with the background of another language, than it is to teach English in a country whose inhabitants speak English as their native language.

†638. **Woodring, Maxie Nave, Jewett, Ida A., and Benson, Rachel Theresa.** Enriched teaching of English in the junior and senior high school: a source

book for teachers of English, school librarians and directors of extracurricular activities, listing chiefly free and low cost illustrative and supplementary materials. New York city, Teachers college, Columbia university, 1934. 358 p.

639. Zangle, Frances. A study of English language difficulties of Japanese pupils of Los Angeles city. Master's, 1935. California.

LITERATURE

640. Adams, Dorris Esther. Suggestions for the teaching of Milton's minor poems in high school. Master's, 1935. Kans. St. T. C., Pittsburg. 52 p. ms.

Applies Professor Blaisdell's eight steps for teaching a poem to *L'Allegro, Il Penseroso, Comus*, and *Lycidas*. Suggests introductions for the class and summarizes useful background material for the teacher.

641. Allen, Rachelle Lee. Shakespeare's use of his sources in *The two gentlemen of Verona*. Master's, 1935. Texas.

642. Baechle, Olive M. A study of the products of Wagner junior high school poets. Master's, 1934. Temple. 95 p. ms.

Considers the characteristics of poems written by pupils in the Wagner junior high school in Philadelphia to evolve a poetry scale from student poems for use in the classroom.

643. Belser, Josephine M. Educative influences in American poetry from 1890 to 1915. Master's, 1935. South. Methodist. 115 p. ms.

644. Boyd, Lillian Vera. An analysis of certain methods of teaching English poetry to senior high school students. Master's, 1935. Southern California.

645. Foote, Amy Rachel. An understanding of poetic structures as a basis for the speaking of poetry. Master's, 1935. Southern California.

646. Gray, Luther Henri. Shakespeare's use of his material in *The merry wives of Windsor*. Master's, 1935. Texas. ms.

647. Hargraves, Mildred Fearrington. A consideration of novel technique for the reader. Master's, 1934. Ohio State. (Abstract in: Ohio State university. Abstracts of masters' theses, no. 17: 15-16)

Discusses the technical principles fundamental to all novels.

648. Haylett, Fannie R. The possibility of correlating picture study and literature in a beginning course in high school English. Master's, 1934. Nebraska. 233 p. ms.

Shows, by use of the *Lady of the Lake*, how well a close correlation may be made in teaching literature and painting, and that pictures will arouse and stimulate interest in English literature.

649. Hickey, Mary Ruth. A study of the first act of four Shakespearean tragedies. Master's, 1935. Texas.

*650. Holt, Marjorie Fairbanks. The significance of color in contemporary poetry as shown in the works of three representative poets. Master's, 1935. Boston Univ. 88 p. ms.

Attempts to show that poetry containing color words is richer in association and therefore in stimulation and inspiration than that which is merely technically correct, and that any form of expression which gives the individual a finer appreciation and sensitivity to beauty tends to increase his morale by giving additional meaning to life. Presents examples of the use of color in the poetry of Amy Lowell, Walter de la Mare, and of James Elroy Flecker.

651. Hume, Laurabel Neville. The academical learning in *Sidney's Arcadia*. Master's, 1935. Stanford.

*652. Macdonald, Laura W. Some recent trends in the methods of teaching Shakespeare in secondary schools of New York state. Master's, 1934. New York. 65 p. ms.

Analyzes 154 replies to a questionnaire sent to 300 teachers of literature in the high schools of New York state to determine the choice of plays, the method of presenting them, and of testing pupils' knowledge and appreciation of Shakespeare. Surveys expert opinion as expressed in magazine articles listed in the *Reader's digest* for the past five years and in books by five outstanding authorities.

653. McGuire, Ritchie Q. V. The modern development of the sonnet in America. Master's, 1935. N. Y. St. Coll. for Teach. 98 p. ms.

654. Melton, Troy Oden. The rise of interest in the common man in eighteenth century poetry. Master's, 1935. Okla. A. & M. Coll.

Studies the philosophical, political, religious and literary reactions underlying the growth of interest in poetry.

655. Noble, Donald E. An investigation of the study habits of the seniors of Mahoning county schools, Mahoning county, Ohio. Master's, 1935. Pittsburgh. (Abstracts in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 286-87)

Analyzes the study habits of 212 seniors who were studying American literature, and finds outstanding differences in the study habits of the superior, normal, and slower groups of students, and suggests that by proper instruction in the art of studying by using well written and planned texts, the students' knowledge of any subject could be greatly increased and a great amount of time be saved.

656. Overley, Elva Edith. Appreciations of Wordsworth's poems suitable for high school study. Master's, 1935. Kans. St. T. C., Pittsburg. 72 p. ms.

657. Partridge, Ruth A. Interest devices in English literature of the secondary level. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 289-90)

Finds that there is a place in modern teaching plans for interest devices to make learning purposeful and interesting, to dispel the drudgery of monotonous learning, and to correlate motor and ideational learning.

*658. Patrick, Catharine. Creative thought in poets. Doctor's, 1935. Columbia. New York, 1935. 74 p. (Archives of psychology, no. 178)

Describes an experiment conducted with 113 subjects, divided into an experimental group of 55 poets, and a control group of 58 non-poets. In which each person wrote a poem descriptive of a picture of a landscape which was shown him at the beginning of the experiment.

659. Porter, Adah H. Biography in the high school English program. Master's, 1935. Ohio State. 101 p. ms.

Studies 200 recent biographies to determine their value in a high school reading program, and finds that many of them are equal in reading value to much of the prose work already included in the program.

†660. Schramm, Wilbur Lang. Approaches to a science of English verse. Iowa City, University of Iowa, 1935. 82 p. (University of Iowa studies, new series, no. 297. Series on aims and progress of research, no. 46)

661. Scott, Martha Wheldep. Creative poetry, an eighth grade experiment. Master's, 1935. Cincinnati. 83 p. ms.

Presents the results of an experiment with 26 pupils who were encouraged and guided in writing verse.

662. Talbert, Jay Kennedy. A study of the attitude of high school students toward Macbeth. Master's, 1935. Kansas. 384 p. ms.

663. Tippie, George O. Developing the appreciation of poetry in secondary schools. Master's, 1935. Okla. A. & M. Coll.

Finds that the temperament of the students, their knowledge of the mechanics of poetic language, and their feelings, insofar as they correspond with the poet's experiences recorded in poetry, condition their ability to appreciate poetry.

664. West, Mildred Elizabeth. A study of the third act of eight plays of Skakespeare. Master's, 1935. Texas.

665. Wild, Vera. One solution of a proper presentation of a series of classics in high-school literature. Master's, 1935. Iowa.

FOREIGN LANGUAGES

CLASSICAL LANGUAGES

666. Arledge, Mary Gladys. A study of recent trends in the teaching of Latin. Master's, 1935. Hardin-Simmons. 124 p. ms.

Shows recent trends in objectives, content materials and techniques of teaching Latin in secondary schools in the United States.

667. Brock, Earl E. Prediction of success of college students in Latin, Spanish, and French. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 7)

Attempts to determine the value of the artificial language section of the psychological test of the American council on education as a basis for predicting success of college students in the study of Latin, Spanish, and French. Correlates scores from this test for the years 1931-1934 with the grades in first-year Latin, Spanish, and French. Finds that the test as a whole has a higher prognostic value than any of its sections.

668. Coe, Charles Autus jr. An analysis and interpretation, according to the Latin grammar concept, of the typical early southern secondary schools. Master's, 1935. Virginia.

669. Douglass, Harl R. and Kittleson, Clifford. Transfer of training in high school Latin to English grammar, spelling and vocabulary. Journal of experimental education, 4: 28-33, September 1935. (University of Minnesota)

Finds that students of Latin are slightly superior.

670. Ellis, Laura L. A comparative study for determining the value of Latin in building the English vocabulary. Master's, 1934. Ind. St. T. C. 75 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 183-84, July 1935)

Describes an experiment conducted with students in all 4 years of work at Indiana state teachers college, in which tests in spelling, synonyms of English words, synonyms of English words taken bodily from Latin, and an interpretation test of English words used in context were given. Data indicate that the ability to spell is increased by the study of Latin, that the ability to understand the meanings of words used both with and without the context is increased by the study of Latin, and that 2 years is the minimum time in which to accomplish the desired results from Latin study.

671. Nelson, Florence Emily. The use of supplementary reading in the teaching of Latin. Master's, 1935. Southern California.

672. Shreeves, Charles B. Vergil's use of the metaphor in the Aeneid. Master's, 1935. William and Mary. 80 p. ms.

MODERN LANGUAGES

673. Batchelder, Philip. The status of foreign languages in Arizona schools in 1932. Master's, 1935. Arizona. 94 p. ms.

674. Bell, Vivian F. A comparison of common words in English and in French. Master's, 1935. Iowa.

675. **Blair, Carolyn Losse.** A study of the spread and difficulty of vocabulary of some German readers. Master's, 1935. Stanford.

676. **Brickman, William W.** The trends in the aims, methods and contents of high school textbooks of elementary German grammar, 1910-1935. Master's, 1935. Coll. of the City of N. Y. 98 p. ms.

Analyzes 26 grammars published between 1910 and 1935 as to aim, method, grammar scope, drills, vocabulary, pronunciation, reading material, Kulturkunde, realia, proverbs, cognates, phases emphasized, number and length of lessons and the ratio of grammatical to reading material.

677. **Canty, Laura M.** Twenty-five case studies of outstanding successes and failures in French classes. Master's, 1935. St. T. C., Upper Montclair. 62 p. ms.

Attempts to determine whether or not certain traits in these 25 cases are related to the ability to learn French quickly, easily, and well. Finds that imagination is the only factor in these 25 cases definitely related to success.

678. **Champion, Ruthena.** Technical and interpretative problems in selected German Lieder. Master's, 1935. Iowa.

679. **Hitchcock, Phyllis Elaine.** A study of the grades on the third year modern foreign language regents papers of January, 1933. Master's, 1935. N. Y. St. Coll. for Teach. 56 p. ms.

680. **Huth, Mari Luise.** Culture as an integral part of the teaching of modern foreign language in the American college. Master's, 1935. T. C., Col. Univ. 41 p. ms.

Finds that scientific knowledge is recognized in the teaching of modern language in the American college, but that the cultural approach needs to be developed.

681. **Jansson, Karin E.** Is speech-sound discrimination a factor in learning to read Spanish? Master's, 1935. St. Louis. 117 p. ms.

Describes an experiment with 40 pupils to find what influence speech-sound discrimination ability has on reading ability in Spanish, and shows that training in speech-sound discrimination had no influence on reading ability in Spanish.

682. **McGoldrick, Kathleen Attracta.** Effects of bilingualism on achievement in foreign languages. Master's, 1934. Loyola. 78 p. ms.

Studies 1,131 pupils in Chicago high schools and shows a slight superiority of monoglot over bilingual pupils.

683. **Macías y Casillas, Josué.** The importance of the necessity of a simplified orthography for the Spanish language. Master's, 1935. Southern California.

*684. **McNulty, John L.** Requirements for a doctor of philosophy degree in modern languages: a critical and interpretative study of the requirements of students of modern languages for the doctor of philosophy degree in graduate schools and schools of education in the United States. Doctor's, 1935. New York. 234 p. ms.

Studies 47 universities granting doctor of philosophy degrees, 42 of which grant the degree in modern languages; studies the language requirements of schools of education; evolves two questionnaires on standards upon which to interpret the general and specific requirements for a doctor of philosophy degree which were sent to authorities in the fields of education and modern languages; and compiles another questionnaire which was sent to doctors of philosophy teaching modern languages in colleges and universities throughout the country to ascertain the equipment of the teaching body.

†685. **Paul, J. B.** Foreign language requirements for admission and for graduation from 34 representative teachers colleges. Cedar Falls, Iowa State teachers college, 1935. 21 p. ms.

†686. ——— Foreign language requirements of various liberal arts colleges and universities. Cedar Falls, Iowa State teachers college, 1935. 13 p. ms.

687. Pelletier, Arthur Joseph. The organization of supervisory procedures in the teaching of French in certain schools of the state of New York. Doctor's, 1934. Cornell.

688. Rosselot, Eathel LaVelle. Analysis of the vocabulary of two procedures for teaching French speech. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 38-40)

Analyzes a system of teaching French speech by chart, a phonograph system of instruction, and a combined chart and phonograph system of teaching foreign language speech, and finds the phonograph method superior to the chart method.

689. Rubel, Rose. The influence of the study of French on the interpretation of English vocabulary. Master's, 1935. Coll. of the City of N. Y. 75 p. ms.

Describes an experiment in which a vocabulary test of 80 English words was constructed and administered to 283 students of French, 225 students of Latin, and 194 students not studying any foreign language in the junior high schools of the city of New York. The students were all of normal intelligence and of approximately the same level in educational achievement. The test contained 20 words of French derivation, 20 words of Latin derivation, 20 words of French-Latin derivation, and 20 words of neither French nor Latin derivation.

690. Tallido, Silvino Bugtong. A study of some educational and psychological principles which are applicable to the teaching of Spanish. Master's, 1935. Washington. 107 p. ms.

691. Wellhausen, Bertha G. Course of study for German in high school according to psychological principles. Master's, 1934. Nebraska. 200 p. ms.

MATHEMATICS

692. Aherns, Helen Laura. An analysis of ninth grade general mathematics courses. Master's, 1935. Southern California.

*693. Amos, Clarence E. An empirical test of the coefficient of tetrachoric correlation computed from mutilated distributions with widespread dichotomies. Master's, 1935. Penn. State. 58 p. ms.

Develops tables for testing the formula, and tests the formula with tables on height and weight of boys, distribution of cases for grades in mathematics and science, various measurements of stature, and scores on various tests.

694. André, Mabel Hortense. A study of the social aspects of mathematical instruction in secondary schools. Master's, 1935. Southern California.

695. Barnes, Clarence Neal. An educational index number for county school systems of Illinois. Master's, 1935. Denver. 76 p. ms.

696. Baumgartner, Irvin V. Illustrative devices and field work in secondary school mathematics. Master's, 1935. Ohio State. 163 p. ms.

Finds that field work can be used to illustrate mathematical laws, and that illustrative devices and field instruments can be made or purchased to meet the needs of the secondary schools.

*697. Braid, Edward E. A critical analysis of ninth grade mathematics courses in Ohio. Master's, 1935. Ohio State. 60 p. ms.

698. Campbell, Ralph Edward. The mathematical abilities of pupils entering junior high school. Master's, 1935. Southern California.

*699. Downs, Martha. The adequacy of the modern elementary mathematics course as a basis for comprehending the mathematical content of typical newspapers and magazines. Doctor's, 1935. New York. 2 vols.

Volume 1 surveys curriculum development in mathematics for grades 1-9, and presents a resume of the procedures and findings in related studies, gives a frequency tabulation

of mathematical vocabulary and other numerical concepts found in reading certain newspapers and magazines, compares this material needed in reading with that already in the modern elementary mathematics course as indicated by widely used textbooks, and outstanding courses of study; volume 2 gives in detail the data summarized in volume 1.

700. **Fisk, Kathryn.** A substitute for the Pearson type IV frequency curve. Master's, 1935. Texas.

701. **Hellmich, Eugene W.** Mathematics in the social studies. Doctor's, 1935. T. C. Col. Univ.

Attempts to determine the mathematics content of certain prescribed courses in the social science courses in the junior high school and on the college level, and in certain elective courses in elementary economics; to determine the connection between the mathematics and social science materials; and to determine the provision made for training in mathematics necessary for the comprehension of the mathematics in the social science materials. Analyzes 15 textbooks in the Denver, Colo. course of study monograph for junior high school social science; two junior high school textbooks found in common use in questionnaire studies of the content of junior high school social science courses; 9 textbooks used in Columbia college, New York, in a prescribed course in the social sciences for freshmen; 5 textbooks in elementary economics; and 19 textbooks in arithmetic and junior high school mathematics.

702. **Hill, George E.** Relation between mathematical ability and success in educational statistics. Sioux City, Iowa, Morningside college, 1935. 6 p. ms.

Finds that many students are deficient in mathematics at the beginning of a semester, but that significant gains are made over the period of one semester.

*703. **Hovis, R. S.** An evaluation and comparison of two formulae for correcting coefficients of correlation for heterogeneity. Master's, 1935. Penn. State. 78 p. ms.

704. **Hutson, P. W.** The need for reorientation of mathematics in the secondary school. *Mathematics teacher*, 28: 145-53, March 1935. (University of Pittsburgh)

705. **Ingle, Gerald Clyde.** The use of mathematical equipment and teaching aids in the high schools of Indiana. Master's, 1935. Indiana. 125 p. ms.

706. **JoHantgen, Gretchen.** The growth of mathematical concepts from the fourth to the twelfth grade. Master's, 1935. Ohio Wesleyan. 97 p. ms.

707. **Johnson, Donovan A. and Eurich, Alvin C.** An empirical test of sampling. *Journal of experimental education*, 3: 174-79, March 1935. (University of Minnesota)

708. **Johnston, L. Isabelle.** An experiment in teaching junior high school mathematics. Master's, 1935. Cincinnati. 123 p. ms.

Reports diagnostic procedures, remedial work, and improvement in arithmetic for 240 eighth grade pupils.

709. **Kettery, Joe.** An analysis of the mathematics used by adults. Master's, 1935. Indiana. 154 p. ms.

710. **Kirschner, Gale R.** Partial analysis of difficulties in elementary educational statistics. Doctor's, 1935. Pittsburgh. (Abstract in: *University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications*, 11: 172-77)

Diagnoses analytically the learning difficulties in elementary statistics by studying the results of a diagnostic test constructed and administered to several classes in elementary statistics.

711. **Konvolinka, Harold S.** An experiment in guiding the learning of seven B pupils in mathematics. Master's, 1935. Pittsburgh. (Abstract in:

University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 280-81)

Describes a controlled experiment conducted in the Mount Lebanon high school, Pennsylvania, to determine the value of the subject plan as compared with the unit plan of direct study.

712. **Levake, Edith P.** The social aim of mathematics in general education. Master's, 1935. Southern California.

713. **Littel, C. L.** An analysis of accountants' duties to determine teaching activities. Doctor's, 1935. New York. 208 p. ms.

Analyzes 334 basic activities of accountancy, and develops a syllabus based on the replies of accountants who checked a questionnaire listing these activities.

*714. **MacEwen, Duncan M.** The function, placement, and content of elementary courses in statistics in colleges. Doctor's, 1935. New York. 257 p. ms.

Analyzes the purpose, content, prerequisites, placement in the curriculum, time allotted to the course, department conducting the course in elementary statistics, pedagogy employed or recommended, and other matters pertaining to the arranging and conducting of such courses as shown by the replies of 135 faculty members of colleges in the United States and Canada. Discusses the replies of 77 students to a questionnaire asking for their views on the courses in statistics in which they were enrolled.

715. **Menton, Eve Rita.** A study of inarticulation in eighth grade mathematics. Master's, 1935. Duke. 110 p. ms.

Presents the results of a two year study of the lack of articulation in the mathematical work of the grammar schools and the high school in the city of Lafayette, and shows that the lack of articulation is noticeable in arithmetical vocabulary and in work with fractions and decimals. Finds that special instruction along these lines benefited pupils of all intellectual levels.

*716. **Meredith, Paul Edward.** The status of mathematics and mathematics teachers in the secondary schools of West Virginia. Master's, 1935. West Virginia. 122 p. ms.

Analyzes replies to a questionnaire received from 246 teachers of mathematics in 160 West Virginia senior high schools, giving data as to age, sex, marital status, salary, experience, training, and teaching combinations.

717. **Mitlyng, Ida Oline.** A modern course of study in junior high school mathematics. Master's, 1935. Minnesota.

718. **Quall, Alvin Bertrand.** A study of the reactions of students to mathematics and its relationship to other high school subjects. Master's, 1935. Washington. 70 p. ms.

719. **Schuppener, Dale M.** A technique of study for the use of the formula. Doctor's, 1935. Wisconsin.

720. **Smith, Newman Edgar.** The educational value of mathematics. Master's, 1935. Texas.

721. **Tande, John Arndt.** Activities and practices of mathematics department heads and chairmen in senior high schools of Pacific Coast states. Master's, 1935. Southern California.

722. **Thiel, Irma.** A study of applied mathematics. Master's, 1935. Buffalo. 85 p. ms.

723. **Uhl, Willis L.** Creative activity as a function of correlation. Junior-senior high school clearing house, 9: 360-62, February 1935. (University of Washington)

724. **Upshall, C. C.** Adapting a course in educational measurements to the needs of beginning teachers. Bellingham, Wash., State normal school, 1935. 6 p. ms.

Reports changes made in courses in measurement at the State normal school from 1917 to 1935.

725. **Van Dyke, Louisa Amelia.** An analysis of the elementary course of statistics with implications for revision and improvement. Doctor's, 1935. Cincinnati. 290 p. ms.

Analyzes textbooks in elementary statistics, reports results of a comprehensive test administered to students in elementary statistics in 48 institutions, compares statistical concepts presented in textbooks with those found in educational and scientific literature, and proposes minimum essentials for a course in elementary statistics.

726. **White, Elizabeth Amanda.** A course in general mathematics for the ninth grade of Warren township school, Trumbull county, Ohio. Master's, 1935. Ohio State. 114 p. ms.

727. **White, Mildred Virginia.** A study of techniques for testing linearity of regression. Master's, 1935. Stanford.

ARITHMETIC

728. **Bagger, Margaret Finck.** Ability of a child in her second and third years to learn number groups without counting. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 359-60)

729. **Bagwell, Olive B.** A study of transfer in simple addition facts. Master's, 1935. Colo. St. T. C.

*730. **Berman, Etta.** The result of deferring systematic teaching of arithmetic to grade 6 as disclosed by the deferred formal arithmetic plan at Manchester, New Hampshire. Master's, 1935. Boston Univ. 71 p. ms.

Describes an experiment in which children of the deferred arithmetic group are compared with an equal number of children who have had arithmetic in the traditional amounts in grades 1 to 5, inclusive. The study was conducted in the sixth grade of eight rooms of seven different schools of similar backgrounds, four rooms of which had had no formal arithmetic, and the other four had been instructed according to the regular program. Finds that sixth grade children without formal arithmetic training, can be brought up to the level of traditional teaching very rapidly.

*731. **Buckley, Joseph Edward.** The uses of decimals in business. Master's, 1935. Boston Univ. 106 p. ms.

Attempts to determine, by a study of practices in various businesses, the usages of decimals, when they should be introduced in the curriculum, and the extent to which they should be taught. Finds that a broad reading knowledge of decimals is more necessary than a computational knowledge.

732. **Deans, Edwina.** The effect of the meaning method of instruction on the teaching of second grade number. Master's, 1934. Duke. 132 p. ms.

Describes an experiment conducted with 44 second grade children who had been taught the 45 addition combinations the year before in grade 1.

733. **Freel, Alfie O.** The kinaesthetic technique of remedial arithmetic. Master's, 1935. Oregon.

734. **Haldorsen, O. W.** Arithmetic vocabulary in standard word lists. Master's, 1935. Minnesota. 192 p. ms.

*735. **Hastings, Lynn.** The value of additional supervision in elementary arithmetic. Master's, 1935. West Virginia. 242 p. ms.

Compares the work in an experimental and three control schools of an approximate equality in which supervision had been in existence at least 3 years, after the installa-

tion of an additional supervisor in the experimental school with a prescribed amount of additional supervision, as shown by the results of five checking tests at monthly intervals in each of the four schools. Data indicate the value of additional supervision in teaching arithmetic in the elementary school, this is especially evident in the case of children classified as "slow."

736. Hatch, Celia J. Educational diagnosis in arithmetic and some suggested remedial measures. Doctor's, 1935. Wisconsin.

*737. Hennigar, Lucy Leah. Arithmetic: informational problem units for a sixth grade: the family budget. Master's, 1935. Boston Univ. 103 p. ms.

Describes an experiment conducted with a sixth grade class three times a week from October 1 to the middle of January, on the cost of food, clothing, and operating expenses. Finds that the results from such a course in arithmetic more than compensated for the extra work required in preparing the course.

738. Johnston, Vergie. Extent to which ability in the fundamental processes of arithmetic predicts success in algebra. Master's, 1934. Alabama. 36 p. ms.

739. La Fleur, Leon G. An attempt to discover the reasons for inhibitions or inferior feelings of pupils of IQ 90 or above in seventh grade arithmetic. Master's, 1935. N. Y. St. Coll. for Teach. 61 p. ms.

740. Lydick, Billa Lee. Problem-solving ability of bright and dull children as shown by reasoning tests. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 46-47)

Analyzes the scores of 540 children from the seventh, eighth, and ninth grades of the Roosevelt junior high school, Oklahoma City, Okla., on the Otis classification test and the Bristol group reasoning test, form C.

741. McNeal, Fred B. Type difficulties in multiplication and division of fractions. Master's, 1935. Iowa.

742. Marsh, Francis G. An experimental study of the facilitation and interference effects of calculating machines upon arithmetical skills. Doctor's, 1935. California.

Attempts to determine whether calculating machines can be used in secondary schools for an educational purpose other than the development of artisan skills in vocational courses, and finds from objective evidence that calculating machines have limited educational value in business arithmetic other than developing a specialized artisan skill, and that from subjective evidence data indicate that the machines may have important educational influences upon classroom organization and management, and upon pupils' interests and attitudes.

743. Masur, Elizabeth Alice. A survey of the current practices in the teaching of arithmetic in grades one to four. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 282-83)

Analyzes arithmetic courses of study and several textbooks on the teaching of arithmetic to ascertain the current practices in the teaching of arithmetic in grades one to four.

744. O'Brien, Cecilia Helen. The extent of transfer of learning in simple addition and subtraction. Master's, 1935. Loyola. 125 p. ms.

745. Olander, H. T. An attempt to make arithmetic practical. Elementary school journal, 35: 476-77, February 1935. (University of Pittsburgh)

746. Pitts, Isabelle Sue. The relation of boys' and girls' reported preference and performance with respect to arithmetical problems. Master's, 1935. Washington Univ. 160 p. ms.

*747. **Quattlander, Elizabeth.** Replacing systematic drill with informational units in second grade arithmetic. Master's, 1935. Boston Univ. 82 p. ms.

Describes in detail, an activity worked out with a class of second grade children in an elementary school outside of Boston. Finds that the children were intensely interested in the project of earning and spending, and that the children had an opportunity to meet in real life the numbers they had to learn through drill procedure, that the project was a source of contact with the homes of the children.

748. **Reid, Gertrude E.** Transfer of training in decimal fractions. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 295-96)

*749. **Sachs, Georgia May.** A statistical study of the relationship between improvement in arithmetic and certain factors considered to be prognostic of such improvement. Master's, 1935. Southern California. 143 p. ms.

Measures the relationship of improvement in arithmetic reasoning, and in arithmetic fundamentals to initial ability in these two functions, general mental ability, and reading ability. Studies the improvement made by 493 fourth, fifth, and sixth grade children in the arithmetic reasoning and arithmetic fundamentals sections of the progressive achievement tests between the time of administration of form A in November and form B in May. Shows a fair, but negative, relationship between improvement in reasoning and initial ability in that function, that general mental ability is definitely related to improvement in reasoning and to improvement in fundamentals, and that there is little relationship between reading ability and improvement in reasoning or improvement in fundamentals.

750. **Schlegel, Edna E.** A diagnostic study of pupil difficulties in the fundamental operations in decimals. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 296-97)

Finds that pupils do not have adequate concepts of the numerical value of decimals nor mastery of the basic combinations.

*751. **Soles, Edward.** Diagnostic and corrective measures in addition. Master's, 1935. Boston Univ. 102 p. ms.

Presents a method for diagnosing and correcting pupil difficulties in addition, arranged in a logical order, and describes the application of the method to a group of 7 boys and 16 girls who were assigned to the group because of failure in arithmetic in grades 4, 5, and 6.

752. **Swick, Lloyd.** Apparent similarities and differences of mental reactions of children of varying ability in solving problems in arithmetic. Master's, 1935. Ball St. T. C. 79 p. ms.

753. **Tapper, Olga.** The effect of the fall review on arithmetical skills. Master's, 1935. Iowa.

754. **Woods, Velma E.** An analysis of errors in arithmetic made by teachers in training. Doctor's, 1935. California.

Analyzes the errors made on tests 1-10 of the compass diagnostic tests in arithmetic by 200 students enrolled for arithmetic review in teachers colleges in California, Colorado, Illinois, and Wisconsin, on the ground that adults' mistakes indicate difficulties which may not be neglected in childhood.

ALGEBRA, GEOMETRY, AND TRIGONOMETRY

755. **Armstrong, Beharold.** A study of the various methods of teaching elementary algebra. Master's, 1935. Wittenberg.

Finds that it is desirable to eliminate most of the mechanical processes in working algebra.

756. **Bakst, Aaron.** The teaching of approximate computation. Doctor's. 1935. T. C., Col. Univ.

Examines 88 algebra and 34 trigonometry texts published since 1923. Presents a thorough and rigorous analysis of approximations and approximate computation covering the field of secondary school mathematics, and gives in outline form, a detailed analysis for elementary algebra and numerical trigonometry.

757. **Branscome, C. E.** Survey of research in teaching of high school geometry. Master's, 1935. Peabody. 75 p. ms.

758. **Broad, Thomas Harry.** A comparative study of achievement in algebra of regularly promoted and doubly promoted groups in the ninth grade. Master's. 1935. Okla. A. and M. Coll.

Compares the relative achievement in ninth grade algebra of two groups of 37 students each, one of which was regularly promoted after completing the second semester of the eighth grade, the other was promoted to the ninth grade from the first semester of the eighth grade, having skipped the second semester of the eighth grade. Finds that students of average, or better than average, mental ability, who skipped the second semester's work in the eighth grade, did as good work in ninth grade algebra as students of equivalent mental ability who had the work of the second semester of the eighth grade.

*759. **Brown, Jean Fleming.** The construction and teaching of a combined course in plane and solid geometry for the tenth year: an experimental study. Doctor's, 1934. New York. 108 p. ms.

Describes an experiment conducted with tenth grade students at the Hunter college high school, New York city, in which a combined course in plane and solid geometry was taught, in which students construct models to illustrate and prove the theorems.

760. **Burns, N. F.** Experimental study of the comparative merits of the two methods of teaching plane geometry. Master's, 1934. Alabama. 31 p. ms.

761. **Coblentz, Grace.** A study of prognosis of achievement in plane geometry. Master's, 1934. Wittenberg.

762. **Colby, Norman E.** A comparative study of the analytic and synthetic methods of teaching plane geometry. Master's, 1935. Wisconsin.

*763. **Craig, Millicent Leola.** The notion of limits in elementary geometry. Master's, 1935. Stanford.

764. **Douglass, Harl B. and Stallard, Burton J.** An experimental study of two plans of supervised study in first year algebra. *Journal of experimental education*, 4: 17-19, September 1935. (University of Minnesota)

765. ——— Prediction of pupil success in high school mathematics. *Mathematics teacher* 28: 489-504, December 1935. (University of Minnesota)

Summarizes and interprets 58 studies of the relationship of various types of intelligence, prognosis, and achievement scores, and of marks and other factors with success in high school algebra, geometry, and other mathematics.

766. **Dunn, William Hudson.** Prediction of success in ninth grade algebra. Master's, 1935. Washington, 79 p. ms.

767. **Farha, Selma M.** An analysis of errors made by first year algebra students. Master's, 1935. Southern California.

768. **Foster, Don A.** The ability of beginning algebra students to apply specific skills in varied situations. Master's, 1935. Iowa.

769. **French, Doyle T.** A study of the accomplishment of high school students in plane geometry as shown by results of the test used in the state high school geometry contest of 1934. Master's, 1935. Ind. St. T. C. 81 p. ms.

(Abstract in: Indiana state teachers college. Teachers college journal, 6: 188-89, July 1935)

Attempts to determine the order of accomplishment of pupils entering the state geometry contest in the four major objectives in geometry, to determine the extent to which they understand and show ability to use the four methods of geometrical proof, and to determine types of errors made on the test.

770. Garrison, Gordon T. Amount of ninth grade algebra retained by seniors. Master's, 1935. Iowa.

771. Hodges, John E. An analysis of the achievement of ninth year algebra pupils in division and factoring. Master's, 1935. Iowa.

772. Horn, Virginia. A diagnostic study of difficulties in geometry. Master's, 1935. Washington Univ. 97 p. ms.

*773. Hurd, W. Chandler. A study of individual differences and failures in algebra. Master's, 1935. Boston Univ. 57 p. ms.

Describes an experiment to determine the fundamental difficulties in elementary algebra as shown by the study of 25 pupils chosen from the failing pupils in four different classes in elementary algebra. Finds that individual instruction is an important phase of instruction in algebra; that attempts are made to teach too much material to pupils in algebra; that failing pupils had the most difficulty with material that was suggested to be pruned from the study of algebra; and that absences, incorrect type of make-up work, faulty texts, and personal traits of the pupil play a large part in subsequent failures.

774. Johnson, Marie T. Some psychological aspects of meaning as related to the formation of concepts in geometry. Master's, 1935. Minnesota. 83 p. ms.

775. Junkman, Glenn Perry. A compilation of named theorems in modern geometry. Master's, 1935. Iowa.

776. Krenning, Marie. The effect of a brief daily arithmetic drill upon the ability of ninth grade algebra students. Master's, 1935. Washington Univ. 45 p. ms.

777. Landis, William Albert. The problem in high school algebra. Doctor's, 1935. Yale.

778. Lane, Ruth. The efficacy of using graded originals in geometry. Doctor's, 1935. Iowa.

779. Linn, Marguerite. An experimental comparison of two methods of teaching elementary algebra. Master's, 1935. Southern California.

780. McMullen, A. B. The ability of beginning algebra pupils to apply certain skills to varied problem situations. Master's, 1935. Iowa.

781. Mann, Lillian Kifer. The determination of some specific learning difficulties in first year algebra. Master's, 1934. Virginia.

782. Mellon, D. Duane. Some reading difficulties encountered in the interpretation of theorems in the first three books of plane geometry. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 284-85)

Constructs and administers 12 modern type tests for each book in plane geometry to 150 pupils in the Duquesne high school for the year 1934-35.

783. Owens, Sara L. Motivating materials for teachers of plane geometry. Master's, 1935. Colo. St. T. C.

784. Parker, Sidney. A survey of the teaching of solid geometry. Master's, 1935. Ohio Univ. 109 p. ms.

785. Pearson, Dorothy Alice. The effect of special emphasis in developing a student's ability to solve reasoning problems in algebra. Master's, 1935. South Dakota. 38 p. ms.

786. Sartain, James Franklin. One-year course in elementary algebra for rural high schools. Master's, 1935. Texas.

*787. Scheetz, Robert Erwin. The comparative values of two methods for multiplying and dividing algebraic fractions. Master's, 1935. Penn. State. 47 p. ms.

Determines the relative effectiveness of teaching the multiplication and division of algebraic fractions by the arithmetical and algebraic methods. Finds that there is no significant difference between the two methods.

788. Schultz, Christine Olivia. An experiment in teaching plane geometry by the directed-study method. Master's, 1935. Texas.

789. Shaller, Bertha N. Local study of the teaching of plane geometry. Master's, 1935. Texas Tech. Coll. 92 p. ms.

*790. Shibles, Mark B. An evaluation of three methods of teaching ninth grade algebra. Master's, 1935. Penn. State. 76 p. ms.

Compares the recitation, supervised, and the unit methods of teaching ninth grade algebra, and finds, with the small groups studied, that the supervised and unit methods have great possibilities as compared with the recitation method.

*791. Stabler, Edward Russell. The educational possibilities of geometry: a theoretical study evaluating the high school course in the subject and suggesting a tentative plan of reorganization. Doctor's, 1935. Harvard. 552 p. ms.

Develops a theory concerning the educational possibilities of geometry; evaluates the present organization of subject matter in a typical junior-senior high school, emphasizing especially the one year course in plane geometry; and suggests a tentative plan of reorganization of the course.

792. Steele, Sister Mary Angeline. Supervised study versus home study in first year algebra in a girls' high school. Master's, 1935. Loyola. 87 p. ms.

Enumerates the advantages of supervised study such as careful, studious reading, increased interest, and specific study habits.

793. Sutliff, Johanne Irene. Theorems on the geometry of the triangle. Master's, 1935. N. Y. St. Coll. for Teach. 30 p. ms.

*794. Swenson, John A. A course in the calculus for secondary schools with new and original treatment of many topics, together with the records of seven high school classes in this course. Doctor's, 1934. Columbia. Ann Arbor, Mich., Edwards brothers, 1934. 274 p.

795. Thaxton, Ruth. Historical material for supplementary use in geometry. Master's, 1935. Colo. St. T. C.

796. Thornton, Eva M. An approach to the teaching of plane geometry. Master's, 1935. Wisconsin.

SCIENCE

GENERAL SCIENCE

797. Baker, Bessie M. The collection and evaluation of reading material for units of work in eighth grade science. Master's, 1935. Kans. St. T. C. Pittsburg. 55 p. ms.

Chooses 10 units of work suitable for eighth grade science on the basis of certain educational objectives. Prepares an annotated bibliography for each science unit based on content value relative to the objectives set up for a science unit, and probable high value in improving the student's techniques in reading for various purposes and in reading different types of material.

798. **Barnard, John D.** An investigation to determine the relative effectiveness of two methods of teaching general science. Master's, 1935. Colo. St. T. C.

*799. **Barnes, Cyrus W.** A study of the standards, or factors, or criteria determining the selection of secondary school science teaching materials. Doctor's, 1934. New York. 134 p. ms.

Determine the standards controlling the selection of special equipment, supplies, apparatus, specimens, and other materials used in the teaching of general science, biology, chemistry, and physics in grades 7 to 12 of public schools, and evaluates the criteria.

800. **Barwick, Edna I.** The meanings derived by children from scientific terms and descriptive phrases in elementary science. Master's, 1935. Iowa.

801. **Buchser, Herman Robert.** A proposed course of study in general science for the junior high schools in San Jose. Master's, 1935. Stanford.

*802. **Dahl, Alfred H.** Relationships of ninth year science and success in subsequent science. Do pupils who have had general science, as well as general science and elementary biology, have a higher regent record in physics and chemistry than those not having had general science as found from the regents records and teacher and pupil opinion? Master's, 1935. Syracuse. 69 p. ms.

Analyzes the regents records of 1,802 science pupils having had general science and some advanced science, and the subjective opinions of 109 science teachers in 101 schools, and 526 pupils in 13 of the 101 schools. Shows that in the schools studied, the pupils who had taken general science did better in physics and chemistry than did those not taking general science.

803. **Douglass, Harl R. and Peterson, George W.** Work-books versus pupil-made notebooks in ninth grade general science. School review, 43: 608-13, October 1935. (University of Minnesota)

804. **Elliott, W. H.** The teacher demonstration method versus the pupil demonstration method in general science laboratory. Master's, 1935. Kansas. 191 p. ms.

805. **Floyd, Oliver B.** General science as preparation for the study of biology, chemistry and physics. Journal of educational research, (University of Minnesota)

806. **Griffeath, Matt Russell.** An experiment with extensive reading in general science. Master's, 1935. Southern California.

807. **Gugino, Peter Ross.** A study outline for ninth year general science. Master's, 1935. N. Y. St. Coll. for Teach. 74 p. ms.

808. **Harrah, E. C.** The contributions of the teaching of science secondary education. Secondary education, 4: 220, September 1935. (Colorado State teachers college)

809. **Harrison, Everett S.** An evaluation of laboratory problems in general science. Master's, 1935. Cincinnati. 67 p. ms.

Develops a set of 40 laboratory problems on the basis of selected syllabi, laboratory manuals, and general science textbooks.

810. **Hicks, Thomas Leon.** A synthesis of some outstanding contributions in the methodology of teaching science. Master's, 1935. Ala. Poly. Inst. 143 p. ms.

Finds little agreement among writers as to the advantages and disadvantages, the comparative effectiveness and values of the various methods; considerable confusion in terminology; definite trend toward the use of a combination of methods rather than major emphasis on some specific method; increase in the emphasis on lecture-demonstration in all science; relative neglect of large areas of methodology; neglect of unit-techniques.

811. **Hodges, R. R.** A survey of the physical and biological sciences offered in the secondary schools of Kansas for the year 1934-35. Master's, 1935. Wichita. 104 p. ms.
812. **Jarvis, Ellis Adams.** A study of the science used in magazine advertising and its relation to the science taught in secondary schools. Master's, 1935. Southern California.
813. **Jordan, Albert Tate.** An investigation of the influence of general science teaching upon the superstitious beliefs of students. Master's, 1935. Texas.
814. **Kraus, Joseph F.** The relative effectiveness of three methods of science. Doctor's, 1935. Wisconsin.
815. **Minister, J. Edward.** Study habits of high school pupils in the field of general science. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 285-86)
- Finds, from a study of the pupils in the eighth and ninth grade general science classes of the Ingram junior high school, that children practice study habits of a general nature rather uniformly, but they vary considerably in the use of specific activities, and that children of the high achievement groups use different and apparently better study methods than do pupils of the low achievement group.
816. **Monia, Lillian Irene.** An analysis of the investigational literature relating to the teaching of general science. Master's, 1935. Southern California.
817. **Narber, Helen Louise.** Transcript record of science instruction in a second grade. Master's, 1935. Iowa.
818. **Nelson, James F.** Problems, generalizations, and concepts basic to a secondary science program. Master's, 1935. Colo. St. T. C.
819. **Pollan, William David.** The development of general science courses in high schools. Master's, 1935. Texas.
820. **Rhoades, Levi F., jr.** An evaluation of a manual versus a non-manual method in general science laboratory procedure. Master's, 1935. Ohio State. 86 p. ms.
- Attempts to find a more satisfactory way of recording general science laboratory notes, and finds that class discussion of laboratory demonstrations seem to be more satisfactory than the usual manual procedure.
- *821. **Riccio, Angelo Pasquale.** A proposed course of study in general science for non-college preparatory students. Master's, 1935. Boston univ. 66 p. ms.
- Evolves a course of study consisting of a series of problems arranged in their respective units and directly related to the everyday experiences and environment, for ninth year students.
822. **Rice, R. S.** Extensive reading versus intensive study as a means of acquiring a knowledge of scientific facts. Doctor's, 1935. Penn. State.
823. **Ritchie, Charles Martin.** An experimental study to determine the relative merits of the general science note-book in the junior high school. Master's, 1935. Southern California.
824. **Sawyer, John Thomas.** Synthesis of materials for a high school course in related technical science. Master's, 1935. Southern California.
- *825. **Singleton, Harry Chamberlain.** A comparison of the changes in pupils' character and information resulting from instruction in general science by the activity method versus the traditional recitation method. Master's, 1935. Penn. State. 55 p. ms.

Describes an experiment carried out with the general science class in the Susquehanna, Pa., high school, in which one group of 21 pupils was taught by the traditional recitation method, and an experimental group of 21 pupils was taught by the activity method. Finds that the group taught by the activity method made greater gains in achievement than did the group taught by the recitation method.

826. Snyderman, Isadore L. Analysis of pupils' observations and related conclusions in junior high school general science. Master's, 1934. Temple. 66 p. ms.

827. Stark, M. Janet. Relationship between achievement in general science and high school physics and chemistry. Master's, 1935. Louisiana.

828. Stooksberry, Ross W. The teaching of general science through the life situation method. Master's, 1935. Wittenberg.

829. Van Ness, George H. An experiment: teaching vocational information through a course in general science. Master's, 1935. Wittenberg.

830. Waldo, Raymond Brown. Instructional provisions for individual differences in general science. Master's, 1935. Southern California.

831. Wolford, Feaster. Methods of determining types of content for a course of study for eighth grade science in the high schools of the southern Appalachian region. Doctor's, 1935. Cornell.

BIOLOGY

832. Alpern, Morris L. A comparative study of the effectiveness of student made and prepared drawings in college laboratory work in biology. Master's, 1935. Coll. of the City of New York. 75 p. ms.

Describes an experiment conducted with two groups of biology students at the College of the City of New York, divided on the basis of intelligence and initial knowledge of the subject matter into two equivalent groups of 125 each. While the two methods are equally effective at all levels of ability, it is recommended that prepared drawings replace the student made drawings in order to give the students more time for observation and other laboratory activities.

*833. Atkins, Wesley C. Some measurable outcomes of partial self-direction in tenth grade biology. Doctor's, 1935. T. C. Col. Univ. Princeton, N. J. Princeton university press, 1936. 101 p.

Describes an experiment conducted with seven pairs of classes each consisting of a control and an experimental group, in two high schools in Elizabeth, N. J., during the school year 1929-30. Finds no conclusive evidence that the acquirement of factual knowledge is increased by partial self-direction in laboratory work in biology; finds that keener interest and more painstaking effort were shown by students who planned their own laboratory studies.

834. Bell, Mildred A. An experiment on method of presentation in the teaching of the human body in biology, conducted in the Owego free academy, N. Y. Master's, 1934. Cornell.

835. Bryan, Arthur H. Teaching biology to the blind. Master's, 1934. Maryland. 110 p. ms.

Discusses materials and methods found effective in giving instruction in biology to blind students of high-school age and includes a collection of models and cut-outs with descriptions in Braille.

836. Cramer, Roy E. The use of radio and motion pictures in teaching high school biology. Master's, 1935. Ohio State. 115 p. ms.

Describes an experiment conducted with a control group and an experimental group which used radio and motion pictures to supplement the regular work in biology. Finds that the experimental group made the greatest average gain.

837. **Deacon, Charlotte.** An experimental course of study in biology for a special low-ability group. Master's, 1935. Southern California.
838. **Greulich, Victor A.** The status of educational biology in selected colleges. Faculty news bulletin, 5: 2-13, June 10, 1935. (Muskingum college)
Analyzes data secured from questionnaires sent to 68 colleges in New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Michigan, and Wisconsin. Finds that the course in educational biology was practically restricted to New York, New Jersey, Pennsylvania, and Wisconsin, and that most of the courses were established between 1926 and 1931; that the course was ordinarily a required freshman course without prerequisites; and that it is typically an abbreviated survey course in general biology in which the major emphasis is placed on the physiological, genetic, and psychological phases of human biology.
839. **Hester, Olive B.** Study of the use of local materials in the teaching of high school biology. Master's, 1935. Louisiana.
840. **Kelley, William Claude.** Organized home-and-environmental activities in high school biology. Master's, 1935. Ala. Poly. Inst. 73 p. ms.
841. **McClurkin, W. D.** An attempt to detect general values from a study of high school biology. Master's, 1934. Arkansas. 96 p. ms.
842. **Meinecke, Addison L.** Testing for less tangible outcomes of biology instruction. Master's, 1937. Wisconsin.
843. **Nickel, Harvey T.** The present status of biology in the small high schools of Nebraska. Master's, 1935. Colo. St. T. C.
844. **Schultze, Frederic Charles.** An analysis of major themes in biology with references and reading lists for pupils. Master's, 1935. Southern California.
845. **Stahnke, Herbert L.** A suggested program of eugenics education in high school biology. Master's, 1935. Arizona. 142 p. ms.
846. **Veach, Albert C.** A course of study in biology for the secondary schools of Indiana. Master's, 1935. Ind. St. T. C. 92 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 193, July 1935)
Arranges the course in 9 units with attention given to sequence and time of year each unit is to be taught.
847. **Violet, J. L.** Biological interests of first year high school children in the city schools of Baton Rouge, Louisiana. Master's, 1935. Louisiana.
848. **White, Alfred J.** The scientific vocabulary of high school biology. Master's, 1935. T. C., Col. Univ. 31 p. ms.
Compiles an "essential" and a "marginal" list of scientific terms in biology.
849. **Wilks, William Taylor.** Source book on insects for use in high school biology. Master's, 1935. Ala. Poly. Inst. 128 p. ms.
- *850. **Wood, J. H.** An experimental investigation of two methods of teaching biology. Master's, 1935. West Virginia. 91 p. ms.
Attempts to determine the relative effectiveness of teaching biology with textbooks in the hands of individual pupils, and of teaching biology where no basal textbooks are used by individual pupils but where they have access to several textbooks and special references in the biology workshop. Describes an experiment conducted in each of three high schools in West Virginia over a period of nine months from September 5, 1934, to May 24, 1935, in tenth year biology. Finds that the use of several textbooks in the teaching of biology is to be preferred to a single textbook.
851. **Zielbauer, Edward J.** The status of geology in junior colleges. Master's, 1935. Southern California.

CHEMISTRY AND PHYSICS

852. **Bodine, Sister Cecilia Agnes.** Modernizing the high school chemistry course. Master's, 1935. Kans. St. T. C., Pittsburg. 147 p. ms.

Presents a series of the first six lecture units of high-school chemistry, utilizing film-strips for illustrative purposes together with the appropriate films.

853. **Bowman, Harris A.** A study to establish a supply standard for high school chemistry. Master's, 1935. Wisconsin.

854. **Bressler, Daniel A.** An evaluation of science laboratory methods. Master's, 1935. Nebraska. 76 p. ms.

Evaluates the relative merits of the demonstration and individual laboratory methods with consideration of pupil achievement, economy, and development of habits, attitudes and skills; and finds that the demonstration and individual laboratory methods are about equal insofar as conclusions can be drawn from tests which measure immediate recall and retention. The demonstration method is definite saving of time for both teacher and pupil and costs only 50 percent as much as the individual method insofar as the purchase of equipment is concerned. The demonstration method of teaching high-school chemistry costs only 7 percent as much as the individual method. The individual method teaches better laboratory technique and manipulative ability. The demonstration method is rapidly coming into more prevalent use.

855. **Brown, Dalna R.** Analytical study of chemistry and physics in public press. Master's, 1934. Nebraska. 225 p. ms.

Consults representative newspapers to determine how much the general public is interested in chemistry and physics, and how much of these studies should be included in high-school curricula.

856. **Buhler, Gerhard.** An experimental comparison of the workbook versus the textbook-recitation method in the teaching of chemistry. Master's, 1935. Cincinnati. 79 p. ms.

Describes an experiment in which parallel sections in high-school chemistry, equated for intelligence, were taught through a 2-year period by two techniques. Finds that in most regards the results favor the textbook-recitation method.

857. **Canfield, Ira Allen.** The regression equation as the basis for a plan of revision in high school physics. Master's, 1935. Ohio State. 135 p. ms.

858. **Davis, Jehiel Shotwell.** An experiment in liberalizing instruction in chemistry. Master's, 1935. Southern California.

859. **Edwards, Elmo W.** The selection of principles suitable as goals of instruction in high school physics. Master's, 1935. Colo. St. T. C.

860. **Flack, Floyd E.** Children's interests in high school chemistry in terms of questions asked. Master's, 1935. Colo. St. T. C.

861. **Goldstein, Samuel.** A comparison of student interest with the importance of the various topics in high school chemistry. Master's, 1935. Coll. of the City of N. Y. 93 p. ms.

*862. **Gruber, V. R.** Mechanical ability as a factor influencing achievement in high school physics. Master's, 1935. Penn. State. 22 p. ms.

Finds, from an experiment conducted with high-school pupils in five towns in Pennsylvania during the school year 1933-34, that mechanical ability is a factor in success in the study of high-school physics, and that boys have greater mechanical ability than girls.

863. **Hauswald, Walter E.** Supplementary materials for enriching high school chemistry. Master's, 1935. Iowa.

864. **Heisler, W. Fred.** Elementary science applied to petroleum production and refining. Master's, 1935. Okla. A. & M. Coll.

Evolves an evening school text, based on a study of the elementary physics and elementary chemistry needed by employees in the petroleum industry.

865. **Jacobs, Paul Harvey.** Economy in the administration of high school science laboratories. Master's, 1935. Nebraska. 128 p. ms.

Studies economies used by science teachers in Nebraska in the administration of high-school chemistry and physics laboratories, and finds that the greatest economies were effected through sound purchasing technique, progressive technique in laboratory, economical store room administration, administration of the science laboratories, student-made apparatus and charts, and preparations used in other departments made by chemistry department.

866. **James, Edward.** The principles of chemistry for secondary science instruction. Master's, 1935. Colo. St. T. C.

867. **Lanza, Silvio A.** The adaptability of progressive methods to the teaching of elementary physics in the New York city high schools. Master's, 1935. Coll. of the City of N. Y. 86 p. ms.

868. **Maben, Lillian Cabell.** The content of the chemistry course of the tenth grade level for the secondary schools of Virginia. Master's, 1935. William and Mary. 79 p. ms.

869. **Megee, George W.** An outline of practical applications in physics for the occupations in and surrounding Fairfax, Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Surveys the industries in Fairfax, and shows that physics has more application to the industries than would appear at first thought.

870. **Merwin, Bruce W.** Development of the curriculum in college chemistry. *Journal of chemical education*, 12: 541-43. November 1935. (Southern Illinois state normal university)

871. **Misuriello, Rocco A.** The status of chemistry in the high schools of Essex county, N. J. Master's, 1935. St. T. C., Upper Montclair. 69 p. ms.

Finds that 8 percent of the total enrollment in high school take chemistry; the individual teacher is responsible for planning the course; the college-entrance examination board examinations have a great influence on the content of the course; apparatus and opportunities for laboratory work are adequate; and that most of the teachers are adequately prepared.

*872. **Mudge, Evelyn L.** Transfer of training in chemistry. Doctor's, 1935. Johns Hopkins. 95 p. ms.

Attempts to determine the extent to which knowledge of chemistry, as taught in the classroom and laboratory in high schools, transfers to the solution of everyday problems of a chemical nature. Data indicate that pupils who study chemistry in high school for 1 year make significant, measurable gains in knowledge of chemistry, which is accompanied by a gain in ability to use this knowledge in meeting situations requiring a knowledge of chemistry and in interpreting popular scientific literature. Comparison of two groups of college students with the high-school groups shows relative permanence of the gains in the two traits. Retention of the facts of chemistry is sustained over a longer period than is the ability to apply the facts.

873. **Nodland, Marvin T.** Selecting and validating principles of physics and their application. Master's, 1935. Iowa.

*874. **Pruitt, Clarence Martin.** An analysis, evaluation and synthesis of subject-matter concepts and generalizations in chemistry. Doctor's, 1935. T. C., Col. Univ. New York, 1935. 176 p.

Attempts to determine the science concepts and generalizations in the field of chemistry which are of most distinctive value to man in interpreting his environment, and to evaluate and synthesize these concepts in terms of generalizations for use by various workers in the field of science education.

*875. **Rancatore, Marian Elvira.** Appreciation units in chemistry based on practical applications in an agrarian community and in the home. Master's, 1935. Boston Univ. 89 p. ms.

Sets up specimen units for a course in chemistry which should give the students an understanding and appreciation of the role played by chemistry in the life of an agrarian community.

876. **Reed, Ruth Kendall.** Recommendations concerning secondary school chemistry based on an analysis of 22 courses of study and a survey of literature of secondary school chemistry. Master's, 1935. Texas.

877. **Rosenkranz, Wilbur Irvin.** A study of methods employed in recording, checking, and grading laboratory results by high school chemistry teachers in Iowa and Nebraska. Master's, 1935. Minnesota. 92 p. ms.

878. **Taylor, Shirley E.** A pupil-made unit course in high school chemistry. Master's, 1935. Colo. St. T. C.

879. **Van Tassel, Edgar Lowell.** A comparative study of the effectiveness of the lecture-demonstration method versus the individual laboratory method in teaching high school chemistry. Master's, 1935. Kans. St. T. C. Pittsburg. ms.

*880. **Wagner, Parke R.** An experiment to determine the relative merits of two types of laboratory manuals for the teaching of high school chemistry. Master's, 1935. Penn. State. 65 p. ms.

Describes an experiment conducted during the course of 2 years, with chemistry students in the Somerset, Pa., junior-senior high school, in which two laboratory manuals were constructed, in which one manual was like the convention high-school laboratory manual, and the other manual was exactly like it except for the addition of helpful chemical information running throughout each experiment. Finds that the inclusion of elaborate chemical explanations in the high-school laboratory manual was beneficial to the student in helping him acquire and retain the facts and principles of high-school chemistry and that the inclusion of such explanatory notes was not a hindrance in training the pupils to think and reason.

881. **Wefer, Charles W.** A study of high school physics in Porter county, with special emphasis on storage facilities and waste in apparatus. Master's, 1934. Ind. St. T. C. 97 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 182-83, July 1935)

Finds that the combined laboratory, demonstration, and recitation room was used by all but one of the 9 schools visited, that only 3 of the laboratories had storerooms, that most of the apparatus was kept in wall cases, and that there was a wide variation in the amount of individual apparatus in the laboratories, ranging from 30 percent of the equipment recommended to 300 percent; that the amount of recommended demonstration equipment was small; and that in some of the laboratories no home-made apparatus was used, while in others a large amount of it was home-made.

882. **Wolfe, Malcolm Nicholson.** Instructional units for a course in high school chemistry. Master's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 77-79).

SOCIAL SCIENCES

883. **Ammann, Mrs. Louise Manghan.** An historical development of materials and methods in social studies in the San Antonio junior high schools. Master's, 1935. Texas.

884. **Anderson, Godfrey T.** Curriculum content and teaching procedures in the social studies in selected secondary schools. Master's, 1934. Northwestern.

885. **Bauer, William John.** Methods and materials for teaching controversial issues in the social studies. Master's, 1935. Southern California.

886. Carter, David. A study of objectivity of informal tests and school marks in the social sciences. Master's, 1934. Wittenberg.

Correlates marks for semester final examinations of 200 students enrolled in social science courses in the West Technical High School, Cleveland, Ohio, with Thorndike-McCall reading scale quotients, pupil probable learning rate (Cleveland classification) and standardized American history test marks, to determine objectivity of informal tests.

887. Clare, Wilbert C. Providing for individual differences in the social sciences. Master's, 1935. Wisconsin.

888. Decker, L. E. Social studies course of study for use in fifth grade of the public schools of Alabama. Master's, 1934. Alabama. 153 p. ms.

889. Dunwoody, Mrs. L. D. Social studies course of study for use in the sixth grade of the public schools of Alabama. Master's, 1934. Alabama. 167 p. ms.

890. Epply, Harry L. A comparative study of social studies majors of Indiana state teachers college for the years 1931-33. Master's, 1935. Ind. St. T. C. 64 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 194, July 1935).

Seeks to determine whether social studies majors do the same grade of work in social studies that they do in other fields, whether women students who major in the social studies do superior work to that done by men in the same field, and whether there is a difference in merit in the work done in social studies by students from different sections of the state. Finds little difference in the quality of work done by social studies majors in the social studies and in other fields, that women students do a higher grade of work than the men students, and that there is little difference between the work done in social studies by students from the various sections of the state.

891. Erb, Tillman H. Viewpoints of social studies teachers in Colorado. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 17-18).

Surveys the opinion of social studies teachers in Colorado regarding fundamental problems facing the United States and the world, reasons why such problems are inadequately treated in the school, effective methods for the treatment of them, and 32 representative controversial propositions from which the degree of their liberalism or conservatism could be estimated.

892. Green, Eileen Clare. An analysis of investigations of methods of teaching the social studies in secondary schools. Master's, 1935. Southern California.

893. Long, Katheryn Margaret. The social studies laboratory. Master's, 1935. Southern California.

894. Math, Helen M. Social studies as a vehicle of propaganda in the schools of Russia and the United States. Master's, 1935. St. T. C., Upper Montclair. 71 p. ms.

Shows that the school systems of both Russia and the United States are propagandizing agents for the training of citizens and that this training has been relegated to the social studies department. Both countries devote about one-fourth of the program to social studies, but the propaganda in Russia is more consistent and thorough because it is a definite governmental policy.

895. Meyer, Lucille Evelyn. A study of modern social, economic, and political topics as a basis for the social science curriculum for the secondary school. Master's, 1935. Stanford.

896. Miller, Mrs. Sammie Kate. Progress of the integration of the social studies in junior high schools. Master's, 1935. South. Methodist. 126 p. ms.

897. **Murra, Wilbur Fim.** The relationship between understanding of social terms and courses in the social studies. Master's, 1935. Minnesota. 93 p. ms.

898. **Beene, Mary Elizabeth.** Methods in the social studies in the intermediate grades of the elementary schools. Master's, 1935. Stanford.

899. **Schwarz, Allan H.** Means employed in the enrichment of instruction in the social sciences in selected schools of Nebraska. Master's, 1934. Nebraska. 114 p. ms.

*900. **Shafer, Hugh M.** Evaluating cooperative teaching in social studies. Master's, 1935. West Virginia. 39 p. ms.

Describes an experiment conducted in teaching the social studies in the Daybrook junior and senior high school, Monongalia County, W. Va., in which the contract method of teaching was employed, and student government inaugurated. Two teachers taught and supervised each other's work cooperatively. Data indicate that cooperative supervision and teaching between teachers of the same school led more completely to a realization of pupil objectives in social studies and related activities than did individual instruction.

901. **Shepherd, Charles William.** Visitation possibilities for social problems classes. Master's, 1935. Stanford.

902. **Short, H. C.** Pupils' concepts of quantitative terms in seventh grade social science material. Master's, 1935. Iowa.

†903. **Stormzand, M. J. and Lewis, Robert H.** New methods in the social studies. New York, Farrar and Rinehart, 1935. 223 p. (Occidental college).

Discusses the unit plan, workbooks and study guides, present-day problems and current events, socialized methods and management, laboratory method and visual aids, integrating social studies and English, modifying traditional methods, and objectives in the social studies.

904. **Welch, Ronald R.** A study of the mental status of a group of eighth grade pupils in regard to ideals, attitudes, standards and habits as related to the social studies. Master's, 1934. Pennsylvania. 149 p. ms.

GEOGRAPHY

905. **Brandenburg, Edith Lovina.** A knowledge of geography needed by an individual as indicated by an analysis of the New York Times index. Master's, 1935. Southern California.

906. **Braun, Elmer W. Background studies as a basis for regional outlook statements with special reference to California. Doctor's, 1934. Columbia, 1934. 125 p.

907. **Graham, Marie Corbett.** A partial analysis of pupils' errors in studying geography. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 274-75)

908. **Hosley, James Laird.** A series of study units in regional geography for the seventh grade. Master's, 1935. Kans. St. T. C., Pittsburg. 88 p. ms.

909. **Jordan, Lawrence A.** Concepts, problems and generalizations basic to a conservation of natural resources curriculum. Master's, 1935. Colo. St. T. C.

910. **Miller, Gwendolyn.** A study to determine the status of courses in geography in the public and private junior colleges of the United States. Master's, 1935. Southern California.

911. **Ryan, Grace M.** The adequacy with which fifth grade children comprehend quantitative terms in their geography textbooks. Master's, 1935. Iowa.
912. **Schaeffer, Grace Crombie.** An informational unit on time. Master's, 1935. Minnesota. 167 p. ms.
913. **Stolte, Helen B.** The ability of fourth grade children to comprehend certain geographical concepts. Master's, 1935. Iowa.
914. **Thorn, Alfred Amel.** The practice and improvement of the teaching of commercial geography in the State of Washington. Master's, 1935. Washington. 121 p. ms.
915. **Walker, Carol Terpening.** A unit program in seventh grade geography. Master's, 1935. N. Y. St. Coll. for Teach. 146 p. ms.
916. **Walkup, Lydia.** Difficulties of fifth grade children with a certain type of terms used in geography. Master's, 1935. Iowa.
917. **Wigger, Lucien P.** The evolution of the teaching of geography in the elementary schools of St. Louis. Master's, 1935. Washington Univ. 96 p. ms.

HISTORY

918. **Baumgartner, E. H.** Some vocabulary difficulties of eleventh and twelfth grade American history. Master's, 1935. Illinois.
919. **Beals, Lester Miller.** Making written work in history effective in the high school. Master's, 1934. Nebraska. 89 p. ms.
- Surveys the place of written work in history and the present day practices of handling the examination, map work, the notebook, outlines and themes used by 11 senior high school teachers in Lincoln.
- *920. **Bennett, Henry Arnold.** The Constitution in school and college. Doctor's, 1935. Columbia. New York, 1935. 315 p.
- Discusses the pedagogical rise and decline of the Constitution, the treatment of the Constitution in early and recent textbooks for elementary and secondary schools and for colleges, attempts to legislate the Constitution into the curriculum, current instruction in the Constitution in elementary and high schools, and in liberal arts and teachers colleges, and suggests a new theory and technique of teaching the Constitution.
921. **Broadbent, Edwynna E.** The correlation of history and music in the eighth grade. Master's, 1934. Idaho.
922. **Calhoun, Lucille M.** Vitalizing the period of the Renaissance in the secondary school. Master's 1935. St. T. C., Upper Montclair. 53 p. ms.
- Shows that medieval history has a meaning in modern life and suggests ways of bringing out this meaning.
923. **Chapman, Florence Jane.** The use of biography in junior high school American history. Master's, 1935. St. T. C., Upper Montclair. 81 p. ms.
- Studies the desirability of using biography as an aid in teaching history and points out certain uses of biography in junior high school courses. Finds that biography may profitably be used but that teachers do not agree on which biographies to use.
924. **Dean, John Isaac.** Directing study in high-school history. Master's, 1935. Texas.
925. **Delander, Nathalie.** Content of special methods courses in history and the social studies. Master's, 1935. Minnesota.
- Analyzes the content of special methods courses in history or the social studies as taught in 64 teacher-training institutions, and shows a lack of standardized conception of what should be the content of these courses as well as its correlation with other teacher-training activities.

926. **Doll, Ronald C.** A critical study of the domestic activities of the committee on public information, 1917-19. Master's, 1935. T. C., Col. Univ. 114 p. ms.

Covers the story of domestic propagandā dissemination by the United States Government in the World War.

927. **Drake, Mary Grace Elizabeth.** Biographical narrative for ten-year old boys and girls as a means of peace education. Master's, 1935. Southern California.

928. **Fowler, Elois L.** Instruction of a maladjusted group in current history. Master's, 1935. St. T. C., Upper Montclair. 41 p. ms.

Describes an experimental course inaugurated in the Henry B. Whitehorne high school of Verona, N. J., and includes case studies of typical members of the class.

929. **Hawker, J. Marvin.** What improvement in teaching history and civics can be suggested by an analysis of the freshman entrance examination? Master's, 1935. Kans. St. T. C., Pittsburg. 102 p. ms.

Analyzes test scores and other records of 369 freshmen. Finds that knowledge of current problems was no greater than knowledge of historically significant events, which implies that history teachers need to place more emphasis on current social and economic problems. Inaccuracies in test answers show a need for stressing exactness in all facts involved in the social studies.

930. **Hightower, Estelle.** A historical and experimental study of vocabulary difficulties in history. Master's, 1935. Ala. Poly. Inst. 54 p. ms.

*931. **Jamison, Roy S.** Historical fiction as an aid in the development of superior attitude and achievement in American history. Master's, 1935. Penn. State. 41 p. ms.

Devises an attitude scale and an achievement test for American history. Describes an experiment conducted with an eleventh-grade class in American history at Centre Hall, Pa., high school, and with a similar class at the East Pennsylvania Valley high school, Millhelm, during the school year 1934-35. Each class was divided into control groups using the same textbook, and experimental groups reading from 8 to 12 books of historical fiction. Shows that historical fiction as an auxiliary agency in teaching history effected only a slight improvement in pupil attitude toward history, but that it augmented pupil achievement in history to a considerable extent.

932. **Kardokus, David Percy.** An attempt to devise a plan for teaching first semester United States history as suggested by Gestalt psychology. Master's, 1935. Indiana. 120 p. ms.

933. **LeMar, J. Herman.** A study of American history instruction in the light of the Ohio every pupil tests. Master's, 1935. Ohio State. 98 p. ms.

934. **Lindaas, Anna.** The Northmen in medieval history: material for teaching travels and influence. Master's, 1935. T. C., Col. Univ. 80 p. ms.

Shows the possibilities for teaching the travels and influence of the Northmen in secondary schools.

935. **McKathan, W. N.** The effectiveness of the daily objective check-up test in the teaching of world history. Master's, 1935. Alabama. 81 p. ms.

936. **Michener, Charles V.** Pupil's information bearing on important concepts in American history 1803-1815. Master's, 1935. Iowa.

937. **Moore, Henry Wallace.** A fusion course of world history and literature. Master's, 1935. Stanford.

938. **Mott, Dorothy Colman.** Boys and girls in Bergen county. Master's, 1935. T. C., Col. Univ.

Presents a brief history of Bergen county, N. J., from 1930 to 1934, for children.

939. Norton, F. M. The preparation of a pupil's workbook in Alabama history for use in the fourth grade of the public schools of Alabama. Master's, 1935. Alabama. 144 p. ms.

940. Peck, John Schuyler jr. Influence of Germany on the study and teaching of history in United States 1914-1930. Master's, 1935. N. Y. St. Coll. for Teach. 125 p. ms.

941. Price, Alice M. Trends in content and method in elementary school history from 1899 to 1935 with special reference to the Philadelphia courses of study. Master's, 1935. Temple. 75 p. ms.

942. Rodgers, Jack. Directing independent study in history. Master's, 1935. Texas.

943. Rolke, Sanford D. Pupil's information bearing on important concepts in American history, 1492-1680. Master's, 1935. Iowa.

944. Saunders, Lenawee Gayle. An experimental study of Indian life as a means of unifying the curricula of an elementary school. Master's, 1935. Southern California.

945. Smith, Kirvin Rupert. The validation of objectives in United States history for the period 1865-1935. Master's, 1935. Washington. 62 p. ms.

946. Sparrow, Dorothy S. Vitalizing the teaching of Roman history through Latin source material and comparison with modern problems. Master's, 1935. St. T. C., Upper Montclair. 60 p. ms.

Shows that Roman history of the republic, 269-49 B. C., can be presented, by a teacher intimately acquainted with Latin source materials, in such a way that it will be valuable and attractive, and that a teacher of ancient history should have classical training as well as economic and sociological to teach Roman history effectively and interestingly.

947. Thompson, Raymond K. Case studies of pupil's ability to get meanings from paragraphs in American history. Master's, 1935. Iowa.

948. Trosvig, Ida. The study and teaching of history in the College of William and Mary. Master's, 1935. William and Mary. 117 p. ms.

949. Whitehead, Millard Munford. Attempts of outside agencies to influence the administration and content of school subjects. Master's, 1935. Ala. Poly. Inst. 31 p. ms.

Discusses the attempts of individuals, patriotic and other societies to regulate the content and teaching of history by bringing pressure to bear on legislative and school authorities. Finds that the content and teaching of history have been determined by many influences other than those of a professional, educational, or scientific spirit.

4. CIVICS

950. Ellis, Melvin Hobson. A specific vocabulary study in eighth grade civics. Master's, 1934. Duke. 84 p. ms.

Devises three types of tests to measure the knowledge of 50 of the 164 technical terms in a civics textbook used in a Mississippi community.

*951. Frits, Clair. A study of the change in civic attitudes and civic information as a criterion for teaching procedure. Master's, 1935. Penn. State. 36 p. ms.

Attempts to determine by what method of instruction the greatest difference between civic attitudes and civic information is found, the workbook, contract, or the traditional assignment-recitation method; and to determine whether there is a greater difference in civic attitudes or civic information as measured by pre-tests and end-tests, as shown by an investigation conducted in Red Lion High School, Red Lion, Pa. Finds that the

results achieved in civic information and in civic attitudes appear to be equally good under any of the three methods of instruction, and that there is evidence of gains in civic information and civic attitudes, and shows no significant difference between gains in civic attitudes and civic information.

952. **Gregory, Robert L.** A comparative study of an enrichment syllabus with current materials used in school civics. Master's, 1935. Wisconsin.

953. **Horton, Dudley Travis.** Teaching current events in the elementary school. Master's, 1935. Kans. St. T. C., Pittsburg. 113 p. ms.

Stresses the importance of current events as a means of educating the individual to live in a complex environment.

954. **Layne, Ruth Eugenia.** Training in citizenship through the student council. Master's, 1935. Wichita. 77 p. ms.

955. **Mahon, Harry G.** A citizenship training program for the Turner, Kansas, high school. Master's, 1935. Kans. St. T. C., Pittsburg. ms.

956. **Markwell, Ethel.** The unit method applied to the teaching of civics in the junior high school. Master's, 1935. Okla. A. & M. Coll.

957. **Montgomery, Charles Spurgeon.** A professionalized study of civics. Master's, 1935. Tennessee.

958. **Olson, Waldo.** Adapting the content of the course of study in ninth grade community civics to rural schools. Master's, 1935. Denver. 132 p. ms.

Concludes that rural life situations and needs are definitely different from those of urban life, and outlines contents of a new course of study designed for use with rural school pupils, and recommends that a text be prepared for use in rural schools.

959. **Sutherland, John William Lee.** Community civics in the schools. Master's, 1935. Texas.

ECONOMICS

960. **Gillingham, George G.** A professionalized study of economics. Master's, 1935. Tennessee.

961. **Houghton, Marx, and Douglass, Earl R.** Age and grade classifications as factors of achievement in high school economics. School review, 43: 766-70, December 1935. (University of Minnesota)

Describes a controlled experiment in the teaching of economics to sophomores, juniors, and seniors in high school, and finds that the subject may well be taught to sophomores and juniors as well as to seniors.

962. **Imler, J. Donald.** Recent trends in teaching economics at the junior college level. Master's, 1935. Southern California.

963. **Shooshan, Queenie, Evelyn.** A study of the instructional values to be derived from the use of collateral reading in courses in economics in public secondary schools. Master's, 1935. Southern California.

PSYCHOLOGY

964. **Allgaier, Earl.** Visual factors in space perception. Master's, 1935. Iowa St. Coll. 69 p. ms.

965. **Baskin, Bertha.** Relative effectiveness of various modes of sensory presentation in the memorizing process. Master's, 1934. T. C., Col. Univ.

966. **Bechtel, Helen Walker.** Psychological clinics. Doctor's, 1935. Yale.

967. **Bessen, Mildred.** Suggestibility of normal and abnormal school children. Master's, 1934. T. C., Col. Univ.

*968. **Brandt, Hyman.** The spread of the influence of reward to bonds remote in sequence and time. Doctor's, 1935. T. C. Col. Univ. New York, 1935. 45 p. (Archives of psychology, no. 180)

Describes an experiment conducted with two groups of 13 subjects using 13 typewriters which were stripped of all keys and other nonessential parts except the keys F G H J K, in which the subject responded to a stimulus appearing framed in a window at his eye level, by striking one of the five keys, in which 40 stimuli were presented four times at one of the three speeds. Three learning units were given each day, and each of the four types of material was run for 6 days.

969. **Cheadle, Quincy Adams.** Recent conceptions of habit and their implications. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of master's theses, no. 17: 8-9)

Outlines current conceptions of habit, points out their educational implications, and shows the ways in which they affect other phases of life.

970. **Chryst, Ruth.** The retroactive effect of the use of similar codes in incidental learning and in retention. Master's, 1935. Ohio State. 59 p. ms.

971. **Colligan, Agnes V.** The effects on learning of varying degrees of punishment. Master's, 1935. Fordham. 53 p. ms.

Describes an experiment in which multiple-choice code learning material was presented individually to 120 fifth-grade children, correct responses were rewarded by the statement "Right" and wrong responses were punished by one of three intensities of an unpleasant sound transmitted by ear phones worn by the subject. Finds that wrong responses followed by any of the three degrees of sound were repeated at later trials equally often. No significant differences in the spread of reward to connections given different degrees of punishment were found.

972. **Dale, George A.** Some psychological, emotional and educational correlates of school maladjustment. Doctor's, 1935. Iowa.

973. **Dove, Claude C.** The effect of successful and unsuccessful responses upon uniformity and variability of behavior. Doctor's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 13-14)

Studies the effect that a successful or an unsuccessful response may have on uniformity or variability of behavior in a serial learning situation as shown by 205 college students in two experiments, and by 52 white rats in a third experiment.

*974. **Eisenson, Jon.** Confirmation and information in rewards and punishments. Doctor's, 1935. T. C. Col. Univ. New York, 1935. 38 p. (Archives of psychology, no. 183)

Attempts to determine the relative potency in learning of two kinds of rewards: a state of satisfyingness carrying little or no information or knowledge about the success or failure of any particular connection, and a reward which gives satisfaction and knowledge that a certain connection is successful. Shows that rewards should be made specific and directly connectible with the act for which the learner was rewarded.

975. **Forster, Miriam.** Some educational implications of the theory of eidetic imagery. Master's, 1935. Smith. 133 p. ms.

†976. **Gibson, James J. ed.** Studies in psychology from Smith college. Princeton, N. J., Psychological review company, 1935. 98 p. (Psychological monographs, no. 210)

Contents: (1) An investigation of the establishment and operation of mental sets, by H. J. Rees and H. E. Israel, p. 1-26; (2) A group-study of some effects of preparatory set, by E. Sippola, p. 27-38; (3) Orientation in visual perception, the recognition of familiar plane forms in differing orientations, by J. J. Gibson and D. Robinson, p. 39-47; (4) Orientation in visual perception, the perception of tip-character in forms, by M. Radner and J. J. Gibson, p. 48-65; (5) Studies in mirror-drawing, by E. Sippola, p. 66-77; (6) Native fear-responses of white rats in the presence of cats, by M. W. Curti, p. 78-98.

*977. **Gilbert, Jeanne G.** Mental efficiency in senescence. Doctor's, 1935. Columbia. New York, 1935. 60 p. (Archives of psychology, no. 188)

Describes an experiment in which the Babcock test of mental efficiency was given to 155 individuals between the ages of 20 and 29 years, inclusive, and to 175 individuals between the ages of 60 and 69 years, inclusive. Finds that age alone is an insufficient factor by which to judge one's efficiency in his own work; that individuals vary in efficiency; and tests indicate that some 60-year-olds are fit to continue their accustomed tasks with their usual efficiency, that some are fit for work at a somewhat lower level, and that others are fit only for retirement.

†978. **Guthrie, E. R.** The psychology of learning. New York, Harper and brothers publishers, 1935. 258 p. (University of Washington)

979. **Hander, Irma Emma.** Study of some factors influencing the speed of learning motor skills. Master's, 1935. Texas.

980. **Harkin, Hope.** Phases of memory; immediate reproduction, retention and relearning. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 28)

Describes an experiment in which three types of material were given to 133 subjects of high-school and college rank to test their abilities in reproduction, retention, and relearning. Finds little relationship between the three phases of memory tested.

981. **Hughes, Robert M.** Changes in word association responses over a 25-year period. Master's, 1935. Ohio State. 160 p. ms.

982. **Kidwell, William.** A comparative study of reactions to similarities and differences. Master's, 1935. Oregon.

983. **Koob, Harry F.** The effect of memory span improvement upon learning. Master's, 1934. T. C., Col. Univ.

†984. **Leahy, Alice M.** Nature-nurture and intelligence. Genetic psychology monographs, 17: 236-308, August 1935. (University of Minnesota)

Describes an experiment conducted by the Institute of Child Welfare of the University of Minnesota comparing the influence of environment on the intelligence of a group of adopted children, and the influence of heredity and environment on the intelligence of a group of children in the homes of their parents. The children were matched in sex, age, occupation, and education of fathers, education of mothers, and residence in communities of 1,000 or more; and whose parents were of the white race, non-Jewish, north-European extraction. The adopted children formed the experimental group, and the family group the control.

985. **Locke, Norman M.** A standard method of administering the immediate memory span for digits. Master's, 1934. T. C., Col. Univ.

986. **McBride, Frank A.** An experimental study of success and failures in the goal gradient. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 47-48)

Describes an experiment conducted with 80 junior high school pupils to determine the effect that a successful or an unsuccessful response may have upon the contiguous responses in a serial learning situation.

987. **Matousek, Sister Mary Adelbert.** The influence of different preliminary conditions on the form of the learning curve. Master's, 1935. Catholic Univ. 40 p. ms.

Describes a controlled group study employing 42 college and university students in which the learning material consisted of artificial language tests prepared by the author. One of the groups practiced three times a week for ten trials. The other group used the first three periods for study of the material without actually translating the sentences. Finds that the pre-study method yields initial facilitation but no reliable difference prevailed in the final averages of the two groups.

988. **Melrose, Mildred Gail.** Does practice in a simple learning task tend to make pupils more or less alike in achievement? Master's, 1934. T. C., Col. Univ.

989. **Morser, Mary Annetta.** The inferiority complex as found in school children. Master's, 1935. Stanford.

990. **Parker, Ruth Lowery.** Directional orientation in human beings. Master's, 1935. Mass. St. Coll. 51 p. ms.

Analyzes data from questionnaires given to 105 subjects to determine their ability to orient and the cues they used.

*991. **Pierce, Fay N.** The present status of instinct in psychology, as shown by trends in literature, experimental evidence and expert opinion of biologists and psychologists, together with an historic background. Doctor's, 1935. New York. 156 p. ms.

Shows that literature, experimental evidence, and the expert opinion of biologists and psychologists indicate that no educational theory can safely be based upon the instinct hypothesis, although the instinct concept retains some historic value. Expert opinion is largely agreed that what is usually called an instinct is nothing more than a "well-nigh universal race habit."

†992. **Purdue university.** Studies in attitudes: a contribution to social-psychological research methods directed and edited by H. H. Remmers. Lafayette, Ind., 1934. 111 p. (Bulletin of Purdue university. Vol. 35, no. 4. Studies in higher education, 26)

Contents: (1) Generalized attitude scales—studies in social-psychological measurements, by H. H. Remmers, p. 7-17; (2) Construction and evaluation of a scale to measure attitude toward any institution, by Ida B. Kelley, p. 18-36; (3) Construction and validation of a generalized scale designed to measure attitudes toward defined groups, by H. H. Grice, p. 37-46; (4) Construction and validation of a scale for measuring attitude toward any home-making activity, by Beatrix Kellar, p. 47-63; (5) Construction and validation of a scale to measure attitude toward any practice, by Harry W. Bues, p. 64-67; (6) Construction and evaluation of a scale of attitudes toward occupations, by Harold E. Miller, p. 68-76; (7) Measuring attitudes toward vocations, by H. H. Remmers, p. 77-83; (8) An experimental generalized master scale: a scale to measure attitude toward any school subject, by Ella B. Silance and H. H. Remmers, p. 84-87; (9) Relationship between attitudes toward school subjects and certain other variables, by Richard Marlon Bateman, p. 88-97; (10) Validation of a generalized attitudes scaling technique, by Floyd D. Miller, p. 98-109.

993. **Richert, Florence Marie.** Influence of musical accompaniment on ability to recall certain prose material. Master's, 1935. Southern California.

994. **Rost, Carrie Helen.** The development of psychological clinics in the United States. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 64)

Shows that the need for psychological clinics grew out of the enforcement of compulsory educational laws which led to a greater interest in problem children and the development of mental tests; that they work through public and private schools, bureaus of child welfare, state hospitals, and social service organizations; and that they are supported by funds from private and public sources. Finds that due to the increase in mental disorders in the United States, there is a growing need for psychological clinics, and that the clinics should have a better trained staff, do more research, and cooperate more directly with the medical and educational professions.

995. **Rubenstein, Lawrence.** The relation of confidence to emotional stability. Master's, 1934. T. C., Col. Univ.

996. **Schwarzbeek, William C.** Effect of four types of progressive changes in the length of intercycle rest on pursuitmeter learning. Master's, 1935. Ohio State. 56 p. ms.

Shows that conditions of rest affect the rate of improvement in pursuit skill as much as do the number and length of practice periods, that between 5 and 9 minutes rest favors the most rapid improvement in this skill, and that fatigue fails to account for the relatively poorer performance, without rest.

997. Seagoe, May Violet. Perceptual units in learning: an evaluation of the whole-part problem. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 25-27)

Describes experiments conducted with 22 graduate students at Stanford university, with 34 12-year-old boys, and with a group of eighth-grade children. Experiments show that, with a whole defined as a perceptual unit and with material involving a large ideational element, whole presentation is more economical than part presentation.

998. Sharp, Delia L. The correspondence between educational progress and changes in intelligence. Doctor's, 1935. Iowa.

*999. Sheriff, Muzafer. A study of some social factors in perception. Doctor's, 1935. Columbia. New York, 1935. 60 p. (Archives of psychology, no. 187)

1000. Sibley, Annie B. The influence of school environment upon mental growth. Doctor's, 1935. Iowa.

1001. Smith, Lulu Forrest. A comparative study of the persistence and the recall of learning. Master's, 1935. Arizona. 46 p. ms.

1002. Smith, S. M. A study of relationship existing between motor skill and personality traits. Master's, 1935. Alabama. 46 p. ms.

†1003. Snoddy, George S. Evidence for two opposed processes in mental growth. Lancaster, Pa., Science press printing company, 1935. 103 p. (Indiana university)

*1004. Streicher, Samuel. An experimental-critical study of the eidetic type (eidetic imagery and high school English). Doctor's, 1934. New York. 129 p. ms.

Tests 272 high school freshmen and 74 college students to determine the incidence of the eidetic disposition, and concludes that it is not a normal phase of the development of all adolescents, but is the special endowment of a limited number. Describes an experiment conducted with two groups of high-school students paired on the basis of chronological age, IQ, reading age, and being eidetiker or non-eidetiker in which tests were given in spelling, composition writing, phases of literary appreciation in which imagery featured, supplemented by an informal personality inventory, completion tests, and a comparison of final marks in all major school subjects.

†1005. Thorndike, Edward L. *and the staff of the division of psychology of the Institute of educational research of Teachers college, Columbia university.* Adult interests. New York, The Macmillan co., 1935. 265 p.

Discusses changes in the intensity of interests with age, control of adult interests, learning what is intrinsically uninteresting, interest in the constituent elements of a topic, differences between young adults and old in interests and attitudes, inventories of adult likes and dislikes, individual differences among adults, interest and the distribution of adult education, interest and the curriculum of part-time adult education, and methods of teaching adults.

1006. Tilton, J. W. The effect of forgetting upon individual differences. New Haven, Conn., Yale university, 1935.

1007. Wallar, Gene A. Association reaction time as a measure of familiarity with and use of advertised commodities. Master's, 1935. Ohio State. 48 p. ms.

Finds an interaction between familiarity and use such that either is a factor in facilitating associations for the other; and that two people exposed to the same amount of advertising may be affected in different degrees due to their differences in attitude.

1008. Walsh, Merrick Kershaw. A study of experimental amnesia. Doctor's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, 16: 223-31)

Describes 17 different experimental procedures in which a total of 20 "deep trance" subjects were employed at some time during the experiments. The functions investigated were: Tracing finger mazes, memorizing lists of 9 three-place numbers, solving problems involving relatively difficult disarranged words, spelling in reversed order difficult phrases, pursuitmeter learning, pictonome test, and conditioned withdrawal responses.

1009. Ward, M. M. Study of relationships existing between motor skills and certain aspects of personality. Master's, 1934. Alabama. 33 p. ms.

1010. Warner, Nathaniel. The influence of feeling on memory and judgment. Master's, 1934. T. C., Col. Univ.

1011. Wood, Theodore Wheelock. A comparative study of simple sensorimotor learning with and without verbal error information. Master's, 1935. Cincinnati. 40 p. ms.

Describes a laboratory experiment in learning.

1012. Woodring, Paul Dean. An investigation of the need for a course in psychology in the senior high school together with recommendations as to the nature of such a course. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 46-47)

Finds a definite need for instruction in psychology and mental hygiene in the secondary school, and shows that pupils and authorities agree in the need for training in emotions and emotional conditioning, habit, development of desirable personality traits, intelligence and intelligence testing and mind, memory, and study habits.

1013. Wyss, Georgia. Experimental studies of motivation. Master's, 1935. Wisconsin.

*1014. Young, Albert Leon. The comparative efficiency of varied and constant methods in sensorimotor learning. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934 7 p. (Abstract of Contribution to education, no. 139)

MUSIC EDUCATION

1015. Auchenbach, Daniel L. The effect upon rhythmic discrimination produced by training in rhythm as applied to intermediate grade pupils during the regular music period. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 262-63)

Shows, by an experiment conducted with two groups of children, that training has little if any noticeable effect upon ability to discriminate rhythm.

*1016. Banta, Ralph. A survey of entrance credits presented in music at the Michigan state normal college in 1929 and 1934. Master's, 1935. Michigan. 78 p. ms.

Attempts to determine the trend of music instruction in the high schools of Michigan as shown by the records studied. Finds that membership in musical organizations shows a trend upward; that school administrators have increased the credit given for participation in high-school music. Recommends that school music work be planned on a definite basis with certain materials covered each year in all the music activities; that classes be taught by trained music instructors; and that the work be accredited in a business like manner.

1017. Barrett, Howard. Choral training in the junior high school with reference to the changing voice. Master's, 1935. Arizona. 100 p. ms.

1018. Beckman, Robert E. A study of certain music activities of a music group and a non-music group of the graduates of Sunbury high school. Master's, 1934. Bucknell. 51 p. (Abstract in: Bucknell journal of education, 9: 36, March 1935)

Compares a group of 73 persons who had vocal music in their high-school experience with a group of 73 persons who had no music in high school, as to the nature of their music activities since graduation as shown by listening to the radio, attending concerts and other musical performances, and activity in musical organizations.

1019. Bennett, Minerva M. A study of aesthetic values inherent in music and music education. Master's, 1935. Temple. 160 p. ms.

Considers the tonal and rhythmic features of music and their effectiveness, and the procedure by which these values may be inculcated through education.

1020. Byrne, Martha Anne Evelyn. The appreciation of music in grades 1-8. Master's, 1935. Loyola. 170 p. ms.

1021. Carson, Terry. An analysis of learning difficulties of violin players in the high school orchestra. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 265-66)

1022. Costain, Donald George. Gains in musical accomplishment and sight singing ability of required and elective high school music classes. Master's, 1935. Northwestern.

1023. De Long, Homer E. The band policies of Wisconsin high schools. Master's, 1935. Wisconsin.

1024. Dragstedt, Alice M. Suggestions for correlating music appreciation with the study of English literature in high schools. Master's, 1935. Iowa.

1025. Edgar, Alvin R. Problems in arranging Beethoven's Fourth symphony (second movement) for high school symphonic band. Master's, 1935. Iowa.

1026. Evans, Lucile. Spontaneous songs of little children. Master's, 1934. Nebraska. 80 p. ms.

Determines from listening to spontaneous songs of 204 children, ranging in age from 2 to 6, whether or not songs taught are best adapted to their voices in pitch, range, and interval.

1027. Forsblad, Arthur Conrad. A study of band group instruction methods. Master's, 1935. Southern California.

*1028. Garland, Agnes Genieve. Music and the development of international good will. Master's, 1935. Boston Univ. 103 p. ms.

Considers the contributions to the development of international good-will which can be made by public-school music in the elementary grades. Studies the use made of music in the elementary assemblies in the large cities of Massachusetts. Shows that more work tending towards international good-will is done in the classrooms than in assemblies, but that the use of music as a definite means of developing international good-will has not yet been seriously considered in most of the cities studied. Offers constructive suggestions for the development of international good-will through public-school music; lists materials found in basal series of music books and in supplementary books made up of folk songs; discusses techniques for using the materials listed; and offers programs, arranged by month, for use in assemblies.

1029. Hansen, Lily Elizabeth. An experimental study of the effect upon different types of children of a routine—incidental method of teaching sight singing. Master's, 1935. Southern California.

†1030. Hattwick, Melvin S. and Williams, Harold M. The measurement of musical development II. Iowa City, University of Iowa, 1935. 100 p. (Un-

versity of Iowa studies, new series no. 290. Studies in child welfare, vol. 11, no. 2.)

Contents: (1) A genetic study of differential pitch sensitivity, by Melvin S. Hattwick, p. 9-68; (2) Manual of instructions and interpretations for a pitch discrimination test for young children, by Melvin S. Hattwick, p. 71-74; (3) A note regarding the psychophysical analysis of pitch discrimination in young children, by Harold M. Williams and Melvin S. Hattwick, p. 77-84; (4) Immediate and delayed memory of preschool children for pitch in tonal sequences, by Harold M. Williams, p. 87-94.

1031. Haupt, Oscar Wilson. A study of musical talent in relation to musical achievement of junior high school pupils. Master's, 1935. Wittenberg.

1032. Heringlake, Roscoe. Problems in adapting selected piano compositions of Brahms as training material for a high school symphonic band. Master's, 1935. Iowa.

1033. Hesser, Ernest George. An appreciation of the folk-song and a critical analysis of its use in representative school music readers. Master's, 1935. Cincinnati. 138 p. ms.

Presents an account of the historical development of the folk song, and a survey of present practice in the use of folk songs in school music.

1034. Hill, Arthur D. Measurements of the sight reading ability of special public school music students in Indiana teacher education institutions. Master's, 1934. Ind. St. T. C. 65 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 187, July 1935.)

Attempts to determine the degree of success of public-school music departments of Indiana teacher education institutions in developing musicianship in their students; to measure the relative effectiveness of junior and senior college studies, and different major instruments in the development of sight reading skill; and to determine the relationships between attainments in sight reading and intelligence and musical talent.

1035. Jaffe, Belle. The interpretation of occidental and oriental music by white students. Master's, 1934. T. C., Col. Univ.

1036. Kent, Hazel Elizabeth. Trends in the development of music education in the United States. Master's, 1935. Southern California.

1037. Lewis, James C. A further study in the determination of the content for a music survey course. Master's, 1935. Colo. St. T. C.

1038. Leyman, Jonas. The music program of the town and city schools of South Dakota. Master's, 1935. South Dakota. 47 p. ms.

1039. Liefeld, Theodore S. The relation of musical interest to musical capacity of high school students. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 361-62).

Describes an experiment conducted with 100 boys and girls in the senior class at Peabody high school, Pittsburgh, who were tested in the Seashore pitch, intensity, and tonal memory phonograph record measures, and to whom were given a numerically cumulative interest scale and a group of unscaled questions of a general informational nature. Shows that reliable differences were found to exist between the scores of musically trained and untrained subjects, but that no causal relationship was established.

1040. Lowry, Palmer. Problems in the symphonic orchestration of selected material. Master's, 1935. Iowa.

1041. McKay, Louis Paul. A development of the methods advocated by the various schools of the art of piano playing since the year 1710. Master's, 1935. Mich. St. Coll. 47 p. ms.

1042. Martin, Helen Mae. A comparative study of intelligence, musical capacity and musical achievement as a basis for music curriculum building in the junior high school. Master's, 1935. Washington. 77 p. ms.

1043. **Melhuish, John H.** 'An investigation of the musical capacity of the students of Blakely high school. Master's, 1934. Bucknell. 95 p. ms. (Abstract in: Bucknell journal of education, 10: 17-18, October 1935)

Compares the performance of Blakely high school band members with non-members on the Seashore musical talent test.

1044. **Menne, William F.** The conservation of the boy's voice at the mutation period. Master's, 1935. Kans. St. T. C., Pittsburg.

1045. **Millard, Leon Lee.** Survey of music in the schools of Wyoming. Master's, 1935. Wyoming.

Compares practices in Wyoming with those in other states and finds that music is not as widely offered as the traditional subjects.

1046. **Morley, Grace.** Growth of discriminative listening to music. Master's 1934. Nebraska. 57 p. ms.

1047. **Morton, Jean P.** Some physiological effects of jazz and classical music. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 362-63)

Describes an experiment conducted with 44 students at the University of Pittsburgh in which representative selections of jazz and classical music were presented twice to each subject, at different sittings to determine the effects of musical training, order of presentation of the selections, and preference as well as for general tendencies. Finds that there was little difference in response to the two types of music.

1048. **Nash, Lyla A.** Problems in adapting selected material for incomplete instrumental groups in small schools. Master's, 1935. Iowa.

1049. **Pearson, Celia Hull.** Creative music in the elementary grades. Master's, 1935. Stanford.

1050. **Price, Grace Lucile.** The measurement of musical ability. Master's, 1935. Howard. 38 p. ms.

1051. **Rodgers, Lois C.** A measurement of the effect of measurement on musical achievement. Master's, 1934. Wayne.

Measures and compares, by means of a controlled experiment, the musical achievement made under a conventional and an individualized method of teaching public-school music, in which songs were selected by the students and learned by a combination "rote-note" process. Shows that greater achievement scores were realized by the experimental than the control group.

1052. **Rosenbaum, Isadore.** State and city requirements demanded of public school music teachers. Master's, 1934. Temple. 86 p. ms.

Studies the minimum requirements demanded by 46 States, and of 18 cities with a population of 50,000 to 100,000, and of 38 cities with a population of 100,000 or more, before a person can teach music in the elementary, junior, or senior high schools.

*1053. **Sherman, Allan H.** A study of the pitch preferences of children. Master's, 1935. Syracuse. 479 p. ms.

Analyzes the pitch preferences of children from the third grade through senior high schools of 6 cities in New York, one city in New Jersey, and one city in Illinois. A total of 2,537 boys and 2,643 girls preferences were studied. Finds that songs in low, medium, and high keys are acceptable to children, and that in publishing songs for school children, publishers should publish them in different keys.

1054. **Sidman, Gladys.** The correlation of music, poetry, and pictorial art in teaching appreciation. Master's, 1935. Buffalo. 124 p. ms.

1055. **Snyder, Hartley D.** A course of study in music education for elementary grades, with a handbook of music activities for the teacher. Ellensburg, Washington state normal school, 1935.

1056. Snyder, M. Elizabeth. A comparative study of music instruction in the free elementary schools of certain European countries and the United States. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 301-302)

Compares music instruction in the free elementary schools of England, France, Prussia, Switzerland, and the United States, and finds that England and the United States offer the largest number of diversified musical opportunities to their elementary school children, while France offers the smallest.

1057. Stewart, Mabel Vernon. A survey of the problems encountered in teaching secondary school music in the state of California. Master's, 1935. Southern California.

1058. Stone, M. Roberta. Teaching problems in Beethoven's Sonata, opus 27, no. 2. Master's, 1935. Iowa.

1059. Strong, Andre. The relation of music as taught in junior college to certain leisure-time activities of students. Master's, 1934. Southern California. 120 p. ms.

1060. Taylor, Corwin H. A study of trait differences as related to success and failure in music students. Master's, 1935. Cincinnati. 120 p. ms.

Presents an intensive study using measurements and ratings comparing 10 successful and 10 unsuccessful students in the College of music of Cincinnati.

1061. Taylor, Elizabeth Medert. A study of the relative values of certain tests for prognosis of achievement in sight singing and dictation. Master's, 1935. Cincinnati. 45 p. ms.

Evaluates for certain predictive purposes, the Detroit advanced intelligence test, 16 standardized music tests, and 2 new music tests using as subjects 116 freshmen students in the College of music of Cincinnati.

1062. Teller, Jacob. Jazz and modernistic music; their place in the public secondary schools of the United States, especially those of New York city. Master's, 1935. T. C., Col. Univ. 83 p. ms.

1063. Tinnin, Mrs. Ruth Dawson. Correlating music with literature and art in a fine arts appreciation course in the junior high school. Master's, 1935. Texas.

1064. Waggoner, Dorothy. Analysis of theory problems found in a selected list of songs for high school. Master's, 1935. Iowa.

1065. Weatherly, Albert. Methods of procedure in teaching certain instrumental music in senior high schools of the United States. Master's, 1935. Southern California.

1066. Wendland, Melba Parkes. Individual pupil development in piano classes at Inglewood high school. Master's, 1935. Southern California.

1067. Whistler, Harvey Samuel. The organization and administration of music departments in secondary schools. Master's, 1935. Southern California.

1068. Williams, Stephen B. The primary and secondary triads with reference to high school classes in harmony. Master's, 1935. Iowa.

1069. Winslow, Ralph G. A study of the effect on the number of successes in singing primary tunes when the pitch is lowered five semi-tones. Master's, 1935. N. Y. St. Coll. for Teach. 24 p. ms.

1070. Yingling, Robert W. A critical study of the procedures used in schools which teach sight reading in singing without the tonic sol-fa syllables. Master's, 1935. Oberlin. 118 p. ms.

1071. **Youngs, Lovisa.** The appreciation of music. Master's, 1935. Oregon.

1072. **Zimmerman, Rosa Evelyn.** A study of the present day conception of the function of music in the curriculum from the standpoint of the administrator. Master's, 1935. Washington. 96 p. ms.

ART EDUCATION

1073. **Aho, Eino John.** An analysis of the learning content and evaluation of pupil achievement in mechanical drawing. Master's, 1935. Southern California.

1074. **Alexander, Mary Margaret.** A determination of the objectives and content of a course of study in art for the junior high schools of Everett, Washington. Master's, 1935. Washington. 111 p. ms.

1075. **Atwood, Mae Guild.** Standardization in art education, its origins and its effects. Master's, 1935. Washington. 159 p. ms.

Attempts to trace, by means of historical investigations, origins and underlying theories, the status of standardization in modern art teaching in the public schools of the United States; to determine the subject matter in art which could be standardized; to survey what is being done in various progressive city systems; to ascertain what is being developed in leading universities; and to develop a plan for teaching and standardizing a specific subject. Finds that with the new creative methods of art teaching there is less standardization of art and that the only subject matter to be properly standardized in art is concrete knowledge concerning the theory of color, the history of art, and perspective.

1076. **Ball, John Olsen.** Job analysis of architectural drafting as a basis for developing a course of study. Master's, 1935. Denver. 95 p. ms.

Attempts to ascertain under what physical and organizational conditions the draftsman works; to discover what elemental jobs he performs; and to determine the training objectives which must be attained for skillful performance of those jobs.

1077. **Block, Ruth.** Color discrimination of children from two to six years of age. Master's, 1935. Buffalo. 76 p. ms.

1078. **Caldwell, Virginia Bruce.** History of art education in Cincinnati. Master's, 1935. Cincinnati. 145 p. ms.

Traces the development of art education in public schools and other institutions in Cincinnati from 1825 to the present.

1079. **Carlson, Elsie Elizabeth.** Art education in the secondary school. Master's, 1934. Nebraska. 107 p. ms.

1080. **Clennan, Dorothy.** Fundamental aesthetics for elementary teachers. Master's, 1935. T. C., Col. Univ. 67 p. ms.

Shows a need for change in the philosophy and practice of elementary art teaching in accordance with contemporary social changes.

1081. **Cosgrove, Richard Elmond.** The relation of the arts to the unit of work. Master's, 1935, Southern California.

1082. **Crumrine, Fannie H. D.** The value of art in education. Master's, 1934. Wittenberg.

1083. **Druley, Helen.** Traits of children gifted in art. Master's, 1935. Minnesota. 76 p. ms.

Compares fourth, fifth, and sixth grade pupils gifted in art, with an unselected group of the same grade levels, in their ability to judge art work, on their emotional stability, their achievement in school subjects, their IQ, and their economic status, and finds that the children selected for their ability in art showed unmistakable tendencies of being superior to the unselected group of children in the traits measured in this study.

1084. **Georgen, Florence Ann.** An educational plan for a museum of fine arts. Master's, 1935. Iowa.

1085. **Gons, Alice.** A study of the trends in art education in the rural schools of Ohio. Master's, 1935. Cincinnati. 62 p. ms.

Presents data on the teaching of art in the first six grades of the rural schools of Ohio from 1925 to 1935.

1086. **Gorchakoff, Kathryn Coger.** An analysis of art curricula in colleges and universities. Master's, 1935. Southern California.

1087. **Hall, Nora M.** An annotated bibliography for art education and courses in designs and drafts. Master's, 1935. Kansas. 125 p. ms.

1088. **Hammos, Roman M.** The effect of lettering upon the grading of mechanical drawings. Master's, 1935. Iowa St. Coll. 72 p. ms.

Presents an experiment in grading which demonstrates the proportionate amount of a grade on drawings which drafting teachers unconsciously give because of good lettering.

1089. **Harpe, Sophie Elaine.** A course in appreciation of the allied arts for junior college. Master's, 1935. Stanford.

1090. **Haynes, Grace Caldwell.** Factors influencing the individual in creative art. Master's, 1935. Southern California.

*1091. **Hinrichs, William Ernest.** The Goodenough drawing in relation to delinquency and problem behavior. Doctor's, 1935. Columbia. New York, 1935. 82 p. (Archives of psychology, no. 175)

Describes an experiment using 81 boys from the Connecticut school for delinquent boys, ranging in age from 9 to 18 years and whose IQ test in language was above 80, and using four groups of boys from the New York city children's hospital, an institution for the feeble-minded, a public-school group, a public trade school group, and a group from a state home for dependent and neglected children, to whom the Goodenough drawing test and intelligence tests were administered. Finds that spontaneous drawing is a powerful tool in personality analysis; that qualitative differences persist in the face of rigorous equation of groups on an intellectual basis, that the Goodenough scoring method can be extended to higher level drawings, leaving the reliability undisturbed; and that the scoring method restricts the evaluation to a capacity or ability basis.

1092. **Hood, Frankie Jane.** The organization and administration of art instruction in an integrated secondary school curriculum. Master's, 1935. Southern California.

1093. **Johnson, Victor Axel.** Teaching devices in mechanical drawing: a controlled comparison of blue prints and models as instructional aids. Master's, 1935. Minnesota. 143 p. ms.

1094. **McCloy, William A.** Artistic creativeness in children. Master's, 1935. Iowa.

*1095. **McConville, Margaret G.** Children's preferences in pictures. Doctor's, 1935. New York. 203 p. ms.

Attempts to discover tendencies in children's innate preferences for detail and shading in pictures, and to determine the influence of grade, age, sex, intelligence, and subject matter upon choice as shown by a study of children in grades 2, 4 and 6 in public schools in Springfield, Mass., and in Bronxville, N. Y., and New York city. Finds that grade, age, sex, and intelligence were not influencing factors in these tests; that children prefer animate to inanimate pictures, and that they prefer detail and shading to outline pictures.

1096. **McLaughlin, Helen.** The development of a program of art activities for an adult group. Master's, 1935. Minnesota. 188 p. ms.

1097. **Malin, Mary Alice.** An experimental evaluation of three methods of approach to water color painting. Master's, 1935. Southern California.

1098. **Meredith, Amaza Lee.** An orientation course in art appreciation for college students. Master's, 1935. T. C., Col. Univ. 117 p. ms.

*1099. **Mott, Sina M.** The development of concepts: a study of children's drawings. Doctor's, 1935. New York. 133 p. ms.

Studies the relationship between the overt behavior of children from 5 to 7 years old and the corresponding concept, and finds a positive correlation between the portrayal of activity, the tendency to associate with others, and an awareness of one's environment in the concepts and the overt expression of these same concepts.

1100. **Murhead, Ruth Adaline.** A survey of fine arts courses of a non-professional nature offered in institutions of higher learning. Master's, 1935. Southern California.

1101. **Norton, Jennie A.** The effect of one year's customary classroom art work on the aesthetic judgment of seventh grade pupils. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11:287-88)

1102. **Peters, Lottie.** History and development of art education in the public schools of Philadelphia. Master's, 1935. Temple. 103 p. ms.

1103. **Pomeroy, Claribel.** An outline of aims and teaching methods of art for general supervisors. Master's, 1935. Stanford.

1104. **Posey, Mary Myrtle.** Training of appreciation for architecture and the decorative arts as an integral part of the child's education. Master's, 1935. Cincinnati. 135 p. ms.

Presents a proposed outline for unification of art subject matter with other studies.

1105. **Puhl, Helen June.** A comparative study of change in appreciation of tri-dimensional form. Master's, 1935. Cincinnati. 109 p. ms.

Reports an experiment in measuring and developing appreciation of architectonic form, using as subjects 93 second-grade children and 23 art experts.

1106. **Rempel, Henry H.** An approach to art appreciation. Master's, 1935. Hawaii. 141 p. ms.

1107. **Robertson, Margaret Carroll.** Mechanical drawing in the junior high schools of Texas for 1934. Master's, 1934. Texas Tech. Coll. 77 p. ms.

Finds that the teaching of mechanical drawing in the junior high schools of Texas is not uniform; that it is an elective, and that most of the teachers lack practical experience in drawing.

1108. **Sherburne, Ruth Maurine.** Motivation of secondary art through the use of practical problems selected from student activity. Master's, 1935. Stanford.

1109. **Smith, Jesse E.** An experience in teaching drawing by the individual method. Master's, 1935. Ohio State. 66 p. ms.

Finds that teaching drawing by the individual method resulted in: A free and natural development of expression, an outlet for interests and aptitudes, shortening the time required for graduation, an opportunity for specialization, minimizing the number of failures, affording the slow pupil the same opportunity as the fast, paving the way for guidance and counselling, economizing time of pupil and teacher, inspiring the down-and-out pupil, minimizing expense, accommodating larger classes, affording the exceptional pupil an opportunity to proceed in terms of ability, and affording easy placement of part-time pupils.

1110. **Sparger, Alma M.** Course of study in art education for elementary school. Master's, 1935. T. C., Col. Univ. 489 p. ms.

1111. **Stewart, Mary A. L.** Correlating art with other school subjects. Master's, 1934. Duke. 161 p. ms.

Describes experiments in correlating art with other school subjects in a Durham, N. C., public school.

1112. Stinchfield, Estelle. A demonstration and evaluation of principles of art structure by the execution of a mural. Master's, 1935. Colo. St. T. C.

*1113. Warrin, Helen B. Children's color preferences. Doctor's, 1934. New York. 131 p. ms.

Attempts to determine children's preferences for abstract color when presented with a color chart, the choices for value and intensity of hue, the influence of age, sex, and possibly nationality on their choices; and their liking for color when used in drawings of the same subject.

1114. Weltzin, Henry B. The development and critical evaluation of a rating scale for mechanical drawing. Master's, 1935. Iowa.

1115. Wickham, Esther L. Pupil-teacher participation and curriculum making, junior high school art. Master's, 1934. Colo. St. T. C.

1116. Wilkinson, Melroy. Trends in the reorganization of art education in the secondary schools. Master's, 1935. Southern California.

1117. Willis, Frank C. A constructive course in art education. Master's, 1935. Illinois.

1118. Younkman, Mrs. Hazel M. D. The integration of art in the six-year secondary program of South high school, Lima, Ohio. Master's, 1935. Ohio State. 67 p. ms.

DRAMATICS

1119. Andersch, Elizabeth. An analysis of 200 plays commonly presented in small midwestern high schools. Master's, 1935. Iowa.

1120. Brennan, Margaret Virginia. The development of the teaching of dramatics in the schools of the United States, with a survey of present-day methods on the subject. Master's, 1935. Stanford.

1121. Donoghue, Brother Xavier. Supervision and direction of dramatics in the Catholic high schools of Chicago. Master's, 1935. Notre Dame. 95 p. ms.

1122. Dunleavy, Gladys. An analysis of copyright law with special application to the amateur situation in dramatics. Master's, 1935. Iowa.

1123. Hamm, Mary Elizabeth. High school teaching problems in Sullivan's *Pirates of Penzance*. Master's, 1935. Iowa.

1124. Horning, Theron, Elsdon. The relation of John Lydgate to the development of English pageantry and mask. Master's, 1935. Southern California.

1125. Kvasmicka, Gerald Al. An evaluation of inter-scholastic forensics. Master's, 1935. Nebraska. 169 p. ms.

1126. Lembke, Russell. A teaching project in dramatic art for freshmen men with superior ratings. Master's, 1935. Iowa.

1127. Ruebsam, Edith M. Puppets: their history and use in the field of creative dramatics. Master's, 1935. California.

1128. Thomas, Alma Woodsey. The marionette show as a correlating activity in the public schools. Master's, 1934. T. C., Col. Univ. 12 p. ms.

1129. Wright, John Willis. The drama tournament for high schools. Master's, 1934. Washington. 300 p. ms.

SPEECH EDUCATION

1130. **Anderson, George W.** A survey of speech education in the secondary schools of Wisconsin. Master's, 1935. Minnesota. 257 p. ms.

Describes a questionnaire study of 222 public secondary schools in Wisconsin to determine the present status of the teaching of speech. Finds that the amount of speech training available to pupils increases in proportion to the size of the school; that most classroom speech-training is offered in English classes; that 5 percent of all pupils are enrolled in courses in speech which attract a greater percentage of girls than of boys; that 34.6 percent of all pupils enrolled in the 222 schools studied receive some speech training, either curricular or extracurricular; and that the course in speech training is comparatively new, having existed in most cases from 3 to 4 years.

1131. **Bailey, Plumer M.** Measuring achievement in the fundamentals of high school public speaking. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 3-4)

Constructs and evaluates an achievement test in public speaking, by administering it to 301 high-school students of three schools in Texas and New Mexico.

1132. **DeBoer, Holle G.** A workbook in elementary debate. Master's, 1935. Colo. St. T. C.

1133. **Dickey, Harriet Jeston.** The first-year course in speech for high schools. Master's, 1935. Texas.

1134. **Greenfield, Velma.** Analysis of speech needs and abilities of college freshmen with previous training in declamation. Master's, 1935. Iowa.

1135. **Howe, Sister Benedicta.** Drill material for speech improvement in the form of original dramatic episodes. Master's, 1935. Iowa.

1136. **Jensen, Leonard.** Analysis of the speech needs and abilities of college freshmen with previous training in debate. Master's, 1935. Iowa.

1137. **Littlefield, Fannie Lou.** Choral speaking in the high school. Master's, 1935. T. C., Col. Univ. 30 p. ms.

Finds that choral speaking is an excellent means of teaching speech and the appreciation of poetry.

1138. **Martin, John McCowen.** A survey of public speaking activities in the high schools of Ohio. Master's, 1935. Wittenberg.

Finds that public speaking as an academic subject is neglected and needs better recognition and that school administrators are willing to reconsider the present English program in order to make a better place for speech study.

1139. **Mayhue, Rachel Burton.** A proposed course of study in speech for junior high schools. Master's, 1935. Stanford.

1140. **Poos, Roberta.** A speech course of study for high schools. Master's, 1935. Illinois.

1141. **Stegman, Mrs. Mildred Mayble Alcott.** A study of the development and present status of speech work in the public elementary and secondary schools throughout the United States. Master's, 1935. Ohio Wesleyan. 118 p. ms.

1142. **Thornquist, Marie Hoyer.** A study of instruction in choral speaking or verse choir. Master's, 1935. Southern California.

JOURNALISM

1143. **Armstrong, Sister Davidica.** Educational value of journalism in practice in the secondary school. Master's, 1935. Notre Dame. 59 p. ms.

1144. Cook, A. B. Recent trends in the contents of high school annuals. Master's, 1935. Cincinnati. 70 p. ms.

Analyzes the contents and functions of high-school annuals published in southwestern Ohio and northern Kentucky in three periods, from 1914 to 1934.

1145. Ellis, William Geiger. A study of student publications in the secondary schools of New Jersey. Master's, 1935. Temple. 82 p. ms.

Finds that newspapers and yearbooks are the most popular types of publications; that 68 percent of smaller 4-year high schools and 87.5 percent of all junior high schools had publications, and that more than half of the senior high schools had two publications.

1146. Jeffries, A. D. Survey of high school journalism courses in the United States. Master's, 1934. Alabama. 64 p. ms.

1147. Kearney, S. Jeanne. A survey of the financing of high school newspapers in South Dakota. Master's, 1935. South Dakota. 53 p. ms.

1148. Silver, Joseph J. Junior high school magazines of Philadelphia. Master's, 1934. Temple. 76 p. ms.

Finds that the school magazine is the oldest form of school journalism; that it mirrors many and varied school activities; that it offers a medium for pupils' creative work; must secure interest by attractive make-up; should pay for itself; and maintain high standards of school journalism.

1149. Stolteben, Hildegard Marie. *Journalism in high school: a textbook.* Master's, 1935. Iowa.

THRIFT EDUCATION

1150. Miller, Morris S. An analysis of the social and economic utilization of a school bank in a junior high school. Master's, 1935. Temple. 74 p. ms.

SAFETY EDUCATION

1151. Ennis, George William. The juvenile traffic school of Los Angeles county. Master's, 1935. Southern California.

1152. MacMillan, Robert. Safety education in the public schools of the United States. Doctor's, 1935. Temple.

1153. Miller, Ross V. The history, organization, and administration of safety education in the junior high schools of Los Angeles. Master's, 1935. Southern California.

HEALTH EDUCATION

1154. Bathiany, Elsie Mae. The Cincinnati health center, a study of patient records and clinic facilities for 1933. Master's, 1935. Cincinnati. 82 p. ms.

Discusses the scope and services of certain clinic facilities in relation to child health and the school health program.

*1155. Braucher, William Edward. An analysis of the national health agencies recognized in the educational field to determine their significance. Master's, 1935. New York. 202 p. ms.

Analyzes the national health agencies used in the public-school field, and attempts to establish the importance of their materials to the physical education teacher and to the general education teacher. Analyzes replies to a questionnaire given to 91 graduate students enrolled in the Physical education camp of New York university during the summer of 1934, and returns to a questionnaire sent in by teachers in 50 school systems in Pennsylvania in which the enrollment was between 2,000 and 4,000 students. Data indicate that the health agencies and the materials which they issue are not used by many teachers, and that their publications would be of great value in health instruction.

1156. Browne, William Harold. A health program for small schools. Master's, 1935. Nebraska. 92 p. ms.

1157. **Burnett, Lewis C.** The influence of body weight on physical efficiency. Master's, 1935. Iowa.

1158. **Fletcher, Jennie Austin.** Health and physical education in Negro colleges and universities. Master's, 1935. Cincinnati. 100 p. ms.

Surveys health service, health instruction, and physical education in 50 Negro institutions of higher learning.

1159. **Flick, E. Perry.** The need for sex education in the public schools. Master's, 1935. Ind. St. T. C. 207 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 189-90, July 1935)

Analyzes replies to a questionnaire administered to 260 students in Indiana state teachers college and 154 pupils in State training high school to determine the age at which students received certain sex information, the sources of the information, its accuracy, whether the students were satisfied with it, the questions the students would like to have answered, whether the students have counselors in sexual matters, and the attitude of the students toward such a study. Finds that the school is the logical agency for imparting sex information because its contacts all of the children; the teachers are recognized teaching agents and there are not the emotional barriers between teachers and pupils that there are between parents and children. Suggests that the junior high school is the proper school level on which to begin this instruction.

1160. **Johnston, James L.** The health education, physical education, and athletic programs in the high schools of northern Colorado interscholastic athletic conference. Master's, 1935. Colo. St. T. C.

1161. **Lambert, Eugene Wasdon.** Evaluation of health and physical education and R. O. T. C. programs of North Texas agricultural college. Master's, 1935. Texas.

1162. **McLain, Benjamin Hart.** Evaluation of Texas high school health and physical education in relation to state department of education standards. Master's, 1935. Texas.

*1163. **Mandel, James L.** The relation of germinal and interstitial components of the gonad to control of pituitary secretion and the maintenance of the accessory genital structures. Doctor's, 1935. New York. 39 p. ms.

*1164. **Mead, Harold Tupper.** A survey and evaluation of personal hygiene as taught in the accredited colleges and universities of the New England states. Doctor's, 1935. T. C., Col. Univ. Essex Junction, Vt., Roscoe printing house, 1935. 184 p.

Traces the history of hygiene in the curriculum of the New England colleges and universities; discusses the opinions of students and teachers in 32 accredited colleges and universities on current hygiene instruction; analyzes the courses of study followed in classroom instruction in these institutions; discusses extraclassroom instruction in hygiene; discusses the educational qualifications of the teachers of hygiene and physical education; and analyzes objectives in hygiene teaching and approaches to these objectives.

1165. **Minasian, Richard.** A study of existing beliefs on the effects of smoking on adolescents. Master's, 1935. Southern California.

1166. **Mortensen, Martha.** The present status of the effect of exercise on resistance to infection. Master's, 1935. Iowa.

1167. **Offenkrantz, Frederick Millman.** Activities of the health organization of the *League of Nations*, with special reference to child welfare. Master's, 1934. T. C., Col. Univ.

1168. **Olton, Lila H.** Individual differences in cardiovascular changes under the influence of controlled amounts of work. Master's, 1934. Temple. 157 p. ms.

Attempts to determine the normal pulse, its normal variability, and its normal increase under the influence of given amounts of work, in the case of girls of high-school age.

*1169. **Rempel, Henry D., Diehl, Harold S. and Paterson, Donald G.** Physical findings among certain groups of workers. Minneapolis, University of Minnesota press, 1934. 23 p. (University of Minnesota. Employment stabilization research institute, vol. 3, no. 7)

Discusses the incidence of physical defects and ratings of physical condition in three occupational groups, and the physical condition and industrial efficiency of women clerical workers.

*1170. **Boss, Adelaide B.** The over-weight child and the weighing procedure in the schools. Master's, 1935. Boston Univ. 78 p. ms.

Analyzes data on 55 children, classified as to grade and sex, in grades 4 to 6 of the Malden elementary schools, who were or felt themselves to be over-weight, to determine the psychological and emotional effects of their weight on their attitudes. Presents case histories of six over-weight children. Finds that the weighing procedure carried on in the Malden elementary schools is not serving its purpose and presents a dilemma to the over-weight children.

1171. **Boyce, Rosemary.** The relationship of measurements of skin and sub-cutaneous tissue to nutritional status in most pubescent girls. Master's, 1935. Iowa.

1172. **Sanders, Mildred Lee.** Nutrition and dental health. Master's, 1935. Ala. Poly. Inst. 80 p. ms.

*1173. **Steele, Judith Leroy.** A determination of reasons for low ratings made in a health knowledge survey in the District of Columbia public schools. Master's, 1935. George Washington. 28 p. ms.

Compares the results of health knowledge survey of January 1935, with the results of the survey made in January 1933, and because the ratings made by the elementary and junior high school pupils in 1935 were so much lower than in 1933, analyzes the test items and the course of study to determine the reasons for the low ratings. Finds that the school children ranked low in food knowledge and in knowledge of structure and functions of the body and disease. Items which are not covered thoroughly in the course of study: that they ranked high in knowledge of wholesome living habits, on which a great deal of emphasis is placed in the course of study.

1174. **Tompkins, Russell M.** Fifty years in the teaching of physiology and hygiene in the elementary schools (special reference to textbooks). Master's, 1935. Temple. 145 p. ms.

*1175. **Watkins, Vivian L.** A health education vocabulary for school administration. Master's, 1935. Penn. State. 72 p. ms.

Discovers the vocabulary necessary for an intelligent understanding of the health education concepts needed by an administrator in his contacts with faculty, students, parents, and health agencies connected with the school.

1176. **Whitehead, James J.** A health education program for the Galena, Kansas, elementary schools. Master's, 1935. Kans. St. T. C., Pittsburg. 201 p. ms.

1177. **Yeager, J. J.** A further study of the relationship between the cardiovascular response and endurance. Master's, 1935. Iowa.

MENTAL HYGIENE

1178. **Boyd, Helen Vera.** Experimental procedures in safeguarding the mental health of school children. Master's, 1935. Ohio State. 127 p. ms.

1179. **Debus, Eugene C.** The need for a mental hygiene program in high school. Master's, 1935. Temple. 117 p. ms.

Studies 320 Olney, high school (Philadelphia, Pa.) boys and girls to discover some conditions affecting their mental health. Finds that they need assistance in school subjects, health, parental, teacher, and individual guidance.

1180. **Dorlester, David.** Instruction and attitude as factors in the mental hygiene of sex; with a practical application for the elementary school. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 13)

Constructs a scale designed to measure wholesomeness-maturity of sex attitudes. Analyzes data derived from responses of 147 teachers to a questionnaire on a sex education program for public elementary schools.

1181. **Keister, Mary Elizabeth.** Solitary play as mental hygiene for pre-school children. Master's, 1935. Iowa.

1182. **Spurrier, Katherine Ring McDonald.** Mental hygiene as a preventive of maladjustment. Master's, 1935. Southern California.

PHYSICAL EDUCATION

1183. **Aller, Anne S.** The rise of state provisions for physical education in the public secondary schools of the United States. Doctor's, 1935. California.

Traces the rise of state provisions for physical education in the public secondary schools of the United States from 1800 to 1930.

1184. **Annis, Elsie Katherine.** A job analysis of the responsibilities of the elementary teacher to the physical education program. Master's, 1935. Southern California.

1185. **Arnold, Dorothy.** A study of the effect of different dosages of the same exercise on the pulse ratio. Master's, 1935. Iowa.

1186. **Bacon, Pearl Marie.** The relative behavior emphases of school children at different age levels as related to physical education activities. Master's, 1935. Iowa.

1187. **Beckner, Howard B.** The comparative interest appeal of prevailing physical education activities. Master's, 1935. Southern California.

1188. **Bock, Janet.** A critique of current theory in physical education. Master's, 1935. Illinois.

1189. **Brown, Margaret C.** A study of personality of college students of physical education. East Orange, N. J., Panzer college of physical education. American physical education association, research quarterly, 6: 69-77, December 1935.

Attempts to measure the dominant interests in personality of 308 college seniors enrolled in the physical education curricula of 11 colleges and universities engaged in the preparation of teachers of physical education. Shows that men students of physical education are stronger than women students in theoretical, economic, and political interests; that women students are stronger than men in aesthetic and religious interests.

1190. **Caines, Charles Melville.** An experimental study of co-educational physical education. Master's, 1935. Southern California.

1191. **Carpenter, Aileen.** A critical study of the factors determining effective muscular strength in females. Doctor's, 1935. Iowa.

1192. **Chambers, Florence Melva.** Relation of achievement in activities to health in the physical education program for high school girls. Master's, 1935. Southern California.

1193. **Clarke, Ray Bromley.** A physical science program for secondary schools. Master's, 1935. Ohio State. 120 p. ms.

1194. Coosey, Josephine Louise. Physical education classes as a means of guiding the adolescent girl in the junior high school. Master's, 1935. St. Louis. 128 p. ms.
- Discusses the opportunities for guidance in this department of the junior high school. Shows by individual and group case studies that there are many opportunities for guidance that do not exist in other phases of school work.
1195. Cope, Esther E. The fundamental elements that determine motor ability in high school girls. Master's, 1935. Iowa.
- *1196. Cowell, Charles C. A study of differentials in junior high school boys based on the observation of physical education activities: a study of fringers vs. actives. Doctor's, 1935. New York. 164 p. ms.
- Attempts to determine some of the fundamental differentials that characterize those junior high school boys who enter whole-heartedly into the play activities of the physical education program versus those "fringers" who must be unduly encouraged to "get into the game", and to determine how the physical education teacher, the classroom teacher, and the trained observer compare in their responses to these differentials. Studies 50 fringers and 50 actives chosen by teachers in 4 junior high schools in Springfield and in one in Ludlow, Mass. Finds that boys and girls consistently discriminated against boys designated as fringers, and that the behavior trends of fringers have a negative social stimulus value.
1197. Curtin, Leo M. A study of the relationship between physical education and intramural sports. Master's, 1935. Iowa.
1198. Dix, Florence. A study of the development of skill in the use of the non-preferred hand through specific training in selected physical education activities. Master's, 1935. Washington. 63 p. ms.
1199. Dunn, William K. A survey of opinions of administrators concerning physical education in the secondary schools of California. Master's, 1935. Southern California.
1200. Eggleston, Hiram Ernest. A survey of tumbling and pyramid building in the physical education program of California high schools. Master's, 1935. Southern California.
1201. Ellgaard, Theodore J. The relative contribution of formal calisthenics (American) and of the *Buhk Primitiv Gymnastik* to the physical efficiency of junior high school boys. Master's, 1935. Iowa.
1202. Estabrook, Marjorie. Personality differences between university women students in regular physical education and those in individual gymnastics. Master's, 1934. Nebraska. 26 p. ms.
- Finds no marked personality differences between those able to take regular work in physical education and those whose physical condition will permit only light exercise.
1203. Evans, Clifford H. The development of physical education in Negro colleges in the United States. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 19)
- Shows three distinct periods in the development of physical education in Negro colleges.
1204. Feldmann, Herbert. A study of assembly programs in physical education. Master's, 1935. Buffalo. 110 p. ms.
1205. Fitzmorris, Arthur Edmond. The relation of physical education grades and athletic letters to choice of other high school subjects. Master's, 1935. Southern California.
1206. Fye, Florence. A comparative study of the motor ability of high school girls of high and low intelligence. Master's, 1935. Southern California.

1207. **Graybeal, Elizabeth.** Measurement of growth in physical education for women. Doctor's, 1935. Minnesota. 120 p. ms.

Describes a controlled experiment in physical education covering a period of 2 years and using the women students who entered the University of Minnesota, September 1932, in which one group of 269 subjects designated as experimentals participated in required physical education courses, while an equated group of 265 controls was not permitted to take part in work open to freshman and sophomore women students. Finds that at the end of 1 year of training the experimental or physical education group showed reliable gains over the controls in attitudes, knowledge, and motor ability.

1208. **Greene, Earl B.** A critical study of the factors determining effective muscular strength in males. Doctor's, 1935. Iowa.

†1209. **Johnson, Granville B.** The new physical education: an introduction to the philosophy, the psychology and the pedagogy of modern physical education. Minneapolis, Minn., Burgess publishing co., 1935. 79 p. ms. (University of Denver)

Deals with the traditions and development of physical education, the psychological elements of human nature, the laws of learning in physical education, individual differences, objectives of physical education, and the building of a program of physical education.

1210. **Johnson, Henry Satterwhite.** A study of physical education in the rural elementary schools of Virginia. Master's, 1934. Virginia.

1211. **Knoepfel, Leroy.** A critical survey of the physical education program of certain Illinois high schools. Master's, 1935. Iowa.

1212. **McGuire, Mary Elizabeth.** A study of the physical education abilities of deaf girls of high school age. Master's, 1934. Texas.

*1213. **MacKenzie, Donald Hershey.** Effects of various physical activities on the physical fitness of university men. Master's, 1935. Boston Univ. Research quarterly of the American physical education association, 6: 125-43. March 1935.

Reports the results of an objective investigation of the effect on physical fitness of various physical activities for freshmen at the Northwestern University during the fall and winter of 1934-35; draws conclusions and makes recommendations looking towards the improvement of supervision in activities continued, the extension of facilities for the most productive activities, and a background of facts which will guide student advisers and students in selecting activities for future development.

1214. **McKinny, Harry Hall.** The effect of a typical gymnasium lesson on the heart as measured by the pulse rate. Master's, 1934. Temple. 38 p. ms.

1215. **Madison, Ray.** An analysis of the teaching units of a physical education curriculum. Master's, 1935. Hawaii. 186 p. ms.

1216. **Milleham, M. Charles.** A critical analysis of achievement in physical activities for college men with a suggested remedial program. Master's, 1935. Cincinnati. 57 p. ms.

Describes the development of a test for measuring physical activities involving the use of large muscles, and its use with college men in the freshman class.

1217. **Newberry, Gatewood.** Objective evidence of the value of physical education. Master's, 1935. Texas.

1218. **Noyes, Raymond B.** The status of physical education and athletics in certain senior high schools in the western half of Nebraska. Master's, 1935. Colo. St. T. O.

1219. **Olson, Valdis Marie.** A comparison of two means of acquiring good posture. Master's, 1935. Washington. 42 p. ms.

1220. Ryan, Kenneth Walter. Evaluation of the physical education program for boys in 20 Utah junior high schools. Master's, 1935. Southern California.

1221. Ryan, Richard Francis. A study to determine the weighing and teaching sequence of the fundamental units of a selected group of physical education activities. Master's, 1935. Southern California.

1222. Sellers, Mary Virginia. A study of the departments of physical education for girls in the public high schools of Cincinnati. Master's, 1935. Cincinnati. 120 p. ms.

Reviews personnel, facilities and equipment, scheduling and class organization, curriculum, and intramural programs in six city high schools.

1223. Shetterly, Grace Ruth. A history of physical education in the public schools of St. Louis. Master's, 1935. St. Louis. 179 p. ms.

Traces the history of physical education in St. Louis since 1855, and discusses the current program.

1224. Simon, Vera. Presentation of a physical education program based on interest activity for elementary school girls in grades seven and eight. Master's, 1935. Buffalo. 79 p. ms.

1225. Smith, Julia Anna. A comparative study of physical education for girls in the secondary schools of the United States, Germany, and England. Master's, 1935. Southern California.

1226. Stanford, Cecile. The history and development of physical education in the four original district agricultural schools of Arkansas. Master's, 1935. Okla. A. & M. Coll.

1227. Swenson, Reed Knute. A survey of the organization and administration of physical education for boys in the high schools of Utah. Master's, 1935. Southern California.

1228. Taylor, Warren Snyder. A survey of the corrective physical education program in the elementary, junior high, and senior high schools of Los Angeles. Master's, 1935. Southern California.

*1229. Waterman, Emma F. The ability of the physical educator to make judgments on the items of a physical examination for women students in colleges and universities. Doctor's, 1935. New York. 282 p. ms.

Describes present-day practices in 12 institutions in the physical examination given to entering women students by the department of physical education.

1230. Wohlford, Mildred B. The status of physical education for girls in certain high schools of Nebraska. Master's, 1934. Nebraska. 101 p. ms.

1231. Young, Carl Haven. A procedure in the organizing of a corrective physical education program for high school boys. Master's, 1935. Southern California.

1232. Younger, Maximilian W. Factors governing the effectiveness of the remedial work in the physical education program in junior and senior high schools in cities over 100,000 population in the United States. Master's, 1934. Temple. 67 p. ms.

ATHLETICS

1233. Allen, J. Houston. A study of the scholastic records of high school football squad members and high school non-athletes. Master's, 1935. South. Methodist. 89 p. ms.

Studies the scholastic records of 348 high-school football squad members with an equal number of non-athlete boys in 10 Texas high schools, and finds that athletes' records were slightly below the average of non-athletes.

1234. **Andrews, E. Brennetta.** The relation of social adjustment to participation in intra-mural athletics and to the socio-economic status. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 261-62)

Surveys the status of social and emotional adjustment of a group of 545 girls of the Allderlice High School, and compares the degree of adjustment with the fact of participation or non-participation in intra-mural athletics.

1235. **Appel, Virginia Elizabeth.** A study of basketball shots made by junior and senior high school girls from the free throw line during practice. Master's, 1935. Southern California.

1236. **Bartelma, D. C.** The objectives to be attained through wrestling in Iowa high schools. Master's, 1935. Iowa.

1237. **Barton, Helen M.** The continued story of speedball. Journal of health and physical education, 6: 40-41, 46-48, September 1935. (State teachers college, Clarion, Pa.)

1238. ——— Speedball, the new game in physical education for women. School and society, 42: 262-63, August 24, 1935. (State teachers college, Clarion, Pa.)

1239. **Basler, Bruce I.** An experiment in the teaching of golf: teaching to emphasize kinesthetic dominance vs. eye and ideational dominance in golf. Master's, 1935. Iowa.

*1240. **Blutreich, Joseph.** An analysis of the weight events in the track and field program. Doctor's, 1934. New York. 112 p. ms.

Analyzes the basic skills and knowledge of the techniques involved in throwing the shot, discus, javelin, and the hammer.

1241. **Bowling, Justus Hampton.** Administration of football in Kentucky high schools. Master's, 1934. Kentucky. 150 p. ms.

Attempts to determine the practices in the administration of football in the high schools of Kentucky, with respect to type of organization, provisions made for the personnel of the teams, for equipment, for transportation, and the manner in which financed.

1242. **Boynton, Violet Catherine.** A study of competition in women's sports and suggested standards for participation. Master's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 54-55)

1243. **Bresnahan, George T.** Reaction time variation in different methods of sprint starting. Master's, 1935. Iowa.

1244. **Cairnes, John Carroll.** The relationship of athletic ability to motor ability and mechanical aptitude. Master's, 1935. Southern California.

1245. **Cakebread, Aarian Sydney.** The administration and technique of track and field athletics. Master's, 1935. Stanford.

1246. **Carson, G.** The effect of the strength of the stimulus on starting time in the sprint. Master's, 1935. Iowa.

1247. **Clampitte, Virginia Robiou.** A survey of swimming in Texas. Master's, 1935. Texas. ms.

1248. **Coleman, James W.** The differential measurement of force and of velocity by means of the putting of shots of different weights. Master's, 1935. Iowa.

1249. Copenhaver, Helen Huberta. A survey of current practices in the intramural sports for women in 42 colleges in the United States. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 269-70)

Finds that the majority of instructors rank worthy use of leisure time as their first objective; that separate outdoor and indoor facilities are provided for carrying on the girls' intramural program; that 94 percent of the instructors in intramural sports for women are women; that varsity sports are being discontinued and the intramural program is taking its place; that instructors are attempting to classify activities to meet all the needs of the individual; that 78 percent of the instructors are attempting to develop hobbies while administering the intramural program; and that play days are promoted by 34 colleges.

1250. Davis, Allen Lambert. Unit cost of intramural and interscholastic athletics for high-school boys. Master's, 1935. Texas.

1251. Dryer, Lloyd Lee. A comparison of athletic sports in Homer and Malory. Master's, 1935. Okla. A. and M. Coll.

Discusses the training, characteristics, and accomplishments of the great athletes in Homeric Greece and medieval Europe, and describes the athletic gatherings, sports, and pastimes of the periods.

*1252. Duckstad, John H. The organization and business management of high school athletics in Minnesota. Master's, 1935. North Dakota. 117 p. ms.

Shows that the superintendent holds the major role in the administration, organization, and control of athletics and that the care of equipment, the pupil and public interest, the management and control of finance must be directed and supervised by the superintendent if they are to be done efficiently and economically. Suggests that the students participate in the management of funds raised by and for athletics. Shows that high schools in Minnesota have part- or full-time health service, including the nurse, doctor, and dentist.

1253. Duncan, Margaret May. A study of the effect of rhythmic training in swimming on the performance of the side and crawl strokes. Master's, 1935. Washington. 44 p. ms.

1254. Encke, Ethel G. A classification study of athletic achievement of elementary school boys and girls. Master's, 1935. Temple. 199 p. ms.

1255. Farroh, Mike A. Individual preferences as a guide in determining an intramural sports program. Master's, 1935. Iowa.

1256. Foster, Ivan L. A justification of competitive athletics in the secondary school. Master's, 1935. Okla. A. & M. Coll.

Studies the cost and values of secondary school athletics in 57 schools of the middle west. Shows that athletics receive less financial assistance than curricular subjects, that fewer qualified instructors supervise the physical development of the secondary school pupil, and that the physical should take its place on an equal footing with the mental development of the child. Shows a trend toward greater faculty supervision and instruction in the lower schools, and shows neglect in the extremely small schools.

1257. Goebel, William C. Eligibility requirements for high school athletics. Doctor's, 1935. Wisconsin.

1258. Grafund, F. A. A study of the correlation between stop-watch timing and mechanical timing of sprint events. Master's, 1935. Iowa.

*1259. Hall, M. H. A study of the factors of tension and fatigue affecting free throwing ability in basketball. Master's, 1935. New York. 45 p. ms.

Studies the free throws attempted in a series of games played by the Indiana, Ill., High School varsity squad, and by the reserve squad of the same high school.

1260. Harney, Clarence W. A comparison of the scholarship of athletes and non-athletes at the University of Kentucky. Master's, 1935. Kentucky. 36 p. ms.

Compares 130 athletes and an equal number of non-athletes of the same college years as to intelligence, scholarship, hours carried, time spent in college, likelihood of graduation, subjects failed, and numbers on probation.

1261. **Kellner, Ben W.** The judgments of parents of high school athletes concerning the merits and demerits of interscholastic competition. Master's, 1934. Nebraska. 65 p. ms.

Analyzes replies of 100 parents to a questionnaire on the physical, emotional, and social effects of athletics.

1262. **Kimball, Edwin B.** A comparative study of the whole and part methods of teaching basketball fundamentals. Master's, 1935. Southern California.

1263. **King, Owen H.** The association of athletic interest and ability with intelligence among high school boys in Oklahoma's North central conference and Oklahoma county. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 40)

Compares the intelligence and interest in athletics of 793 boys from 18 schools in central Oklahoma, and finds that the boys who were interested in athletics were slightly more intelligent than those who were not.

1264. **Kutnink, Paul.** An experimental comparison of the effect of praise and reproof upon group performance in basketball. Master's, 1935. Kans. St. T. C., Emporia. 34 p. ms.

1265. **Lance, John F.** The relationship between the height of a jump and the time spent in executing the spring. Master's, 1935. Iowa.

1266. **McBride, James L.** An analysis of newspaper publicity of high school athletics of Ohio. Doctor's, 1935. Wisconsin.

1267. **Mason, Lenel W.** The effect of overweight upon performance in the vertical jump. Master's, 1935. Iowa.

1268. **Mead, Telfer L.** Why an athlete occasionally fails to equal his usual standard of playing efficiency. Master's, 1935. Western St. Coll. 37 p. ms.

Studies the opinions of 100 coaches and 37 football players as to why an athlete at times fails to equal his usual standard of efficiency. Finds that there are four major factors for an athlete's failure to equal his usual standard: Poor physical condition, poor mental attitude, nervous tension, staleness.

1269. **Mundt, Howard G.** Control in baseball pitching. Master's, 1935. Iowa.

1270. **Nichols, Anne.** The psycho-motor factors that are associated with the ability to play superior golf. Master's, 1935. Iowa.

1271. **Nichols, Gerald F.** An educational survey of athletic coaches in Oklahoma high schools. Master's, 1935. Okla. A. & M. Coll.

Analyzes data secured from 302 coaches as to their college training, institutions from which they came, their work in teaching, coaching and intramural fields, their coaching experience, tenure of positions, age, and their professional attitude.

1272. **Oaks, H. D.** A study of the optimum time for holding a swimmer in the sprint. Master's, 1935. Iowa.

1273. **Owen, Lester M.** An attempt to establish a set of standards or scale for marking high school boys in six standard track and field events. Master's, 1935. Temple. 69 p. ms.

Studies the 50-yard and 100-yard dash, standing broad jump, running hop, step and jump, running broad jump, and free style basketball throw.

*1274. **Palmer, Carlton.** The sports needs of University of Alabama students after graduation. Doctor's, 1935. New York. 123 p. ms.

Analyzes data secured from 440 replies to a questionnaire sent in by University of Alabama alumni, including the members of each fifth year class from 1900 to 1930 and 210 alumni who had been members of varsity sport squads in college, irrespective of the year of graduation, in order to strengthen the University of Alabama activity program to meet the sports needs of the students after graduation. Finds that the promotion of activities beyond the varsity program was left largely to student efforts until 1930, and that the inadequacies of the University programs served to handicap both student and alumni participation in sports.

1275. **Parker, Howard S.** Criteria for the organization and administration of state high school athletic associations with special reference to eligibility. Master's, 1935. Wisconsin.

1276. **Piper, Ralph A.** A study of the relative improvement in athletic ability among various groups of University of Minnesota freshmen. Master's, 1935. Minnesota. 81 p. ms.

Describes a controlled experiment covering the men students of the freshman class, and finds greater improvement by men taking physical education than by those taking no physical education.

*1277. **Reynolds, H. Atwood.** A manual of lead-up games for eight popular sports. Master's, 1934. New York. 247 p. ms.

Selects games usable in developing skills for baseball, football, basketball, swimming, soccer, volley ball, golf, and tennis.

1278. **Buble, Olan G.** The athletic conference as an administrative unit in Class A high schools in Iowa. Master's, 1935. Iowa.

1279. **Bush, Robert R.** The effect of hip elevation on starting time in the sprint. Master's, 1935. Iowa.

1280. **Shepherd, Bulon Tracey.** Status of interscholastic athletics in the state of Nevada. Master's, 1935. Southern California.

1281. **Smith, James Roy.** The history and development of water polo. Master's, 1935. Southern California.

1282. **Snow, Russell L.** Status of ice hockey in the New England colleges. Master's, 1935. Mass. St. Coll. 72 p. ms.

Finds that ice hockey holds a minor place on the physical education programs of New England colleges, that the numbers participating are small because expensive facilities are inadequate to handle large groups, that it is impractical as an intramural sport, and that weather conditions are favorable only in northern New England.

1283. **Teeter, Francis K.** A comprehensive survey of interscholastic athletics and scholarship grades in the Girard high school, Girard, Ohio, for the decade 1924-1934. Master's, 1935. Ohio State. 219 p. ms.

Analyzes the scholastic records of foot ball and basket ball players during the first semesters of the decade studied. Finds that athletes make better grades while competing than while not competing; that their grades are variable, sporadic, and lacking in permanence; and that they weaken towards the end of the semester.

*1284. **Voltmer, Carl.** A brief history of the Western intercollegiate conference with special consideration to the handling of intercollegiate athletic problems. Doctor's, 1935. T. C., Col. Univ. New York, 1935. 100 p.

Presents a brief picture of college athletics in the midwest over the past 40 years, and studies the solution of various intercollegiate athletic problems.

1285. **Walker, Glenn A.** The administration of athletics in the small high school. Master's, 1935. Wichita. 99 p. ms.

1286. **Watkins, Randell D.** Standardization of athletic awards in the high schools of Texas. Master's, 1935. Southern California.

*1287. **Watson, Katharine G.** A study of the relation of certain measurements of college women to throwing ability. Doctor's, 1935. New York. 94 p. ms.

Determines the relation between body build, as reflected in a number of anthropometric traits, and the ability of a college woman to throw a baseball accurately at a target and for a distance.

1288. **Weed, Howard Randall.** A survey of interschool athletics in the elementary rural schools of Southern California. Master's, 1935. Southern California.

1289. **White, Ray A.** The effect of hip elevation on starting time in goal races. Master's, 1935. Iowa.

1290. **Wilson, Ivan Walsh.** How to secure improvements in the tenure of coaches. Master's, 1934. Nebraska. 110 p. ms.

PLAY AND RECREATION

*1291. **Andreas, Lewis P.** Summer recreational programs for adults and children in 26 New York state cities receiving state aid. Master's, 1935. Syracuse. 54 p. ms.

Attempts to determine the recreational facilities provided for adults and children during the summer of 1934, the recreational activities of adults and children, the education and training of workers in the recreational centers, the salaries expected by recreational teachers or supervisors, and the organization responsible for the administration of recreational centers. Finds that the programs in the 26 cities studied do not show a wide range of activities, but are based primarily on the traditional sports and games. Finds that the only qualification required of a playground teacher in these cities is that he be declared destitute; that the salaries are very low for both playground supervisors and instructors; and that persons in charge of recreational work in these cities have had little training to fit them for their work in physical education.

1292. **Balen, Herman.** Effect of the discontinuance of supervision of certain Philadelphia bureau of recreation play areas upon the delinquency rate of boys aged 16 to 20 years, inclusive. Master's, 1935. Temple. 91 p. ms.

Finds that 65 percent of the 4,960 cases studied live within 8 blocks of some recreation center; that supervision of the centers has an appreciable effect on the rate of delinquency; that there is a 10 percent increase in delinquency of boys living more than 8 blocks from a recreation center in the fall months over the summer months; and that environmental conditions are important factors in the delinquency of older boys.

1293. **Evans, John S.** Playground equipment for elementary schools in Texas. Master's, 1935. Texas Tech. Coll. 71 p. ms.

Finds that the trend in the 120 elementary schools studied is away from mechanical equipment toward competitive games.

1294. **Harris, George A.** Recreational preferences of the men students of the University of Texas. Master's, 1934. Texas.

1295. **Johnson, Marguerite Wilker.** The effect on behavior of variation in the amount of play equipment. Child development, 6: 56-68, March 1935. (University of Michigan)

Describes experiments conducted with three groups of children, in one of which the amount of play equipment was reduced from that to which they were accustomed, and in the others the children were given additional play equipment.

1296. **Kreher, Louise L.** Survey of the art forms of the dance existent in institutions of higher learning. Master's, 1935. Louisiana.

*1297. **Malcolm, John Baden.** Meeting individual health needs in a Y. M. C. A. Boys' camp. Master's, 1935. Boston Univ. 54 p. ms.

Describes an experiment conducted at Camp Ousamequin on Lake Monponsett at Halifax, Mass., in which upon arrival in camp, each boy was given a medical examination and the Rogers' physical fitness test, and the camp program arranged according to his physical fitness index. The boys were tested every 2 weeks, and their program changed to suit the current physical fitness index.

1298. **Millard, Eugenia Lucy.** Some folk games with rhymes current among the children of New York state. Master's, 1935. N. Y. St. Coll. for Teach. 92 p. ms.

1299. **Pierce, Esther Ruth.** A survey of the present status of the play and recreation movement in the United States. Master's, 1935. Southern California.

*1300. **Schroeder, Louis C.** The organization and administration of the Recreation department, Emergency relief bureau, Works division, City of New York, 1934. Master's, 1935. New York. 117 p. ms.

Traces the organization and administration of the Recreation department during its first year, showing how it developed, its program of activities, the selection and training of personnel, the placement of workers in the agencies with their job locations, the institutional and committee relationships, and some results of the experiment. Shows that the Recreation department was limited to the physical, social, and handcraft activities, and that it taught persons of all ages, ranging from children in the kindergarten stage to adults well advanced in years.

1301. **Sherbon, Alice.** The role of the dynamic spiral in the art of the dance. Master's, 1935. Iowa.

1302. **Stewart, Colston Russel, jr.** Guides for training courses in educational recreation leadership. Master's, 1935. Howard. 160 p. ms.

1303. **Stollenwerck, Bessie Baker.** Richmond's summer camps. Master's, 1935. William and Mary. 265 p. ms.

1304. **Watkins, Steven Newton.** Recreation programs for men and boys in cities; the significance of these programs to small towns and villages. Master's, 1935. Nebraska. 90 p. ms.

Surveys 29 cities to determine their recreational programs for men and boys and suggests a program of athletic recreation and worthy club activities.

1305. **Watt, Lillian Carnell.** Organized after-school play of public schools. Master's, 1935. Temple. 60 p. ms.

1306. **Whitmore, Dorothy Ann.** The relationship of the recreational camps of Cedar Rapids, Iowa, to the social agencies of that city. Master's, 1935. Iowa.

1307. **Williams, Virginia.** A study of the place of dancing in the high schools of California. Master's, 1935. Southern California.

COMMERCIAL EDUCATION

1308. **Adams, Maude.** An analysis of the types of errors in transcription made by students of shorthand in secondary schools. Master's, 1935. Iowa.

1309. **Adams, Minnie R.** The development of a course of study for the teaching of Pitman shorthand by the direct method (composed of 500 commonest words and word signs). Master's, 1934. Temple. 111 p. ms.

1310. **Anderson, Kenneth Dale.** The needs for a course in business training in the high schools of Arizona. Master's, 1935. Arizona. 83 p. ms.

1311. Anderson, Ray L. Junior business training in the public secondary schools of the Pacific Coast. Master's, 1935. Southern California.

1312. Ballmann, Charlotte L. A study of high school work of stenography, typewriting and bookkeeping pupils. Master's, 1935. Washington Univ. 104 p. ms.

1313. Bond, Mary Athleen Catterson. A comparative study of the accomplishments of second semester typewriting pupils in 45- and 65-minute periods. Master's, 1935. Southern California.

1314. Brown, Harry A. A proposed method of providing enrichment materials in general business training. Master's, 1935. Iowa.

1315. Burchfield, Howard E. The deferred value of skills and knowledges taught in junior business training. Master's, 1935. Colo. St. T. C.

1316. Burdsal, Dorothy Pemberton. The organization and training of the office practice class. Master's, 1935. Stanford.

1317. Burkmeister, Harry K. A manual of progressive statements for high school bookkeeping. Master's, 1935. Iowa.

*1318. Burmahln, Elmer F. What are the duties of a city director of business education? Master's, 1934. New York. 115 p. ms.

Attempts to determine the reasons for the organization of the city directorship, and studies the duties of the director of business education from the standpoint of day, evening, continuation or part-time and summer sessions. Analyzes data supplied by 23 city directors of business education.

1319. Caperton, Virginia W. A survey of commercial education in the educational institutions of higher learning in Mississippi. Master's, 1935. Colo. St. T. C.

1320. Card, Lorena May. The effectiveness of a method of instruction in elementary typewriting in connection with which students look at keyboard while learning key locations. Master's, 1935. Iowa.

1321. Childs, Vera A. A study of materials of a social-economic nature for the business courses of the senior high school program of studies. Master's, 1935. Southern California.

1322. Clark, Mrs. Henriette I. Instruction sheet method for teaching the use of the adding machine. Master's, 1935. Iowa.

1323. Cockshoot, Lawrence Jay. A study to determine the comparative adequacy and efficiency of the project and problem methods of teaching bookkeeping in a private business school. Master's, 1935. Southern California.

*1324. Colvin, Ambrose Owen. The kinds of information about commercial occupations that should be taught in the public secondary schools. Doctor's, 1935. New York. 248 p. ms.

Analyzes textbooks and courses of study in occupations and in elementary business training, and discusses the opinions of pupil counselors in public secondary schools, commercial employment agencies, and employment managers for business concerns in an attempt to secure guidance information for the enrichment of the commercial curriculum in the secondary schools.

1325. Colvin, Ambrose O. The objectives of commercial education. Journal of business education, 10: 6, February 1935. (Colorado state teachers college)

1326. Connolly, B. Genevieve. The development of bookkeeping as a high school subject. Master's, 1935. Minnesota. 111 p. ms.

1327. Crary, Annabelle Rae. A critical analysis of literature in the field of secretarial studies. Master's, 1935. Southern California.
1328. Creal, Hazel H. Antecedents of typewriting achievement. Doctor's, 1935. Wisconsin.
1329. Cutler, Frederick Arthur. A study to determine the status of business education in the junior colleges of California. Master's, 1935. Southern California.
1330. Davis, Dwight. A comparison of typewriting errors on the universal and on the Dvorak-Dealey simplified typewriting keyboards. Master's, 1935. Washington.
- Finds that the typing of words with one hand is conducive to a greater number of errors than when both hands are used; approximately twice as many errors were made by the universal keyboard students on certain words which they had to type with one hand as were made by students typing the same words on the simplified keyboard.
1331. Dvorak, August. Developing rhythm in typewriting classes. *Journal of business education*, 10: 19-20, February, 1935. (University of Washington)
1332. Emick, Glenn Oscar. Cooperative training in merchandising and retail selling in the public secondary schools. Doctor's, 1935. Indiana. 616 p. ms.
1333. Farr, Ruth. A study to determine the advisability of a course in consumer business education for a four-year junior high school. Master's, 1935. Southern California.
1334. Fisher, Carl Tillet. The evolution of business education in the public high school. Master's, 1935. Southern California.
1335. Flesher, William Ray. Collection and classification of business transactions for curriculum purposes. Master's, 1935. Ohio State. 74 p. ms.
1336. Frazier, Raymond. A program of commercial education for the secondary school. Master's, 1935. Buffalo. 72 p. ms.
1337. Given, John New. Administration and supervision of business education. Master's, 1935. Southern California.
1338. Gosch, Glorene Winslow. A study to determine the status of commercial education in the public senior high schools of Kansas. Master's, 1935. Kentucky. 69 p. ms.
1339. Hallisby, Richard G. Methods of securing automatization of words and phrases in typewriting in secondary schools. Master's, 1935. Iowa.
1340. Harshbarger, Mary Frances. The value of junior business training in giving general business knowledge. Master's, 1935. Kans. St. T. C., Pittsburg. 83 p. ms.
- Describes an experiment in which an objective test of 140 items designed to measure general business knowledge was given in 5 junior high schools to 556 pupils, 193 of whom had studied junior business training and 363 had not. Shows that courses in junior business training are valuable for giving general business knowledge.
1341. Hess, Edmund N. A study of the junior business activities of the pupils of Barratt junior high school. Master's, 1935. Temple. 67 p. ms.
1342. Johnson, Eldon D. Causes of errors in bookkeeping. Master's, 1935. Ball St. T. C. 89 p. ms.
- Attempts to discover whether there is any difference between the accomplishment of boys and of girls, whether the large or the small high schools do the better work, and

what the outstanding errors are and what are their causes. Finds that there is no difference between the accomplishments of boys and of girls, that the large high schools make the better scores, and that the outstanding errors are those on adjusting entries caused by the pupil not having an understanding of the effect of transactions.

1343. **Johnson, Mae Louise.** A study of business education in the public secondary evening schools of California. Master's, 1935. Southern California.

1344. **Johnston, Laura I.** A comparison of secondary school typewriting errors at different levels of intelligence. Master's, 1935. Iowa.

1345. **Jones, Mrs. Edna May.** The present status of commercial education in the representative junior college. Master's, 1935. Denver. 133 p. ms.

Studies the curriculum in the 100 junior colleges enrolling from 200 to 500 students and shows that uniformity does not exist and that it is not desirable. Shows that the junior college is especially adapted to the secretarial training major, and that this is the field most stressed, especially by the women's colleges. Finds that a guidance program is essential and that prognostic testing would be of value in the junior college.

1346. **Kaler, Warren Hugh.** The status of junior business training with particular reference to the course in Tucson. Master's, 1935. Arizona. 92 p. ms.

1347. **Kinney, Marguerite K. Gernold.** An experimental study of the effect of a changed home key position on the use of the universal typewriter keyboard. Master's, 1935. Southern California.

1348. **Kremers, Edward L.** The origin, development, and present status of commercial education in Portland, Oregon. Master's, 1935. Oregon.

1349. **Kyker, B. Frank.** A determination of the business information needed by secondary students preparing for non-commercial occupations. Doctor's, 1935. Iowa.

1350. **Levine, Harry M.** A comparison of general business training outside of Philadelphia with that in junior high schools of Philadelphia. Master's, 1935. Temple. 95 p. ms.

Analyses data collected by means of a questionnaire sent to 480 junior high schools throughout the country.

1351. **Lohan, Francis Martin.** Prognostic testing in typewriting through manual dexterity and intelligence quotients. Master's, 1935. Mass. St. Coll. 60 p. ms.

Analyses intelligence test scores, manual dexterity scores, speed and accuracy scores, and typewriting grades of 325 typewriting students of the West Springfield high school. Finds that the combination of IQ's and dexterity quotients is a more reliable measure of typewriting ability than the dexterity quotients alone.

1352. **Luthien, David F.** A survey of office practice equipment in Pennsylvania high schools and Philadelphia business office to determine equipment for a course in office practice. Master's, 1934. Temple. 121 p. ms.

1353. **MaGee, Harry W.** Occupational opportunities in retail merchandising for high school graduates in Wyoming. Master's, 1935. Colo. St. T. C.

1354. **Mart, Ethel Luella.** Survey of methods and materials in the teaching of transcription in the public secondary schools. Master's, 1935. Southern California.

1355. **Maule, Mabel.** A study of the trends in the teaching of shorthand since 1900 revealed by analysis of the professional literature relating to the teaching of the subject. Master's, 1935. Oregon.

1356. **Mayginnes, Lovell Allen.** Business education in Kansas towns (400 to 2,000 population). Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 51)
- Discusses the problems of business education in Kansas high schools, and the courses offered during the 1924-25 and 1934-35 school terms. Shows that few subjects have been added to the business curriculum since the 1924-25 school term.
1357. **Miller, Gervus Dewey.** Administration of enrichment materials to superior students of bookkeeping classes in all Indiana high schools with enrollments of 1 to 150 compared with all high schools of Indiana with enrollments of 151 to 300. Master's, 1935. Indiana. 82 p. ms.
- *1358. **Mufiz, Alfredo.** An evaluation of the commercial curriculum of Puerto Rican high schools. Master's, 1935. New York. 121 p. ms.
- Finds that the volume of business, of business occupations, and of enrollment in the commercial departments of the Puerto Rican high schools has shown an upward trend; that the high school provides most of the office employees needed by the business men in Puerto Rico; that young people are employed largely as stenographers, office clerks, salesmen, and saleswomen; and that mature people are employed as accountants and bookkeepers.
1359. **Nelson, Doris Carolyn.** Trends in secretarial training in public high schools. Master's, 1935. Southern California.
- *1360. **Nelson, Walter A.** Accounting for no par value capital stock issued by industrial corporations organized under the laws of Delaware, Maryland, and New York. Doctor's, 1935. New York. 259 p. ms.
- Determines the practice in accounting for shares of no par value capital stock issued by industrial corporations organized under the laws of Delaware, Maryland, and New York in order to provide a factual basis for that part of the accounting curriculum of a collegiate school of business which relates to no par value shares.
1361. **Osborne, Agnes Elizabeth.** An evaluation of shorthand and typewriting for personal use. Master's, 1934. T. C., Col. Univ. 52 p. ms.
- Describes an experiment conducted with 100 students at Whittier Hall, and with 2,499 students from Yonkers and Pleasantville, N. Y., and Englewood, N. J. Results indicate that typewriting was an important and valuable tool for the type of college students considered in this study; that 1 year seems to be a sufficient amount of time to spend on learning typewriting for personal use; that shorthand does not function as a personal use college study tool; and that typewriting cannot be justified for personal use in the high schools unless typewriters are available for the in-school use of students.
1362. **Payne, Edward Dickson.** An evaluation of modern junior business training in junior high schools. Master's, 1935. Ohio State. 152 p. ms.
1363. **Porter, Less.** The development of methods and materials in bookkeeping. Master's, 1935. Texas.
1364. **Price, Ferris L.** Problems confronting the establishment of a merchandising course in the commercial curriculum. Master's, 1934. Temple. 64 p. ms.
1365. **Price, Gladys E.** The types of errors made by typing students in a secondary school. Master's, 1935. Iowa.
1366. **Ramsey, Zelda Roberta.** Office training for clerical, stenographic, and secretarial workers. Master's, 1935. Texas.
1367. **Bouchleau, Amelia Valerie.** A study to determine the kinds of general business information needed by ninth grade pupils. Master's, 1935. Southern California.
1368. **Saphier, Conrad.** A student service that is a school service. New Rochelle, N. Y., College of New Rochelle, 1935.

1369. **Sears, Elizabeth Kent.** The techniques of job analysis as applicable in public employment office use. Master's, 1934. T. C., Col. Univ.

1370. **Shaw, Dorothy Pierpont.** A study to determine the status of cooperative business education in the public secondary schools of the United States. Master's, 1935. Southern California.

1371. **Simmons, Florence Katherine.** A prediction of typewriting success. Master's, 1934. Ohio State. (Abstract in: Ohio State university. Abstracts of masters' theses, no. 17: 42-43)

Analyzes 69 tests and measurements of 120 junior high school pupils in an attempt to predict typewriting success.

1372. **Sleeter, Howard E.** An experiment to determine the effectiveness of certain corrective devices in secondary school typewriting. Master's, 1935. Iowa.

1373. **Smith, Pauline Mary.** Relation of hour of class period to improvement of accuracy and speed in typewriting I. Master's, 1935. N. Y. St. Coll. for Teach. 79 p. ms.

1374. **Solar, Herman W.** A survey of the commercial graduates of the South Philadelphia high school for boys of the classes of 1924 to 1928 inclusive. Master's, 1935. Temple. 94 p. ms.

1375. **Tapp, Irma Laws.** A study to determine the values of student participation in student-body finances in increasing business knowledge. Master's, 1935. Southern California.

1376. **Thomas, Abigail Veronica.** The personality traits of clerical workers. Master's, 1935. Southern California.

1377. **Thomas, Archie C.** An historical study of the typewriter correlated with the development of typing techniques. Master's, 1935. Okla. A. & M. Coll.

1378. **Thomas, Maude Ethel.** An analysis of word frequency of the Gregg shorthand manual and Gregg speed studies. Master's, 1935. Southern California.

1379. **Virts, Dorothy Aileen.** The collegiate secretarial science curriculum—its history and present status. Master's, 1935. Ohio State. 145 p. ms.

Finds that the University of South Dakota was the first of the 20 colleges and universities studied to offer secretarial courses, these being included in the 1891-92 curriculum; that there is a dearth of secretarial training at the college level.

1380. **White, Bruce E.** Tangible results of the use of typewriting by university students and factors in the acquisition of typewriting skill. Doctor's, 1935. Washington. 211 p. ms.

Investigates 250 university freshmen and sophomores to determine effects of use of typing on papers; correlates success in learning to typewrite with a number of factors, using more than 500 students of typewriting. Use of typewriter raises grades approximately 0.5 point, on 5-point scale. Intelligence test score, reading rate, age, and serial response, motor ability are significantly and independently related to typing ability.

1381. **White, James D.** Commercial occupational survey of Wilmington, Delaware. Master's, 1935. Temple. 75 p. ms.

1382. **Winbush, Mamie Lee.** A social interpretation of bookkeeping terms: a study to determine certain needs in the presentation of bookkeeping terms. Master's, 1935. Ohio State. 76 p. ms.

Attempts to determine the bookkeeping terms which occur most frequently in the current reading, in the economics and civics texts of high-school pupils; and to determine the extent to which these terms are socially meaningful and significant to these pupils.

1383. **Woldow, Abraham H.** History of commercial education in the Philadelphia high schools (1837-1933). Master's, 1934. Temple. 170 p. ms.

*1384. **Yeck, Lois E.** An analysis of typewriting copy. Master's, 1935. George Washington. 15 p. ms.

Analyzes 40 typewriting tests published over a period of 5 years by four different companies, to determine their difficulty. Suggests that tests be constructed to allow for growth and improvement in typewriting, and that they be grouped in three classifications, easy, medium, and difficult.

*1385. **Youngwood, Milton.** Accounting content for executive activity: an evaluation of required courses in accounting in collegiate schools of business. Doctor's, 1935. New York. 157 p. ms.

Analyzes the accounting curricula in the collegiate schools of business in New York City, and finds that potential business executives should be acquainted with the greater part of the subject matter presented in courses in accounting in collegiate schools of business that are now required or available for both specialists and non-specialists.

INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

1386. **Agliam, Rosario Tolentino.** Trends of vocational education in the Philippine Islands as revealed by reports of the Director of education. Master's, 1934. Nebraska. 211 p. ms.

1387. **Aspinwall, Judson.** A syllabus on electricity for the industrial arts curriculum in our secondary schools. Master's, 1935. Stanford.

*1388. **Bailey, Harvey Peery.** A survey of the organization and methods of industrial arts education in the secondary schools of West Virginia. Master's, 1934. West Virginia. 56 p. ms.

Analyzes replies received from 86 percent of the industrial arts teachers of West Virginia to a questionnaire; and shows that woodworking and mechanical drawing are the courses most commonly offered, that the eighth grade contributes the greatest number of pupils; that on the average 1 hour a day is devoted to shop classes; that vacancies average 31 a year; and that only a small percentage of industrial arts teachers are being trained in West Virginia. Evaluates a score card used to show the shop equipment and teaching methods and devices used in industrial arts departments. Data indicate that the departments are not giving as good service as they might due largely to the fact that the courses are not broad enough to give the pupils enough desirable experiences, that some of the shops are not well equipped and that some teachers were not keeping their shops and equipment in good condition.

1389. **Bliss, Katharine S.** Forty years of progress in the electrical industry and corresponding progress in education afforded by the Bliss electrical school. Master's, 1935. Maryland. 122 p. ms.

1390. **Boyd, Ermon.** Present practices in making industrial arts courses of study. Master's, 1935. Okla. A. & M. Coll.

Analyzes 177 courses of study in industrial arts, and suggests a form for courses of study.

1391. **Buck, Robert Dale.** The development of a curriculum unit in ninth grade industrial arts for girls. Master's, 1935. Denver. 61 p. ms.

Selects, by means of a questionnaire distributed to parents and pupils in four Denver junior high schools, the most desirable objectives for girls in industrial arts.

1392. **Burgett, Raymond W.** Salient factors pertaining to graduate work in industrial arts education and vocational industrial education. Master's, 1935. Iowa St. Coll. 140 p. ms.

1393. **Butler, John Harold.** An analysis and comparison of the related technical information given in the industrial arts wood working courses in the public secondary schools. Master's, 1935. Southern California.

1394. **Clarke, Edmond V.** A reading vocabulary for students of forge practice based on an analysis of textbooks in forging. Master's, 1935. Iowa St. Coll. 133 p. ms.

1395. **Cox, John H.** A study of certain agencies in Baltimore, Md. offering vocational training of less than college grade. Master's, 1935. Ohio State. 59 p. ms.

Develops criteria for selecting schools or agencies offering vocational training of less than college grade, applies the criteria to agencies in Baltimore, and compiles a directory of private schools offering vocational training of less than college grade on the basis of the criteria developed.

1396. **Crane, Loyd D.** Determining the content in general metal courses in secondary schools. Master's, 1935. Wisconsin.

1397. **Dallas, John W.** Minimum requirements and course of study for a typical general industrial school. Master's, 1935. Okla. A. & M. Coll.

1398. **De Rucker, Medard O. J.** A course in woodwork and woodfinishing. Master's, 1935. Hawaii. 147 p. ms.

1399. **Duckworth, Dorothy.** The development and evaluation of a program in industrial art work for the four-year-old children. Master's, 1935. Iowa.

1400. **Dustin, C. H.** Industrial education in New Hampshire: its development and present status. Master's, 1935. Penn. State.

†1401. **Dvorak, Beatrice Jeanne.** Differential occupational ability patterns. Minneapolis, University of Minnesota press, 1935. 46 p. (University of Minnesota. Employment stabilization research institute, vol. 3, no. 8.)

Presents the theory of unique traits, and compares the results of various tests given to men in several occupations and to women in a number of occupations; studies the relation between particular occupational ability patterns and degrees of success within the occupation, the relation between particular occupational ability patterns and locus of employment, and factors as the basis of differential occupational ability patterns.

1402. **Fitzgerald, Bertram Lloyd.** Comparisons of students who take different shop courses. Master's, 1935. Southern California.

1403. **Fletcher, Kenyon S.** A curriculum survey in industrial arts. Master's, 1935. Minnesota. 119 p. ms.

Inquires into the purposes, content, organization, and methods of industrial arts in the schools of 27 central Illinois counties. Indicates trends toward general shop installations and increasing emphasis on appreciations, attitudes, and desirable habits.

1404. **Fryklund, Verne Charles.** When is a skilled mechanic? A study in nomenclature and classification. Occupations, 13: 403-409, February 1935. (University of Minnesota)

Finds a skilled mechanic, as shown by job analysis, to be a type of worker distinguishable from the mass of industrial workers, characterized by the nature of his work, the way he does it, and the time it takes to train him for successful participation.

1405. **Geiser, Ralph G.** An analysis of the industrial arts activities carried on in the homes of junior high school boys in Hawaii. Master's, 1934. Hawaii. 116 p. ms.

1406. **Green, J. R.** A compilation of analyses of trades common to Oklahoma that lend themselves to apprentice training. Master's, 1935. Okla. A. & M. Coll.

Analyzes 32 occupations, and breaks each down into work operations. Shows that each apprentice should know what he is to learn and the divisions of the trade should be taught in logical sequence.

1407. **Gustafson, John L.** A study of criteria for selecting printing students. Master's, 1935. Wittenberg.

1408. **Hansburg, Henry.** The use of the print shop in the improvement of spelling, reading and visual perception. Doctor's, 1935. T. C., Col. Univ.

Studies the effects of printing activity upon spelling, reading, and visual perception of 140 pupils attending a special elementary school for dull, normal, retarded, and maladjusted children. The children ranged in age from 11 to 17 and in IQ from 64 to 115. Data indicate that setting in type specially prepared paragraphs containing graded spelling words improves the spelling of those words, that printing activity improves visual perception to a small extent; that specially prepared paragraphs taken from graded readers used in the elementary school set up in the print shop are helpful in reading comprehension; and that there is a slight tendency for printing activity to improve the ability to distinguish the letters of the alphabet.

1409. **Jackson, Roy L.** A course of study in cleaning, dyeing, spotting, pressing for vocational classes. Master's, 1935. California.

1410. **Jenkins, Roy W.** Training workers in industry. Master's, 1935. Ohio State. 200 p. ms.

1411. **John, Frank Dallas.** Printing—evaluation and implications in an enriched industrial arts program of progressive secondary education. Master's, 1935. Ohio State. 172 p. ms.

Develops a course of study in printing for the junior high schools on the basis of an occupational analysis.

1412. **Johnson, Carl D.** A study of the general educational possibilities of junior high school electrical shop work. Master's, 1935. Ohio State. 233 p. ms.

1413. **Julson, Kenneth L.** A survey of current practices concerning industrial arts in the public schools of Montana. Master's, 1935. Minnesota. 144 p. ms.

1414. **Kennedy, T. A.** Opportunity for industrial training in the Civilian conservation corps camp program. Master's, 1935. Okla. A. & M. Coll.

Surveys the Civilian Conservation Corps units in Oklahoma, and suggests a program for continuing the program as an educational institution, stressing education for those below the eighth grade by making attendance compulsory for 2 hours a day.

1415. **Kittle, Dean F.** The activities and equipment found in the home workshops of 60 boys of Lima, Ohio. Master's, 1935. Iowa St. Coll. 40 p. ms.

Studies the extent and nature of home workshop activities of boys and of the parts which industrial arts teachers can play in order to secure for the boy the greatest good from the movement.

1416. **Klein, Max Ralph.** Social-economic trends and their influence upon the industrial arts curriculum. Master's, 1935. Ohio State. 141 p. ms.

Investigates the changes that have been brought about in the industrial patterns of society and proposes a curriculum based on a progressive philosophy of education and specific objectives of industrial arts. Finds that a reinterpretation of the traditional subject matter of industrial arts in the light of social-economic trends for social reconstruction is necessary and justified.

1417. **Kyl, Richard B.** Analysis of sheet metal publications to determine a reading vocabulary for students in sheet metal classes. Master's, 1935. Iowa St. Coll. 98 p. ms.

1418. **Landis, Ernest Anthony.** A critical study of the woodworking machinery used in the junior high school of California. Master's, 1935. Southern California.

1419. **Leissner, Richard jr.** The place of industrial arts in the guidance program of the junior high school of Southern California. Master's, 1935. Southern California.
1420. **Lusk, Ward Webster.** The growth of trade and industrial education in California. Master's, 1935. Southern California.
1421. **McIntosh, Lorin Commodore.** Vocational survey of Franklin township, Owen county, Indiana. Master's, 1935. Indiana. 125 p. ms.
- *1422. **Mann, George.** A study of the present status of industrial arts education in central rural schools of New York state, 1934-35. Master's, 1935. Syracuse. 100 p. ms.
- Attempts to determine the status of industrial arts teachers, the subjects taught in the shop, and the surroundings among which the teachers taught, and discusses the tools and materials used in teaching industrial arts.
- *1423. **Marshall, Robert C.** A type of cooperative vocational education, Jacksonville, Florida, 1934. Master's, 1935. Syracuse. 88 p. ms.
- Describes an experiment conducted in the high schools of Jacksonville, in which through a cooperative arrangement with employers and parents, pupils in their junior and senior years of high school enter the various training agencies cooperating with the schools, where they secure training in the occupation of their choice under real conditions 4 hours a day for 5 days a week, or 4 full semesters of work. They spend from 2 to 3 hours each day in one of the three senior high schools, receiving from 2 to 3 hours of regular academic training required of juniors and seniors for high-school graduation. They spend from 1 to 2 hours each day for 5 days a week in the vocational school studying the technical subjects directly related to the job and 4 hours each day 5 days a week on the job.
1424. **May, Stanley W.** The status of industrial arts education in Oklahoma. Master's, 1935. Colo. St. T. C.
1425. **Meyer, Harvey M.** An evaluation of the industrial arts curriculum of the Denver, Colorado, public schools. Master's, 1935. Colo. St. T. C.
1426. **Miller, Eldridge A.** A course of study in photography for industrial arts pupils in high schools. Master's, 1935. Iowa St. Coll. 76 p. ms.
- Analyzes 20 books on elementary photography to determine the common topics which should be included in the outlined courses.
1427. **Nichols, Ambrose Reuben.** The development of a vocational program in a city of 60,000. Master's, 1935. Stanford.
1428. **Nietz, J. A.** The depression and the social status of occupations. Elementary school journal, 35: 454-61, February 1935. (University of Pittsburgh)
1429. **Oakland, Milo Thomas.** A study of graphic arts, with special reference to printing. Master's, 1935. Ohio State. 192 p. ms.
1430. **O'Neill, Verper C.** Informational content of senior high school industrial arts courses in Wisconsin. Master's, 1935. Wisconsin.
1431. **Price, Dennis H.** A study of motivating factors in certain selected industrial subjects. Master's, 1935. Purdue. 71 p. ms.
- Analyzes data obtained from the vocational students of Washington high school, East Chicago, Ind.
1432. **Radtke, Roy A.** Course in woodwork for the junior high school. Master's, 1935. Wisconsin.
1433. **Rathbun, Jesse Earl.** A course of study for bench woodwork. Master's, 1935. Stanford.

1434. **Ruberg, Susan K.** Case studies of adolescent girls of the Helen Fleisher vocational school. Master's, 1935. Temple. 331 p. ms.

1435. **Ruley, Morris J.** The General industrial school in Sand Springs, Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Surveys the industries of Sand Springs, plans courses to be offered in the General industrial school in order to prepare boys for entering and pursuing an occupation in one of the industries, and describes the first year's work of the school.

1436. **Scales, M. C.** Some contributions which industrial arts has made to trade and industrial education with special application to Alabama. Master's, 1935. Alabama. 58 p. ms.

1437. **Schwob, Marion Lyon.** Construction of play equipment by manual training classes. Master's, 1935. Southern California.

1438. **Smith, Mrs. Mercy Delora.** Occupational analysis and vocational survey of beauty shop work in Indianapolis. Master's, 1935. Indiana. 72 p. ms.

*1439. **Stombaugh, Ray.** A survey of the movements culminating in industrial arts education in secondary schools. Doctor's, 1935. T. C., Col. Univ. New York city. Teachers college, Columbia university, 1936. 192 p.

Traces the crucial influences in industrial arts education since 1871, based on city, state, and federal reports, school catalogs, courses of study, proceedings of organizations related to the field, writings of leading educators and contemporary examples of industrial arts practices.

1440. **Suhling, August F.** The efficiency of student printers in hand composition under various light intensities. Master's, 1935. Iowa St. Coll. 67 p. ms.

Attempts to discover the light intensity at the working plane under which student printers can do most efficient work.

1441. **Thomas, Charlotte B.** Status of crafts in the Los Angeles high schools. Master's, 1935. Southern California.

1442. **Tolin, Charles M.** What a layman needs to know about life insurance. Master's, 1934. Colo. St. T. C.

1443. **Trueblood, Frank Sylvester.** A survey and evaluation of aeronautics instruction in California junior colleges. Master's, 1935. Southern California.

1444. **Voll, Walter Carl.** Apprentice training in industry. Master's, 1935. T. C., Col. Univ. 74 p. ms.

Finds a decline in apprenticeship training which is being delegated to the public industrial high school.

1445. **Weber, Walter.** An analytical study of the model electric train system as a project in the teaching of electricity in junior high schools. Master's, 1935. Buffalo. 75 p. ms.

1446. **Wills, William W.** Changes occurring in industrial arts departments of certain South Dakota public schools from 1929 to 1934. Master's, 1935. Iowa St. Coll. 76 p. ms.

1447. **Wolter, John R.** History and development of prevocational education in Pittsburgh, Pennsylvania. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh, Abstracts of theses, researches in progress, and bibliography of publications, 11: 303-304)

Traces the history and development of prevocational education for average, retarded, truant, and problem pupils in the elementary and junior high schools.

1448. **Wright, Sidney E.** Junior high school electricity. Master's, 1935. Minnesota. 124 p. ms.

1440. **Ziegenhagen, Frederick W.** Survey of technical education in Milwaukee. Master's, 1935. Wisconsin.

AGRICULTURAL EDUCATION

1450. **Bucher, Henry G.** A program of agricultural education for adolescence in Lancaster county. Master's, 1935. Temple. 183 p. ms.

*1451. **Buckley, Ralph B.** Distance from home to school as a factor influencing certain phases of the supervised practice program of boys taking vocational agriculture in the high schools of West Virginia in 1932-33. Master's, 1935. West Virginia. 50 p. ms.

Considers the supervised farm practice of boys in 53 high schools in West Virginia where the boys are regularly enrolled in courses in vocational agriculture, and are conducting certain farm enterprises, managing, caring for, and marketing certain farm crops and animals at home under the direction and supervision of the high school teacher. Studies the scope of the proposed and completed program as measured by the total man hours of labor, pupil's labor return, proportion of labor done by the pupil, proportion of net profit accruing to the pupil, and the number of teacher's visits. Divides pupils ranging in distance from the school from 0.5 to 15.49 miles in 1-mile groups. Data indicate that boys living at a considerable distance from the school carried on supervised farm practices under a handicap and that the greater the distance the greater was the handicap.

1452. **Carroll, Joseph Allyn.** Trends in supervised farm practice in vocational agriculture. Master's, 1934. Purdue. 45 p. ms.

Determines the trends in supervised farm practice as to the kind of enterprise projects, their size, the length of time they will continue, the correlation of enterprise projects with major farm enterprises, and the nature of the responsibility of the pupils in their supervised farm practice.

1453. **Clayton, Harry L.** General agriculture for boys in smaller high schools. Master's, 1935. Nebraska. 108 p. ms.

Discusses the general agricultural education offered in the high schools of Nebraska and Iowa, and finds that 50.9 percent of the high schools of Nebraska, and 34.9 percent of the high schools of Iowa offer no agriculture except of normal training type for a 2-year period; that the subject matter should be revised; and that better qualified teachers are essential.

1454. **Corbus, Howard Deloss.** The need for a state-wide study of courses in agriculture in Michigan. Master's, 1935. Cornell. 96 p. ms.

1455. **Couvillion, C. C.** Manual for observation and apprentice teaching in vocational education in agriculture. Master's, 1935. Louisiana.

1456. **Ellis, Roy Glenn.** The effect of vocational agriculture on occupational trends in Alabama and on farm practices in Saint Clair county. Master's, 1935. Ala. Poly. Inst. 47 p. ms.

1457. **Faris, Thomas Conway.** The continuation project in the teaching of vocational agriculture. Master's, 1934. Kans. St. Coll. of Agr.

1458. **Fausey, Dale Clare.** An analysis of certain activities of rural agricultural schools of Michigan as a basis for determining content in a character development program. Master's, 1935. Mich. St. Coll. 117 p. ms.

1459. **Flowers, Walter A.** An analysis of the recommendations of teachers and farmers as to what should be taught in farm mechanics courses in the Negro high schools of Mississippi. Master's, 1934. Iowa St. Coll.

1460. **Holley, George Washington.** A supervised practice program in vocational agriculture for the Pisgah high school community, Pisgah, Alabama. Master's, 1935. Ala. Poly. Inst. 86 p. ms.

1461. **Howton, Etuel Buford.** Equipment for teaching vocational agriculture in the high schools of Kentucky. Master's, 1935. Kentucky. 148 p. ms.

Attempts to determine the kinds of equipment needed for the teaching of the various enterprises of vocational agriculture in the high schools of Kentucky, from questionnaire replies received from 109 teachers of vocational agriculture in Kentucky.

1462. **La Croix, William J.** Course of study for the department of vocational agriculture at the Colfax high school. Master's, 1935. Louisiana.

1463. **Morriss, J. E.** Some effects of the study of vocational agriculture on the occupation of farming and on farm practices. Master's, 1934. Ala. Poly. Inst. 46 p. ms.

1464. **Perry, Benjamin L.** Present status of the agricultural departments in 17 Negro land-grant colleges. Master's, 1935. Iowa St. Coll. 91 p. ms.

1465. **Pittman, Frank Allie.** Yearly teaching outline for farm management in Colbert county, Alabama. Master's, 1935. Ala. Poly. Inst. 60 p. ms.

1466. **Roberson, James Rex.** The effect of vocational agriculture on occupational trends in Alabama on farm practices in Lauderdale county. Master's, 1935. Ala. Poly. Inst. 50 p. ms.

1467. **Thornton, Ingram Porter.** The effect of vocational agriculture on occupational trends in Alabama and on farm practices in Colbert county. Master's, 1935. Ala. Poly. Inst. 50 p. ms.

1468. **Townsend, Walter Barton.** A procedure to aid school executives in developing a unified program of elementary education. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35; 186-89)

Sets up a procedure to aid school executives in developing a unified program of elementary education, a core curriculum, a procedure to be used in a program of curriculum construction; presents a psychological approach to the problems of classroom procedure, a functional course of study in social studies, a plan of school organization, a series of new daily programs, a plan for a new type of school building, and a plan of teacher training.

1469. **Wall, Robert A.** A study to determine some of the influences effecting the trial and completion of improvable farm practices by evening school students. Master's, 1935. Va. Poly. Inst. 130 p. ms.

Finds that of the 713 cases adopting improved farm practices, one-fourth of them were credited to the instructor making application to the individual farmer's situation, in one-fifth of the cases the credit was due to individual reasoning on the part of the farmer, and in one-fifth of the cases the influence seemed to be mainly that the practice had been tried before and had proved profitable.

1470. **White, William Stanhouse.** The effect of vocational agriculture on occupational trends in Alabama and on farm practices in Chambers county. Master's, 1935. Ala. Poly. Inst. 52 p. ms.

1471. **Wooley, J. B.** Statistical study of the growth and development of Smith-Hughes agricultural high schools in Louisiana. Master's, 1935. Louisiana.

HOME ECONOMICS

1472. **Allen, Sara.** An analysis of student records of home economics graduates, University of Tennessee, 1930-1934. Master's, 1935. Tennessee.

Finds that students who had taken chemistry and home economics in high school did better work in home economics in college than did those without previous training.

1473. **Bell, Viola M.** A study of the chemistry content in college foods and nutrition courses. Doctor's, 1935. Ohio State. 366 p. ms.

1474. **Bledsoe, Hazle Mae.** A study of abilities gained by students in vocational homemaking classes in high schools of Illinois. Master's, 1935. Colo. Agr. Coll.

Traces trends in the number and kind of home economics courses offered in 60 Illinois high schools during the period 1920-1934, trends in the abilities considered most desirable for class emphasis; attempts to determine whether the specific abilities were emphasized in a single unit or in different units and whether there was any evidence of a trend toward uniformity of emphasis in the home economics work in these schools. Finds that there has been a broadening of the subject matter in the fields of home economics within the traditional courses; that the development of objectives has been distributed over all the units and not confined to any one; and that there was no evidence of a uniform trend in home economics other than enrichment of the courses already organized.

1475. **Brady-Connor, Eliza Jane.** Social and economic status of families of retarded children as it affects the teaching of home economics. Master's, 1935. Okla. A. and M. Coll.

Studies the social and economic status of 100 families of retarded children and uses them as a basis for evaluating the work offered in home economics in the special junior high school for retarded children in Tulsa. Finds that the health and nutrition, sanitation, and home and family relationship units in home economics should be strengthened; that the units should be shortened in order to provide the child with as many contacts as possible; and that courses in child development and the prevention and control of illness should be given these children.

*1476. **Burnell, Marion Esther.** Present status of home economics for boys. Master's, 1935. Boston Univ. 66 p. ms.

Studies the nature of courses in home economics for boys in junior and senior high schools of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, Pennsylvania, and New York, and studies the nature of the activities of the home economics clubs for boys.

1477. **Christian, Johnie.** A comparison of scholarship records and personality ratings with occupational stability. Master's, 1935. Iowa St. Coll.

Studies the occupational records, scholastic averages, and personal ratings of 450 graduates of the division of home economics of Iowa State college for the years 1924-26.

1478. **Comley, Katherine.** A comparison of the demonstration and the laboratory method of teaching meal planning and serving. Master's, 1935. Minnesota.

Describes an experiment carried on in two classes of eighth-grade girls paired as to age, IQ, scores on an objective pretest, and in having had a foods course in the seventh grade, to compare the value of the demonstration and the laboratory method of teaching meal planning and serving. Finds that the group taught by the demonstration method made a significantly higher score on a test covering information and applications than did the group taught by the laboratory method.

1479. **Connor, Eliza Jane Brady.** Social and economic status of families of retarded children as it affects the teaching of home economics. Master's, 1935. Okla. A. & M. Coll. 64 p. ms.

1480. **Crawley, Vada.** A study of the effect of mother participation in the home economics work of the high school. Master's, 1935. Colo. Agr. Coll.

Studies the effectiveness of a mothers' council in Memphis, Tex., operating in connection with the home economics department of the high school, as measured in terms of enrollment in home economics classes, community publicity for home economics work, interest on the part of the home economics students, and an improved home economics program. Finds that the mothers' council was of considerable value in bringing about changes in interest and publicity.

1481. **Cullen, Virginia Higgins.** Curriculum study of junior high school home economics in Newburgh, New York. Master's, 1935. N. Y. St. Coll. for Teach. 148 p. ms.

1482. **Dean, C. Ruth.** A report of a survey of the graduates of the dietitians course from 1928 to 1933, Central Technical school, Toronto. Master's, 1934. T. C., Col. Univ. 21 p. ms.

*1483. **Deffenbaugh, Ruth.** An analysis of certain features of 12 recent state courses in home economics. Master's, 1935. George Washington. 52 p. ms.

Describes the objectives, content, motivation, teaching procedure and aids, and home economics for boys in recent courses of study on the secondary level.

1484. **Doyle, Dorothy Curtiss.** A study of the home economics graduates of Purdue university to determine the adequacy of their training for homemaking. Master's, 1935. Purdue.

Recommends more training for homemaking with less emphasis on training for the profession as graduates leave the profession and go into homemaking within a few years after graduation.

1485. **Dunn, Dorothy Cryder.** Nutritive value of the food served at the noon meal in a private school. Master's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17, 56-58)

1486. **Gardner, Marie Grace.** A comparison of certain clothing practices of homemakers with and without high school home economics work. Master's, 1935. Iowa St. Coll.

Finds slight differences in the clothing practices of the two groups, but that the home economics group tended to be more aware of clothing problems, to use more reliable guides in selection of clothing, and to do more independent work in solving clothing problems than did the non-home economics group.

1487. **Gattis, Gay.** Home activities of girls with and without home economics. Master's, 1935. Tennessee.

Studies the home activities of 122 high-school girls enrolled in the ninth, tenth, eleventh, or twelfth grades of a high school in Arkansas, and finds that in general the home economics girls performed and liked the activities more than did the non-home economics girls.

1488. **Golding, Dorothy Irma.** A comparison of the effect of certain factors on the interest in home problems of pupils in 11 vocational schools in Michigan. Master's, 1935. Iowa St. Coll.

Determines the effect which home economics training, sex, age, and course in school have on the interest of 1,804 pupils in home problems in 11 vocational schools in Michigan. Finds that home economics training in junior and senior high school did not seem to affect the interest of the pupils in the home problems submitted.

1489. **Green, Katherine P.** Study of the teaching load of home economics supervisors of student teaching and home management house supervisors in the land-grant colleges and universities. Master's, 1935. Louisiana.

1490. **Hale, Allie D.** Homemaking courses of study for junior high schools of Oklahoma City, Oklahoma. Master's, 1935. Okla. A. and M. Coll.

1491. **Hogeland, Eva.** A study of the effectiveness of the workbook in secondary foods classes as measured by tests. Master's, 1935. Colo. Agr. Coll.

Describes an experiment conducted with two groups of second-year foods classes in the Beaumont, Tex., high school; to determine the effectiveness of the workbook method of instruction as compared with the usual classwork method. Data indicate that neither method is superior.

1492. **Imhoff, Donna Mae.** A study of the available and utilized foods in the homes of high school girls at Rocky Ford, Colorado. Master's, 1935. Colo. Agr. Coll.

Sets up a procedure for the gathering of adequate information as to home practices in a non-homogeneous community; applies the procedure to the food uses of high-school

girls at Rocky Ford, Colo., who are separated from the rest of the community by racial, religious, or economic barriers; and recommends changes in the food units in home economics work to meet the needs of the community more adequately.

1493. **Kem, Louise Atkinson.** Reorganization of instruction in home economics. Master's, 1935. Southern California.

1494. **Klein, Margaret Bancroft.** A suggested course of study for the giving of training in problems of daily living to the high school boy. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 41-42)

Suggests the need of parent education for both fathers and mothers, of education for home life, the training of teachers to give educational values in family living, and guidance in family living for boys and girls of all ages, and gives a course of study for high-school boys which aims to develop understanding that will improve practices in everyday living particularly as they relate to the family as a basic social unit.

1495. **Kurtz, Clara.** A study of basic nutrition information necessary for the social service worker. Master's, 1935. Iowa.

1496. **LaBagh, Constance E.** The international style of furniture and its relationship to home management. Master's, 1935. Iowa St. Coll. 80 p. ms.

1497. **Lamson, Pauline.** Vocational rehabilitation through food trades at Frank Wiggins trade school. Master's, 1935. Southern California.

1498. **Lewis, Reba Mae.** A study of the effectiveness of home projects in clothing care in second year home economics. Master's, 1935. Colo. Agr. Coll.

Describes experiments conducted with a group of home economics students in the high school, Seymour, Tex., and with a group of home economics students in the North Side Senior High School, Fort Worth, Tex., to determine whether organized and supervised home projects in care of clothing cause an increase in the amount, or an improvement in the quality, of home work done in clothing care by these second-year home economics students. Shows that the home projects in clothing care, as used in this study, cause an increase in amount and an improvement in quality of work done by the girls and that the increase and improvement tend to become a permanent part of the habits of the girl.

1499. **McAulay, Hulda Rose.** A survey of home economics for boys in the high school curriculum. Master's, 1935. Southern California.

1500. **McDougald, Lucy Joyce.** The present status and probable trends in homemaking education for boys in the public secondary schools of the United States. Master's, 1935. Southern California.

1501. **McKenzie, Aline.** Methods used in interesting and guiding home economics students in choosing home projects. Master's, 1934. Texas St. Coll. for Women.

Suggests the use of home contracts, conferences, classroom instruction, and previous experience in interesting and guiding students in choosing home projects.

1502. **Miner, Sarah.** A comparison of the food practices in the homes of a selected group of homemakers of Waverly, Illinois, with and without home economics training. Master's, 1935. Iowa St. Coll.

Finds that the group who had home economics training in high school followed better food practices than did the group without such training.

1503. **Nachtrieb, Winifred.** A college course in quantity cookery. Master's, 1935. Kans. St. Coll. of Agr.

1504. **Navratil, Lillian F.** Comparison between ratings on personal appearance and grades in certain clothing courses of senior home economics students at Iowa state college. Master's, 1935. Iowa St. Coll.

Devises a rating scale for measuring personal appearance, and compares ratings on personal appearance of senior home economics students with grades in certain clothing

courses. Data indicate a closer relationship between ratings on personal appearance and costume design than between ratings on personal appearance and clothing construction.

1505. **Owings, Fannie.** A score card for judging a high school teacher's success in food studies. Master's, 1935. Tennessee.

1506. **Paine, Carol Margaret.** A study of some activities in connection with meal preparation and service in 1,000 homes of Seattle. Master's, 1935. Washington. 47 p. ms.

1507. **Paulson, Eva.** The retention of learning in a tenth grade clothing class. Master's, 1935. Minnesota.

1508. **Rendall, Rena S.** The correlation between objectives for food units in junior high schools in courses of study and texts and references. Master's, 1934. Texas St. Coll. for Women.

1509. **Rogerson, Jessie Browne.** A case study of the socialization of foreign children through instruction in home economics. Master's, 1935. Southern California.

1510. **Sneed, Ruth.** An experiment with a checking device for home projects. Master's, 1935. Tennessee.

Constructs a checking device for reporting home projects, and evaluates it by administering it to 439 high-school girls in 31 Tennessee high schools.

1511. **Spafford, Ivol O.** The contribution of home economics to general education. Doctor's, 1935. Ohio State. 440 p. ms.

Presents suggestions for curriculum-making, for a program of home economics education for a specific school situation, and for evaluating the use of home economics materials in a school.

1512. **Stark, Helen Kiser.** An analysis of the activities of agencies in Champaign-Urbana, Illinois, contributing to adult homemaking education, 1934-35. Master's, 1935. Iowa St. Coll.

Analyzes the activities in adult homemaking education of 44 agencies in Champaign-Urbana. Finds that there was no definitely planned community program for adult homemaking; that the major portion of the instruction available was of an informal nature largely incidental to service; that homemaking problems were not provided in the aims of the agencies; and that the community is doing little through taxation to help finance any educational activities for adult homemakers.

1513. **Stenson, Sara A.** A comparison of freshman and senior personality ratings of 75 graduates in home economics. Master's, 1935. Iowa St. Coll.

Shows that this group of students benefited by the direct and indirect training received in personality development at Iowa State College; and that the students developed more in certain traits, qualities, and abilities than in others; and that, while ratings made by instructors and students did not always agree statistically, they moved in the same direction.

1514. **Stuart, Leona Eleanor.** A study of the food work in the state supported colleges in Indiana. Master's, 1935. Indiana. 64 p. ms.

Finds great differences in the character of the first courses in cookery and in the total number of hours required in both cookery and nutrition and dietetics.

1515. **Swadley, Edith Axtens.** The development of a student manual for a high school course of study in clothing delineation and selection. Master's, 1935. Denver. 101 p. ms.

Attempts to correlate those art techniques and principles which are needed for successful costume designing with the construction processes and principles of selection of clothing found in home economics courses.

1516. **Thompson, Rosamond.** A study of the relationship between intelligence, home environment, and achievement in home economics as measured by certain specific tests. Master's, 1935. Colo. Agr. Coll.

Attempts to determine the relationship between intelligence, home environment, and achievement in home economics as shown by a study of 51 first-year home economics girls in the Huntsville, Tex., high school. Data indicate that the relations between intelligence and total achievement were insignificant; that there was no relationship between home environment and achievement; that pupils with a poor home environment seemed to be of a lower grade of intelligence than students with a good environment.

1517. **Wanek, Rose A.** Costs to Nebraska school districts of maintaining vocational homemaking departments in the school years 1931-1934. Master's, 1935. Nebraska.

1518. **Webster, Marie Adrian.** An experiment with a survey course in foods for the junior high school. Master's, 1935. Southern California.

1519. **Wells, Earl Glenn.** What selected advertisements seek to teach. Master's, 1935. Nebraska. 127 p. ms.

Attempts to determine whether advertising is a foe or an ally of a real educational program.

1520. **White, Nell.** Home economics objectives on the secondary level and the measurement of achievement toward a specific objective in house design and furnishing. Master's, 1935. Minnesota.

1521. **Willoughby, Glee Jane.** The utilization of time by pupils in certain high school foods classes taught by student teachers. Master's, 1935. Iowa St. Coll.

1522. **Wilson, Bertha Jeannette.** A study of the educational significance of the women's garment industry in Los Angeles. Master's, 1935. Southern California.

1523. **Wilson, Floy Olivia.** Family food practices as a measure of effectiveness of home economics teaching. Master's, 1935. Tennessee.

1524. **Winslow, Dorothy Keyes.** The use of extensive reading in a seventh-grade clothing course. Master's, 1935. Southern California.

1525. **Worley, Helen Adelia.** The changes in personality traits and trends as a result of home economics training. Master's, 1935. Texas St. Coll. for Women.

Studies the nature of the home economics course, and finds that units in family relationships have a definite influence on personality adjustment, that home economics can be made to function in personality adjustment.

CHARACTER EDUCATION

1526. **Andreoli, Sister Maria Catherine.** Honesty of parochial school children in classroom situations: a study of degree, attitudes, and motives regarding honesty in classroom situations among children of one parochial school. Master's, 1935. Fordham. 74 p. ms.

1527. **Bayliss, W. Bradford.** An evaluation of a plan for character education involving the use of a pledge, an award, and a sponsor. Doctor's, 1935. T. C., Col. Univ.

Studies 135 boys who had successfully completed the Schepp Foundation plan for character education and who had received their awards to determine the positive and negative effect of the pledge on the boy, and whether or not it was adhered to during the 3-year period which it covered; to determine the part played by the award in

getting boys to enroll and in preventing infractions or causing infractions to be kept secret; to determine the nature and frequency of contact with the sponsor and the way he succeeded or failed in helping the boy. Finds that the plan was not working well and should be discarded.

1528. **Beaufait, Loren Jerome.** The use of the student assembly as a device for character training and subject integration. Master's, 1935. Southern California.

1529. **Cesario, Sister Carmela.** St. John Bosco's application of the preventive method to character education. Master's, 1935. Fordham. 73 p. ms.

Studies the factors underlying the preventive method and the way St. John Bosco applied them to character education.

*1530. **Chassell, Clara Frances.** The relation between morality and intellect: a compendium of evidence contributed by psychology, criminology, and sociology. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1935. 556 p. (Contributions to education, no. 607)

Contents: Part 1. Reviews and syntheses of studies of the relation between morality and intellect by many investigators; parts 2 and 3. Reports of two investigations of the relation between morality and intellect by the author.

1531. **Cowan, Presley.** A study of attitudes of junior high school students and of adult men and women of a small city toward socially undesirable conduct. Master's, 1935. Kans. St. T. C., Emporia. 83 p. ms.

1532. **Daley, James D.** The trends in the application of the direct and the indirect method of character education. Doctor's, 1935. Wisconsin.

1533. **Decker, Edna M.** The sources of moral knowledge of fourth-grade children in Cincinnati public schools. Master's, 1935. Cincinnati. 100 p. ms.

Analyzes the basis for answers given in tests of moral knowledge by 165 pupils from four schools of different sections of the city as indicated in writing and in certain cases orally.

1534. **Eggert, Paul William.** Moral and social concepts of typical Nebraska high school pupils. Master's, 1934. Nebraska. 90 p. ms.

1535. **Groves, Sister Mary Alberta.** The fallacy of character education without religion. Master's, 1935. Catholic Univ. 51 p. ms.

Shows that admirable as the aims of modern educators are they will be only partly realized unless teachers are able to back up their moral lessons with the sanctions of religion.

1536. **Hawkins, Paul Wiley.** A comparative study of character and conduct among scouts and non-scouts in Eldorado, Kansas. Master's, 1935. Kans. St. T. C., Pittsburg. 79 p. ms.

Shows that scouts achieve better than non-scouts; that they probably possess more moral information; are more reliable and honest in self-rating; possess better reputations for character and good conduct as voted by others; and are more honest under controlled conditions where some specific situations are judged.

1537. **Koontz, Ruth M.** A character training program through the teaching of beginning Latin. Master's, 1935. Wittenberg.

1538. **Kunz, W. Howard.** A survey of Utah's program in education for crime prevention. Master's, 1935. Utah St. Agr. Coll. 91 p. ms.

Studies provisions for vocational guidance, school attendance, extracurricular activities, and public relations in their relation to character development in the Utah school systems.

1539. **Miller, Clarence Edward.** A study of certain community forces of South Gate, California, in relation to character education. Master's, 1935. Southern California.

1540. **Nichols, Bob R.** A study of a program for character development in the Chelsea elementary school. Master's, 1935. Okla. A. & M. Coll.

Constructs a character education curriculum for a town public school and evaluates it by use in the Chelsea elementary school system.

*1541. **Robb, Eugene K.** An experimental study of the results of the direct and the incidental methods of instruction in character education. Doctor's, 1935. Penn. State. 82 p. (Penn State studies in education, no. 11)

Describes an experiment conducted in the junior and senior high schools of Bedford, Pa., in which the incidental method of instruction was used with 182 junior high school pupils, and the direct method was used with 110 twelfth-grade pupils. Data indicate that practically no persisting knowledge was gained through the type of incidental instruction offered, as far as was determined by the measures employed, and that direct instruction is slightly more advantageous.

1542. **Roudebush, Ernestine Elizabeth.** Character education through the use of the Bible in the public secondary schools of Ohio. Master's, 1935. Cincinnati. 75 p. ms.

Surveys use of the Bible in 212 school systems and gives a detailed report of experimentation in one school with biblical study as a high-school elective.

1543. **Schrotel, Helen.** Character education: an evaluation of two systems. Master's, 1935. Wisconsin.

1544. **Smith, F. Lucille.** Character education materials in elementary Latin. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 299-301)

Finds that there are a great number and a large variety of character education materials in the reading matter of the elementary Latin textbooks published since 1924.

†1545. **Smith, Henry Lester and Canary, Peyton Henry.** Some practical efforts to teach good will. Bloomington, Indiana university, 1935. 169 p. (Bulletin of the School of education, vol. 11, no. 4)

Presents examples of objectives, courses, and the results of these courses as reported by 104 teachers in Indiana in schools ranging from elementary schools through college.

1546. **Wagner, Matthew C.** Character education in secondary schools of the North central association. Master's, 1934. Chicago. 92 p. ms.

1547. **Woodall, Lillie B.** Factors contributing to untruthfulness in children. Master's, 1935. Colo. St. T. C.

1548. **Yarrow, Harriet.** Some steps in character training for personality development. Master's, 1934. T. C., Col. Univ.

RELIGIOUS EDUCATION

1549. **Allen, Thomas John.** Benedictine fathers of the Swiss-American congregation as a factor in the educational life of the United States. Master's, 1935. Notre Dame. 125 p. ms.

*1550. **Bjerkde, George O.** Christian faith and healings. Master's, 1935. New York. 82 p. ms.

1551. **Beam, Russell A.** The religious attitudes and habits of college freshmen. Doctor's, 1935. Chicago.

1552. **Bradley, Julia J.** A study of the selection of religious poetry for the Christian education of the early adolescent. Master's, 1934. Biblical Seminary. 158 p. ms.

1553. **Callahan, Sister Mary Stephanie.** The significance of the doctrine of the incarnation in education. Master's, 1935. Catholic Univ. 68 p. ms.

Gives a statement of the Catholic doctrine and its relation to the philosophy of Catholic education, and criticizes some modern conceptions of education in the light of this doctrine.

1554. **Bush, Elsie Marguerite.** The bearing of some recent developments in psychology on the religious education of children. Master's, 1934. T. C., Col. Univ.

1555. **Davies, Sidney Harry.** Religious education for a greater church program. Master's, 1935. Temple. 125 p. ms.

1556. **Deubach, Vila A.** Attitude toward God of Colorado state college of education freshmen and seniors. Master's, 1935. Colo. St. T. C.

1557. **Donohugh, Emma E.** A study of conflicts in an adolescent group of girls in a church school. Master's, 1934. T. C., Col. Univ.

1558. **Duryee, Eugene Clarke.** The problem of religious education in a changing society. Master's, 1934. T. C., Col. Univ.

1559. **Edwards, Frances R.** Children and the church: a study of information and attitudes in the Protestant Episcopal church. Doctor's, 1935. T. C., Col. Univ.

Analyzes data secured by the administration of tests to 3,953 boys and girls in grades 4 through 9 in the Episcopal Sunday schools throughout the United States. Presents a set of instruments for a study of children's knowledge and attitudes that can be used by teachers in local parishes. Tests indicate that the children have not adequately learned or understood the history, resources, symbolism of the church or the purposes of the major sacraments; they believe the church to be concerned with ritual rather than with ethical values; they accept uncritically contradictory statements and repeat stereotyped responses to religious questions; the church's curriculum materials concentrate upon teaching about individual virtues and lack recognition of social values.

1560. **Egan, Sister Bernadette.** Supervision as a method of improving religious education. Master's, 1935. Notre Dame. 234 p. ms.

1561. **Feeney, Sister Anita Cecilia.** Mission education in the Catholic school. Master's, 1935. Fordham. 61 p. ms.

1562. **Gebhardt, Herman Robert.** The development of the educational program of the Evangelical synod of North America. Master's, 1935. Southern California.

1563. **Hallenbeck, Wilbur C.** Urban organization of protestantism. Doctor's, 1934. T. C., Col. Univ.

Reports case studies of 33 denominational societies of 7 denominations in 8 American cities to show how well they live up to their ideals and their responsibilities for the adequate churching of the cities, and in what ways they could better fill their role in the church and in the city. Shows the aspects of the city societies which have to do with adult education.

1564. **Haworth, Frederick F.** A study of a selected township as a basis for a program of religious education. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 138-46)

Presents a life background picture of Franklin township in the Erie diocese of the Protestant Episcopal church, and recommends that the program of religious education set up for this area should be based upon the facts of isolation revealed in the findings of the study.

1565. **Huck, Edna Emily.** The study of religion as a social responsibility in relation to education. Master's, 1935. Southern California.

1566. **Ingalls, Harold B.** Religious education in a preparatory school. Master's, 1934. T. C., Col. Univ.

1567. **Leamer, Jean Josephine.** Some personality traits of a selected group of religious workers. Master's, 1935. Denver. 45 p. ms.

Analyzes the results of the Neymann-Kohlstedt diagnostic test for introversion-extroversion, the Allport and Allport test for ascendance-submission, and the Allport Vernon scale of values given to 97 religious workers.

1568. **Lehr, Clarence W.** A study of aims in Christian religious education. Master's, 1935. Temple. 96 p. ms.

Finds a lack of agreement on the aims of Christian religious education in the various sects.

1569. **McAuliffe, Mary F.** A study of the present status of religious education in public schools and a plan for its extension. Doctor's, 1935. Boston Univ.

*1570. **Mavis, W. Curry.** The religious pedagogy of St. John. Master's, 1934. New York. 75 p. ms.

Brings together material for making an estimate of St. John from the standpoint of religious education, and presents the principles of educational practice which have value to contemporary religious education.

1571. **Merenbach, Eula Schlatter.** The value and use of religious drama in certain selected churches in Los Angeles. Master's, 1935. Southern California.

*1572. **Miller, Donald G.** A critical appraisal of Richard Baxter's views of the church and their applicability to contemporary church problems. Doctor's, 1935. New York. 303 p. ms.

Discusses the life and times of Baxter, the nature of the church, the teaching office of the church and its government, and the ordinances and worship of the church, and evaluates critically Baxter's views and their applicability to contemporary church problems.

*1573. **Miller, Margaret Vizannah.** The Disciples of Christ and education as shown by a history of four of their educational institutions. Master's, 1935. George Washington. 90 p. ms.

Presents a brief history of the Disciples of Christ, and describes their work in Transylvania (Bacon college), Bethany college, Butler university, and Texas Christian university.

1574. **Mosier, Helene K.** Teaching religion to intermediate boys and girls: an evaluation of the educational theories, resources and procedures in present day intermediate Sunday church school class sessions. Doctor's, 1935. Drew.

1575. **Nall, Mabel Dougherty.** A history of the educational activities of the Protestant Episcopal church in the diocese of Texas. Master's, 1935. Texas.

1576. **Pellow, William James.** Creating a social consciousness through worship. Master's, 1935. Southern California.

1577. **Piwosky, Abram P.** A curriculum in religion for elementary department in Jewish religious schools (grades 1-6). Master's, 1934. Temple. 84 p. ms.

1578. **Potts, Theresa Ann (Sister Mary Lourдина).** A survey of the present status of 10 parochial schools conducted by the Dominican sisters of Tacoma, Washington. Master's, 1934. Washington. 81 p. ms.

*1579. **Reeves, Nathaniel S.** Religious education and the youth concept of God. Doctor's, 1935. New York. 133 p. ms.

Analyzes replies to a questionnaire, 1,000 of which were received from youths ranging in age from 18 to 23 years, and 1,000 of which were from persons ranging in age from 15 to 79 years. Finds that young women are more religiously sensitive than are young men, and that the tabulations show a stronger reaction towards an essentially conservative idea religiously by Catholic youth than by Protestant or Jewish youth.

1580. **Smith, Charles C.** A study of the church Bible schools of Oklahoma in the light of the principles and practices of the public schools. Doctor's, 1935. Oklahoma.

1581. **Ward, Sister Mary Baptista.** The growth of Catholic education in the Diocese of Leavenworth, 1836-1934. Master's, 1935. Colo. St. T. C.

1582. **Webber, Martin Inman.** A history of non-professional education for leadership in the Protestant churches of the United States. Doctor's, 1935. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations, 3: 85-92)

Traces the story of education for leadership in the Protestant churches of the United States from 1822 to 1935, and analyzes and evaluates various factors involved in the movement.

1583. **Willkens, F. H.** Religious education in the public school. Evangelical herald, September 1935. (University of Pittsburgh)

1584. **Wolfe, E. Wendell.** Religious education in secondary schools of the Seventh Day denomination. Master's, 1934. Nebraska. 96 p. ms.

1585. **Yeomans, Nina A.** The use of handcraft in religious education. Master's, 1935. T. C. Col. Univ. 21 p. ms.

PRESCHOOL EDUCATION

1586. **Day, Sister Theodora.** The development of personality in institutional preschool children. Master's, 1934. Maryland. 78 p. ms.

Describes an experiment conducted with 8 groups of preschool children in 6 institutions—4 controlled and 4 uncontrolled with 8 children in each group, the group being matched for age, sex, and IQ. Constructs the DePaul personality rating scale to measure achievement in the daily educational program, and revises the Kuhlman test so that it can be used with institutional preschool children.

1587. **Field, Mary.** A program of general science for a preschool group of 3-year-old children. Master's, 1935. Iowa.

1588. **Kuhn, Anne Louise.** Philosophical backgrounds of concrete materials in early childhood education. Master's, 1935. Yale.

1589. **Kumin, Edythe.** The conflicts and resistant behavior of 18 children in a nursery school. Master's, 1934. T. C. Col. Univ.

1590. **Skinner, Ruth V.** Trends in preschool education from 1929 to 1934. Master's, 1935. Smith. 111 p. ms.

Gives a historical background of theory and practice of preschool education—changes in legislative provisions, number of kindergartens and nursery schools, children enrolled, number of teachers during the period 1929-1934.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

1591. **Cantor, Alma.** An historical, philosophical, and scientific study of kindergarten excursions as a basis for social adaptation and reading readiness. Master's, 1935. Cincinnati. 193 p. ms.

Finds that data indicate the value of a regular program of excursions by kindergarten children as a basis for primary reading and as an aid in developing social adaptation.

1592. **Crum, Jess Ray.** Comparative scholastic merits of departmentalized elementary school and junior high school pupils. Master's, 1934. Washington. 62 p. ms.

*1593. **Dore, Bernadette Lidwin.** A study of the leisure activities of intermediate grade pupils. Master's, 1935. George Washington. 57 p. ms.

Attempts to determine the relationship between intelligence, academic achievement, and leisure-time activities of pupils in grades 4, 5, and 6 in five public schools of varying environments in Washington, D. C. Finds that there is little difference in the type and frequency of activities among children of the intermediate grades, and that economic conditions and home environment do not determine the manner in which leisure time is spent. Shows that the children in all of the schools like reading, especially that of an exciting type, listening to the radio, attending motion pictures, visiting museums, athletic games, and riding in automobiles, and that most of the children help around their homes before and after school.

+1594. **Foster, Josephine C. and Headley, Neith E.** Education in the kindergarten. New York, American book company, 1935. 368 p. (University of Minnesota)

1595. **Gibson, Olive N.** Disorganization in the elementary schools resulting from syphilis. Master's, 1935. Southern California.

*1596. **Green, Mildred.** A study of opinions regarding homework in the intermediate grades of the elementary schools of Washington, D. C. Master's, 1935. George Washington, 27 p. ms.

Analyzes data collected by means of questionnaires returned by 841 children, 511 parents, 68 teachers, and 10 supervisors giving their opinions as to the desirability or disadvantage of homework, reasons for their opinions, favorite types and frequency of homework, and length of assignments. Studies grades 3, 4, 5, and 6 in a group of schools representing a good grade of middle-class people in a new development in which a number of the parents had college educations, and in a group of schools in which many families were supported by relief agencies. Shows that parents and pupils were in favor of homework, but that educators did not believe so strongly in it.

1597. **Holman, Alice.** A survey of the relationships between the intelligence, information, and socio-economic status of a group of children entering elementary school. Master's, 1935. Texas.

+1598. **Horn, John Louis and Chapman, Thomas White.** The education of children in the primary grades. New York, Farrar and Rinehart, 1935. 291 p. (Mills college)

Formulates principles dealing with the first step in formal education, covers systematically and completely the work of the primary grades, and presents the teacher with criteria by which to judge the outcomes of her work.

1599. **Kenney, Charles Edwin.** The type and control of public elementary school units in the United States. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 8 p. (Abstract of Contribution to education, no. 142)

Traces the earliest types and control of public elementary school units established by legislation; shows the changes made by legislation in the development of public elementary school units from period to period and the period of greatest change as determined by legislation; and determines the trends that have taken place in public elementary school units by legislation.

1600. **Krefting, Emma C.** Quantitative concepts of time in social usage by primary pupils. Master's, 1935. Minnesota. 84 p. ms.

1601. **McCampbell, Vera Cleo.** An educational survey of the elementary schools of Grundy county. Master's, 1935. Tennessee.

1602. **McGlothlin, Marjorie Rebecca.** Pupil difficulties in the transition from elementary school to junior high school. Master's, 1935. Southern California.

1603. **McMahan, Herbert E.** The effects of kindergarten training on children in the elementary schools of Wilmington, Delaware. Master's, 1934. Temple. 185 p. ms.

1604. **McNichols, Anna Elizabeth.** The principles and practices of progressive education in elementary schools in the United States. Master's, 1935. Loyola. 222 p. ms.

Analyzes 11 doctors' and masters' theses and 13 books by prominent educators on progressive education and enumerates general subjects, principles, goals, and criteria for judgment of the progressive movement.

1605. **McVaney, Beatrice.** A study of accidents reported in the Berkeley elementary schools during 1931 and 1932. Master's, 1935. California.

1606. **Marx, Clarice Allegra.** A survey of the present status of kindergartens in the state of California. Master's, 1935. Southern California.

1607. **Mathews, Lee H.** Classroom incentives. Doctor's, 1935. Wisconsin.

1608. **Missner, Mrs. Selma B.** The relative effectiveness of two types of kindergarten training in the development of mental ability and personal social adjustment. Doctor's, 1935. Iowa.

*1609. **Moore, Eoline Wallace.** Difficulties recognized by elementary teachers and their implications for supervision. Doctor's, 1934. Peabody. Nashville. George Peabody college for teachers, 1934. 70 p. (Contribution to education, no. 137)

Analyzes statements of teaching difficulties made by white elementary teachers in the city of Birmingham and in Jackson, Jefferson, and Escambia counties of Alabama. Compares the difficulties of elementary teachers in city and in county systems; the effect of training on teaching difficulties; the difficulties of teachers of different amounts of experience; and the influence of grades or subjects taught on difficulties recognized.

1610. **Pacella, Dominic James.** Attitudes and activities of parents in relation to home assignments. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 288-89)

Studies the attitudes and activities of parents in relation to home assignments in a small city school with an enrollment of 640 pupils, and finds that parents and older brothers and sisters play an important part in the working of children's home assignments.

1611. **Recktenwald, Lester Nicholas.** Public authority and the independent schools of elementary and secondary grade in the United States. Master's, 1935. Minnesota. 105 p. ms.

1612. **Reilly, Mother Margaret.** The effect of non-aggressive personality difficulties on achievement. Doctor's, 1935. Loyola.

Studies the nature and effect of non-aggressive personality difficulties on the school achievement of 25 elementary school girls of normal or superior intelligence. Presents case studies of the girls from the physical, social, psychological, and psychiatric points of view. Shows that their difficulties seem to be the result of school failure, adverse environmental conditions, faulty attitudes, and physical defects, and that their difficulties also cause failure.

1613. **Ripple, Roland B.** Favoritism in the schoolroom. Master's, 1935. Ind. St. T. C. 115 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 191-92, July 1935)

Attempts to determine the causes, results, extent, and recognition of symptoms of favoritism of teacher to pupil in the classrooms of public schools in three counties in grades ranging from 4 to 11. Finds that favoritism was practiced by teachers in parts of all grades of all schools visited, that the Christian name of the child was a factor, as was the size of the family from which the child came, that girls were favored more than boys, and that children who were favorites knew it and enjoyed it.

1614. **Robertson, Clyde Reeves.** A comparative study of the progress of American and Mexican pupils in certain elementary schools in Texas. Master's, 1935. Texas.

1615. **Rogers, J. Lloyd.** A survey of the relative effectiveness with which Iowa elementary schools are developing certain basic study skills. Doctor's, 1935. Iowa.

Attempts to determine to what extent pupils in the sixth, seventh, and eighth grades in certain Iowa schools are gaining adequate control of certain basic skills needed for study; location of information in books and ability to read maps and graphs; to evaluate the tests used in the study; and to study the provisions for instruction and reference material available in each school. Finds, from a study of pupils in 217 school systems, that the schools are falling short of the objective of the elementary school in developing the tools of learning.

1616. **Schlumberger, Tillie R.** A survey of certain current practices in the use of materials in the first grades of three states. Master's, 1935. Minnesota. 183 p. ms.

1617. **Schultz, Frank G.** A detailed analysis of administrative and fiscal factors relating to ungraded elementary school districts employing more than one teacher. Master's, 1935. Minnesota. 208 p. ms.

1618. **Scott, J. Otis.** Annual growth in school achievement of sixth grade children in Oklahoma City. Master's, 1935. Oklahoma. 124 p. ms.

1619. **Sheppard, Leslie Chauncey.** Pupil achievement in the elementary schools of Albert City, Iowa. Master's, 1935. Southern California.

1620. **Smith, Paul Roscoe.** A diagnostic educational survey of the Lawn-dale elementary schools. Master's, 1935. Southern California.

1621. **Smith, William Max.** A survey of the Merced union elementary school district. Master's, 1935. Southern California.

1622. **Steffen, Edith Lisetta.** Leisure time activities of girls in the seventh and eighth grades in three schools in Lafayette, Indiana. Master's, 1935. Purdue.

Finds that schools need to give more guidance in use of leisure time and need to provide the equipment and space for extracurricular activities that train for the wise use of leisure time.

1623. **Stephens, Gertrude Agnes.** A study of the leisure time activities of a group of 50 fifth and sixth grade boys of Los Angeles. Master's, 1935. Southern California.

1624. **Stoneman, Merle Arden.** Enrichment subjects in the elementary school. Master's, 1934. Nebraska. 115 p. ms.

Finds that physical education, homemaking, manual arts, art, and music could be taught without placing undue strain upon the financial condition of the schools.

1625. **Thomas, Calla May.** A study in defense of the concept of children's interests influencing the elementary school curriculum. Master's, 1935. Southern California.

1626. **Treister, Augusta Bloom.** A survey of the educational and social status of parents of children in opportunity "A" rooms in Los Angeles public schools. Master's, 1935. Southern California.

1627. **Tutwiler, Cameron Phillips.** A study of fifth grade pupils in five consolidated schools of Albemarle county. Master's, 1934. Virginia.

*1628. **Van Ornam, Francis Hunt.** The possibility of reducing the range of individual differences within the grades of an elementary school through re-grouping on the basis of composite grade, reading or arithmetic scores. Master's, 1935. Syracuse. 147 p. ms.

Describes an experiment conducted with pupils in grades 2-1 through 7-2 of an elementary school in Syracuse, N. Y. Finds that regrouping on the basis of composite reading, or arithmetic scores tends to increase the range in CA in the several grades; regrouping on the basis of composite reading, and arithmetic scores tends to reduce the variability in IQ in some grades and to increase it in others; composite scores as a basis for regrouping tend to reduce the variability in MA more than do either reading or arithmetic scores; the variability in EA is reduced in all grades when the pupils are regrouped on the basis of composite scores; regrouping on the basis of composite reading, or arithmetic scores is not a satisfactory administrative means of providing for individual difference in an elementary school.

1629. Webster, George. The intrinsic method as compared with the extrinsic method in the teaching in the first grade. Master's, 1935. Buffalo. 73 p. ms.

1630. Whitelaw, John Bertram. The administration of the elementary school as a coordinating factor in the community. Doctor's, 1935. Yale.

1631. Wiggins, Ada L. The effect of summer vacation upon the learning of children. Master's, 1935. Oklahoma. 130 p. ms.

1632. Wilson, Helena. An investigation of the contribution of the kindergarten-first grade to creative literary art. Master's, 1935. T. C., Col. Univ. 46 p. ms.

Analyzes and evaluates 226 original compositions of kindergarten-first-grade children. They revealed variety of ideas, readiness and ease of language, simplicity of expression, and esthetic feeling.

SECONDARY EDUCATION

1633. Albrecht, Walter George. Trends in evening high schools and comparison with day high school. Master's, 1935. Southern California.

1634. Anthony, Cloyd. Some phases of articulation between high school and university. Doctor's, 1935. Indiana. 213 p. ms.

1635. Bell, John Willard. Creative teaching in high schools. Master's, 1935. Southern California.

1636. Blanchard, Fred Clayson. An orientation course for high schools. Master's, 1934. Idaho.

1637. Boord, Leland W. A study of the abilities and achievement of high school seniors in certain colleges and non-college cities. Master's, 1935. Ohio Univ. 49 p. ms.

1638. Bosworth, William Ezra, jr. A study of the interrelationships of intelligence, school marks, home environment, personality and conception of values. Master's, 1935. Mass. St. Coll. 190 p. ms.

Finds, from the study of 93 students of the 1934 class of the South Hadley High School, that intelligence, school marks, home environment, personality, and conception of theoretical, esthetic, religious, social, and moral values are all positively correlated.

*1639. Bowen, Howard Lancaster. The history of secondary education in Somerset county in Maine. Master's, 1934. Maine. Maine bulletin, 38:1-85, August 1935. (University of Maine studies, second series no. 35)

Presents the history of secondary education in Somerset County, and surveys the effect of the social, political, and economic conditions on the development of the county's educational policy.

†1640. Broady, Knute O., Platt, Earl T. and Moomey, Dean. The Chester six-year high school. Lincoln, University of Nebraska, 1935. 84 p. (Educational monographs no. 7)

Describes the community and the high school before its reorganization, the building and carrying out of the new program.

1641. **Brom, Ramon T.** History of public secondary schools in Louisville, Kentucky. Master's, 1935. Kentucky. 108 p. ms.

Traces the development of secondary education in Louisville, Ky., from the beginning of the Jefferson Seminary in 1798 to the present. The development of each of the present high schools and the trade school is treated separately.

1642. **Brown, J. S.** A comparative study of the achievement and intelligence of the migratory and non-migratory pupils in the junior and senior high school of Carbon Hill, Alabama. Master's, 1935. Alabama. 47 p. ms.

1643. **Brown, Raymond Nelson.** The use of written instruction materials in the secondary school. Master's, 1935. Yale.

1644. **Burton, R. J.** A follow-up study of commercial graduates of the Wausau senior high school. Master's, 1935. Iowa.

1645. **Bute, Kenneth R.** A study of the availability of secondary education in Montana. Master's, 1935. Minnesota. 137 p. ms.

Traces the development of secondary education in Montana, discusses the availability and accessibility of secondary education in all parts of the state; and gives a summary of the school situation in 1935.

1646. **Cady, Donald Irwin.** A study of differentiated diplomas in secondary schools. Master's, 1935. Washington. 80 p. ms.

Studies practices in 178 schools in 47 States, the District of Columbia, and Alaska.

1647. **Campbell, Thomas A.** What 1,190 senior high school students consider worthwhile objectives and pursuits in life. Master's, 1935. Temple. 85 p. ms.

Studies views of 447 juniors and seniors of Abington High School, Abington Township, Pa., 481 seniors of the Wilmington High School, Wilmington, Del., 262 seniors of Camden High School, Camden, N. J., between January 1 and March 31, 1935. Finds the worthwhile objectives in life to be health, happiness, knowledge, and moral character.

1648. **Carter, Ralph Homer.** A program of curriculum development in a small high school. Master's, 1935. Southern California.

1649. **Cass, Frank H.** A comparison between student elected high school leaders and non-leaders. Master's, 1935. Washington. 100 p. ms.

Studies the physical, mental, and social traits of student elected high-school leaders as compared with non-leaders. Finds that student elected high-school leaders are, on the average, younger, taller, and heavier than non-leaders. They have higher intelligence quotients, get better grades, have better home backgrounds, and are more socially competent than non-leaders. High-school students seem to select their leaders on rather definite grounds rather than through political manipulation as seems to be the case in adult life.

*1650. **Clark, Price E.** Reorganization of secondary schools in Randolph county. Master's, 1935. West Virginia. 71 p. ms.

Attempts to determine the most natural and desirable centers for secondary schools in Randolph County, and studies buildings and equipment, distribution of school population, methods of transportation, and consolidation in order that the most efficient and economical plan of secondary education may be effected.

1651. **Clark, Robert Wayne.** A history of the Philadelphia high school for girls. Doctor's, 1935. Temple.

1652. **Cone, Edward A.** The diocesan clergy and secondary education. Master's, 1935. Catholic Univ. 31 p. ms.

Studies the number of diocesan priests engaged in secondary school work in the United States, teacher preparation in major and minor seminaries, and the relation between this preparation and the requirements of accrediting agencies.

1653. **Collaghan, Eugène Patrick.** The secondary education program of the National Catholic educational association. Master's, 1935. Stanford.

1654. **Copping, Arnold Bowen.** Subject offerings of small high school in the state of New York. Master's, 1935. N. Y. St. Coll for Teach. 60 p. ms.

1655. **Curry, Thomas Homer.** High school senior privileges in Texas schools. Master's, 1934. Texas Tech. Coll. 70 p. ms.

Discusses the social activities of the senior classes in Texas high schools, class sponsors, class rings, yearbooks, senior tutors, honor rooms, exemption from examinations, early daily dismissals, selection of diplomas, selection of commencement speakers, commencement vacations, rental of caps and gowns for graduation.

*1656. **Daniel, Joseph McTycire.** Programs of studies of small high schools: a study of the programs of studies of the small high schools of South Carolina based on an interpretative analysis of the factors influencing their organization. Doctor's, 1935. Harvard. 486 p. ms.

Analyzes conditions in 271 small high schools of South Carolina to determine the weaknesses in organization, administrative practices, and in the curriculum of the schools due to their size, in order to suggest a remedy for the weaknesses. Shows that the chief weaknesses of the programs of studies are: Limited programs for differentiated study prevail in all schools in all grades with an ever increasing degree of limitation; that a reorganization of offerings between the second and third years prevents continuous study of many subjects; that foreign language dominates in the specialized subjects; that the vocational interests of pupils are accommodated to any worth-while degree only in agriculture and home economics and that they are largely confined to the first 2 years; and that while the number of subjects required of pupils are reduced as the schools increase in size, specific subjects are required extensively in all schools largely for the purpose of meeting college-entrance requirements.

*1657. **Donoho, Dorsey.** A comparison of the results of student achievement in the 11 grade school systems as represented by the 1935 senior classes in the high schools of Crisfield, Marlon, and Princess Anne, in Somerset county, Maryland, with the 12 grade school systems represented by the 1935 senior classes in the high schools of Laurel, Seaford and Georgetown, in Sussex county, Delaware. Master's, 1935. Maryland. 43 p. ms.

Includes organization charts showing the staffs of the state departments of education of Maryland and of Delaware. Finds that there is no apparent advantage in the 12-grade system used in the Delaware schools over the 11-grade school system of Maryland.

1658. **Duff, Herbert Lawrence.** Secondary education in Southampton county, Virginia. Master's, 1935. Virginia.

1659. **Duncan, Muriel Bernice.** A study of the personality traits of athletic and non-athletic girl leaders in California high schools. Master's, 1935. Southern California.

1660. **Eckhardt, John William.** An investigation of certain new type secondary school classroom procedures. Master's, 1935. Southern California.

1661. **Edgar, Donald G.** The status of high school honor societies in Ohio. Master's, 1935. Ohio State. 120 p. ms.

*1662. **Ehrenfeld, Frank E.** The occupational careers of graduates of the Phillipsburg, Pennsylvania, senior high school with suggestions for curricular modifications. Master's, 1935. Penn. State. 87 p. ms.

Analyzes data on the proportion of high-school graduates continuing their education, the schools they attend, and the courses they take; the proportion of graduates going to work, the kinds of work they secure, and their past and present occupational history. The data were secured on graduates of the classes of 1926-1934, inclusive. Suggests that less stress be placed upon preparing students for college entrance as the number of high-school graduates continuing their educations is rather small, and that more stress be placed on training pupils for entrance into business and industry. Proposes

a curricular set-up for college-preparatory, business, technical, and general high-school training, which would be sufficiently flexible to allow students to elect studies from fields other than that in which they were registered.

1663. **Ellis, Fendall Ragland.** A study of the graduates of Hopewell high school and Chester high school. Master's, 1935. Virginia.

1664. **English, William Levant.** The relative value of various high school courses to employed adults of Tucson, Arizona, as indicated by their after-school experience. Master's, 1935. Arizona. 84 p. ms.

†1665. **Everett, Samuel and others.** A challenge to secondary education: plans for the reconstruction of the American high school. New York, D. Appleton-Century company, 1935. 354 p. (Teachers college, Columbia university)

Contents: (1) American high schools must be reconstructed, by Samuel Everett, p. 8-12; (2) Core-curriculum plan in a state program, by Sidney B. Hall and Fred M. Alexander, p. 13-47; (3) New schools for a new day, by W. B. Featherstone, p. 48-74; (4) Secondary education as orientation, by V. T. Thayer, p. 75-104; (5) Rural high school, by C. Maurice Wieting, p. 105-30; (6) Essentials for a secondary school, by R. D. Lindquist, p. 131-50; (7) Program for American youth, by Goodwin Watson, p. 151-74; (8) Plan for the junior college, by George H. Meredith, p. 175-92; (9) High school for a modern age, by James E. Mendenhall, p. 193-216; (10) Reconstructing secondary education, by William L. Wrinkle, 217-56; (11) Social direction for education, by C. L. Cushman, p. 257-84; (12) Modernizing the American high school, by Samuel Everett, p. 285-315; (13) Education as a community function, by G. Robert Koopman, p. 316-38; (14) Analysis of the plans, by Samuel Everett, p. 339-53.

1666. **Faubion, Alvin L.** Articulation of unaffiliated high schools with affiliated high schools of Texas. Master's, 1935. Texas Tech. Coll. 48 p. ms.

Analyzes replies to a questionnaire received from 92 affiliated high schools and 60 unaffiliated high schools in Texas. Finds that the teachers in the affiliated high schools are better prepared, receive higher salaries, have smaller teaching loads than the teachers in the unaffiliated high schools; that there is no definite method of admitting students from an unaffiliated high school to the affiliated school; that the work done in the unaffiliated high schools is inferior to that done in the affiliated high schools; and that students in the average affiliated high school of Texas receive nearly twice as much class instruction as the student in the unaffiliated high school; and that the average cost of instruction in the affiliated high school is only three-fifths of that in the average unaffiliated high school.

1667. **Finn, Helene Margaret.** An analysis of the graduates of the class of 1934 who obtained regents credit from the Albany high school. Master's, 1935. N. Y. St. Coll. for Teach. 79 p. ms.

1668. **Fisher, J. W.** A study to find out if the offering of special subjects in the Maryland county white high schools has been accompanied by a higher percentage of promotions in the traditional academic subjects. Master's, 1934. Maryland. 53 p. ms.

1669. **Fleming, George Samuel.** A study of high school boys who work part-time. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 19)

Compares a working group of boys in a Chicago high school with a group in the same school that did not work, to determine the effect of part-time work on their achievement and finds little difference in achievement for the groups as a whole.

*1670. **Flemming, Elizabeth.** The socio-economic background of high IQ and low IQ high school students. Master's, 1935. George Washington. 28 p. ms.

Describes an experiment conducted in the junior high schools of Washington, D. C., in which the Sims' socio-economic test was given to 400 children ranging from the highest to the lowest IQ. Data indicate that associated with a certain level of intelligence are a series of socio-economic factors which have played an important part

in shaping the personality of the child, and that these factors should be recognized in planning an educational program adapted to his needs, interests, and probable future plans.

1671. **Flynn, Francis Joseph.** Inyo county high school survey. Master's, 1935. Southern California.

1672. **Foley, William John.** A comparison of the occupational interests of the graduates of the Springfield public high schools with the Cathedral parochial high school graduates. Master's, 1935. Mass. St. Coll. 78 p. ms.

Finds that approximately equal numbers of students from each type of school enter college, nurses training, normal school, agricultural pursuits, forestry, and fishing; that more public-school graduates enter business schools, the trades, domestic and personal service, and clerical occupations; and that more parochial school graduates enter professional and graduate school, manufacturing and mechanical industries, transportation and communications pursuits, and public service occupations.

1673. **Frier, Charles D.** A study of the increase in public high school and in public university students, 1900 to 1930. Master's, 1935. N. Y. St. Coll. for Teach. 40 p. ms.

*1674. **Geiger, Albert James.** The six-year high school: current purposes and practices of the six-year high school. Doctor's, 1934. Peabody. Nashville. George Peabody college for teachers, 1934. 181 p. (Contribution to education, no. 136)

Finds that the majority of 6-year high schools are not organized on a unified, systematic plan of administration; that the teachers in these schools are as well trained as are the teachers in the secondary schools taken as a whole, but they are not assigned to teach at all grade levels and in both divisions of the school; that these high schools are limited in the opportunities which they provide for pupils leaving before graduation; that there is an increasing interest in the 6-year high schools, especially as a plan of organization for small high schools; that these high schools are practicing those phases of administration which will aid in economizing in buildings, equipment, and administration; that they provide the advantage of the junior high school to some pupils who otherwise would be denied the privilege; and that programs of studies are primarily academic in nature.

1675. **Geiger, Virgil Arlington.** Program making in high schools of from 250 to 500 pupils. Master's, 1935. Nebraska. 100 p. ms.

Analyzes the schedules and programs of study of 47 medium-sized high schools in Nebraska and Iowa as to the length and number of periods in the school day, size of classes, teaching load, subjects, and curricula.

1676. **Graham, Daniel F.** A study of certain features of selected private schools of southern California offering secondary education for boys. Master's, 1935. Pennsylvania. 95 p. ms.

Presents a general description of individual schools in the study and shows the need of locating and classifying private schools within counties of southern California (present list not complete) and that present sections of the School Code referring to private schools are meager and indefinite, and that recognized standards for secondary education are needed.

*1677. **Grim, Oram M.** A study of the social and educational background of the 1933 freshman class of the Landisburg high school. Master's, 1935. Penn. State. 44 p. ms.

Studies the records of the social and educational background of 12 girls and 10 boys of the freshman class of the Landisburg High School.

*1678. **Grose, S. C.** The status of the six-year high school in West Virginia during the last year of local control (1932-33). Master's, 1935. West Virginia. 107 p. ms.

Presents a composite picture of the 99 6-year high schools in West Virginia in 1932-33, and suggests improvements to be made in the buildings, increase in the size of the auditoriums and gymnasiums, improvement of library facilities, enrichment of the curricu-

lum, raising teacher-training standards, changing the duties of the principal so that he may have more time for administrative and supervisory duties and teach less, and organizing schools on a 6-year basis only when there will be 150 pupils enrolled in grades 7 to 12.

1679. **Hale, Robert Nelson.** A comparison of the scholarship of athletes and non-athletes in the secondary schools. Master's, 1934. Duke. 97 p. ms.

Compares the scores of athletes and non-athletes in the five high schools of Erie, Pa., in English and in terms of questionnaire data covering home situation, social development, and success in school subjects.

1680. **Hanning, Norman Walter.** A history of secondary education in York county, Pennsylvania. Master's, 1935. Virginia.

1681. **Harris, Clarence Ellard.** Need for the reorganization of the secondary schools, Ripley county, Indiana. Master's, 1935. Indiana. 186 p. ms.

1682. **Hayden, Murle M.** A comparative study of urban resident, rural resident, and rural non-resident pupils in three Kansas high schools. Master's, 1935. Kans. St. T. C., Emporia. 64 p. ms.

1683. **Hildreth, Glenn William.** The graduate-patron and his school. Doctor's, 1935. Nebraska. 187 p. ms.

Determines the attitudes toward various phases of the program of the public elementary and high schools of those who have been graduated. Shows that the high school should stress vocational guidance rather than vocational training; that educational extension beyond the high school should include employment or some arrangement guaranteeing an economic status permitting marriage; that the school should provide training for leisure-time activities by stressing club work of various types; that teacher-training institutions should have some plan of selection so that only those with desirable personality traits would be trained; that the present system of marking should be abolished as soon as possible; that school executives should have a planned program of public relations; and that public high schools should have courses designed to prepare students to become intelligent school patrons.

1684. **Halley, Esper E.** A comparative study of the educational achievement of pupils in the high schools of Oklahoma. Master's, 1935. Oklahoma. 207 p. ms.

1685. **Howe, Elizabeth.** An assimilation study of high school girls. Master's, 1935. Kansas. 57 p. ms.

1686. **Howery, Lois Marguerite.** Problems in the administration of differentiated diplomas in a senior high school. Master's, 1935. Southern California.

1687. **Hoyt, Myron L.** A study of Portage county high school graduates for the years 1923-1932 with special emphasis on commercial courses. Master's, 1935. Cincinnati. 77 p. ms.

Reports the reactions of 521 individuals graduating from high school in 1923-1932 to the high-school commercial curriculum, in the light of experience after graduation.

1688. **Hutson, P. W. and Brumbaugh, H. E.** How high-school pupils use the general curriculum. School review, 43: 110-31, February 1935. (University of Pittsburgh)

†1689. **Illinois. University.** The recognition and accrediting of Illinois secondary schools; conditions for recognition by the state superintendent of public instruction and for accrediting by the University of Illinois. Urbana, 1935. 43 p. (University of Illinois bulletin, vol. 32, no. 33)

1690. **Ingles, Edwin Thomas.** A comparison of the opinions of laymen and educators of Oregon relative to the teaching in the high schools of controversial problems and issues of American life. Master's, 1935. Oregon.

1691. **Jacobs, J. E.** A study of the offerings of 46 Kansas high schools. Master's, 1935. Kansas. 71 p. ms.

1692. **Jamison, Olis Glen.** The development of secondary education in Indiana prior to 1910. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 179-81)

Traces the influences and forces responsible for the evolution of secondary education in Indiana.

1693. **Jenkins, Frank C.** The development of the public, white high school in Mississippi. Doctor's, 1935. Peabody.

*1694. **Jerde, Edwin Andreas.** Dormitories for high schools. Master's, 1935. North Dakota. 62 p. ms.

Finds that a small percentage of the high schools in the United States maintain dormitories and that the schools maintaining them are largely in Montana and South Dakota; that a number of dormitories have been established under the FERA; that only rural students stay in dormitories; that the dormitories were not self-supporting; that dormitories resulted in increased attendance from rural districts and provided better living quarters for rural students; and that rural pupils are under school supervision at all times except when they are home with their parents.

1695. **Johnson, William O.** A comparison of the graduates of the various sized Minnesota high schools with respect to academic success in college. Doctor's, 1935. Wisconsin.

1696. **Kabell, Ernestine Faus.** A study of the effect of the attitudes of parents upon the attainment of the objective of secondary education. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 38)

Analyzes data from a questionnaire answered by 540 boys and girls representing the upper and lower thirds scholastically of each of two Wyoming high schools to determine how far the attitudes of parents are contributing to the attainment of the objectives of secondary education. Finds that the majority of the students whose parents were most interested were in the upper group.

1697. **Keller, Vernet S.** A survey of the leisure education problems of the smaller public high schools in western Massachusetts. Master's, 1935. Mass. St. Coll. 185 p. ms.

1698. **Kirkendall, Lester A.** Factors related to the changes in school adjustment of high school pupils with special reference to selected factors in the home environment. Doctor's, 1935. T. C., Col. Univ.

Describes an experiment conducted with high-school students in Hastings-on-Hudson, New York, in which pupils were divided into five adjustment groups, based on their replies to the Symonds adjustment questionnaire and to the intra-family questionnaire. Data indicate the need of a counseling and guidance program designed to take account of the many factors which may be affecting pupil adjustment, and which would work with the pupil over a longer period than is now usual.

1699. **Klein, Joseph.** Survey of employment and earnings of the commercial graduates of the Frankford high school from February 1928 to February 1933. Master's, 1934. Temple. 113 p. ms.

Finds little correlation between high-school grades and later earnings; the placement bureau of the school one of the best sources for securing employment; that Jewish and Catholic students are the most difficult to place; that the number of unemployed commercial graduates has mounted in greater proportions with each year since 1930; that there is an increased tendency for commercial graduates to attend night school; and that there has been a steady decline since 1929 in the earnings of the group.

1700. **Lind, Charles B.** A personnel survey of the Pleasantville high school. Master's, 1935. Ind. St. T. C. 107 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 196, July 1935)

Attempts to determine the ways in which the Pleasantville High School has served the community and ways in which it could improve its service by analyzing replies to a questionnaire sent in by 200 of its 280 graduates and by 64 of its 114 withdrawals. Suggests that the high school should have two curriculums, the academic and the non-academic, which would make plane geometry and Latin elective, and that commerce, vocational information, and advanced mathematics should be added to the curriculum.

1701. Logan, L. A. History of the Guthrie county high school. Master's, 1935. Iowa.

1702. Loretto, Sister M. Joseph and Louise Marie, Sister. The development of Catholic secondary education in the archdiocese of Philadelphia. Master's, 1935. Pennsylvania. 102 p. ms.

1703. McCollum, Walter W. The post-school success of Stillwater high school graduates compared with their scholastic ranking. Master's, 1935. Okla. A. & M. Coll.

Attempts to determine whether there is a correlation between scholastic rank in high school, as measured by teachers' marks in English and mathematics classes, and post-school success in life as shown by a study of the financial success and service of the upper 15 percent and of the lower 15 percent of the male graduates of the Stillwater high school graduates from 1919 to 1928. Finds that on the whole, students who received high scholastic ratings in high school were more successful than the students who received low ratings.

1704. McDonald, Samuel E. 'The schedule of study periods of senior high school pupils.' Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 283-84)

Canvasses the study schedules of 1,040 pupils in 26 high schools in the Pittsburgh area, and finds that the number of study periods varied widely and that the average was approximately 10 periods a week, or 8 clock-hours.

1705. Mangold, Janet. A study of the social and ethical attitudes of senior high school and junior college students. Master's, 1935. Southern California.

1706. Martin, Louise I. Possibilities of revealing occupation through the high school subjects. Doctor's, 1935. Wisconsin.

1707. Mason, Louise. A study of the occupations of the girls who have attended the Garland high school during the years 1927-1932. Master's, 1935. Colo. Agr. Coll.

Analyzes occupational records of 338 girls who had attended the Garland, Tex., high school during the years 1927-1932. Recommends a course of study to be made available for all girls entering high-school home economics classes, dealing with: Personality development, family relationships, social relationships, good manners, studies of types of occupations open to girls in the community, qualifications necessary for these occupations, how to apply for a job, how to adjust to a new environment, and salaries in various occupations, money management, health, food, personal appearance and good grooming, and use of leisure time.

*1708. Master, Earl A. Some effects of wholesale acceleration on several phases of tenth grade work. Master's, 1935. Penn. State. 122 p. ms.

Compares the work of a group of junior high school pupils who were admitted to the first year of senior high school in Reading, Pa., one semester earlier than if they had made normal progress through junior high school, with a group of regular first-year senior high school pupils, as shown by a study of their marks in English and algebra. Shows that the teachers feel that the accelerates with high IQ were not hampered in their school work but that those of average or below average IQ were seriously maladjusted in the senior high school.

1709. Mayer, J. Edmond. A new course for secondary schools. Master's, 1935. Kansas. 67 p. ms.

1710. Mayer, Roy W. An investigation of the time budgets of high school seniors. Master's, 1935. Southern California.

1711. **Melbo, Irving R.** Information of high school seniors on contemporary social, political, and economic problems and issues. Doctor's, 1935. California.

Analyzes the results of a test administered to 4,348 graduating seniors in 38 representative California public high schools, and finds that in general boys possess significantly more information than do girls, that the type of social studies instruction given the high-school seniors in the schools studied was highly similar, and that the correlations between the amount of information on contemporary problems and issues and the amount of social studies instruction taken are indicative of an almost complete lack of relationship.

1712. **Moomey, Dean.** The reorganization and improvement of a small Nebraska high school. Master's, 1934. Nebraska. 150 p. ms.

1713. **Murphy, Charles Howard.** The history of the growth, development, and present status of Catholic secondary education in Massachusetts. Master's, 1935. Mass. St. Coll. 116 p. ms.

Finds that the Catholic high-school system has grown from 1 school in 1849 to more than 90 schools with a total enrollment of 14,133 pupils in 1934. Shows that the curriculum is comparable to that of other school systems of the same size.

1714. **Naber, Sister Mary Vera.** A study of certain phases of the present status of Catholic secondary education in Indiana. Master's, 1935. Indiana. 129 p. ms.

1715. **Nelson, Harry G.** A study of the 10A class in a high school for boys. Master's, 1935. Temple. 134 p. ms.

Attempts to discover the abilities, interests, economic conditions, physical and mental capacities of boys in order to determine a program of guidance needed at Northeast High School, Philadelphia, Pa.

1716. **Norene, George Wallace.** An investigation of the extent of smoking and drinking among the students in five senior high schools of Southern California. Master's, 1935. Southern California.

1717. **Obenchain, Irving B.** A study of certain differences in fourth year high school boys and girls. Doctor's, 1935. Peabody.

*1718. **O'Dowd, Rev. James T.** Standardization and its influence on Catholic secondary education in the United States. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic education press, 1936. 150 p. (Educational research monographs, vol. 9, no. 1).

Discusses the history, nature, and extent of standardization of the Catholic secondary school; compares state and regional standards; discusses the influence of standardization on the schools, and quantitative versus qualitative standardization.

1719. **Oellerich, Stephen A.** Employer's estimates of the qualities desirable in high school graduates. Master's, 1935. Wisconsin.

*1720. **Ordoña, Alfredo O.** The Philippine public secondary school curricula from 1920 to 1934 in terms of two criteria—the seven cardinal objectives of secondary education and Philippine conditions. Master's, 1935. Kansas. 100 p. ms.

Examines 10 different Philippine public secondary school curricula and applies the seven cardinal objectives of secondary education to them. Finds that schools are offering an increasing number of curricula with increasing diversity of subjects, that the changes in the curricula evolved subjectively at first and objectively later on in the period studied; that the vocational curricula are gaining in popularity; that the agricultural, trade, and home economics curricula are very important; that the high-school population is a select group; that the schools are more popular with boys than with girls; that the vocational curricula are not equally accessible to the students; that the academic curriculum is attracting too large a proportion of the students; and that popularization of secondary education in the Philippines has been affected adversely by the economic depression.

1721. **Ormsby, Wallace.** Planning the school assembly for the secondary school. Master's, 1935. Buffalo. 69 p. ms.

1722. **Perry, Marcia Guicelle.** The emergence of a philosophy of secondary education as reflected in the reports of stated committees. Master's, 1934. Nebraska. 132 p. ms.

1723. **Perry, Martin William.** An educational survey of the Escondido union high school. Master's, 1935. Stanford.

1724. **Pickett, Violet.** A study of pep squads in Texas high schools. Master's, 1935. Texas Tech. Coll. 108 p. ms.

Finds that the smaller high schools have a greater number of students belonging to the pep squad in proportion to their enrollment; a large percentage of the schools require that students be regular members of the school before they are permitted to participate in pep squad activities; that the larger schools have more formality in their pep squad organizations than do the smaller schools; that the chief objective of the squad is to develop pep, school spirit, and pride in the athletic games and other programs of school life.

1725. **Quinette, Alfred Henry.** Business practices of school stores in Ohio junior and senior high schools. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 293-94)

Investigates the business practices in 85 high-school supply stores in 44 Ohio school districts. Finds that school stores are justified because the pupils and teachers would be at a disadvantage without them, because they enable pupils to obtain suitable supplies for specific classroom purposes, and because of the valuable training given the pupils who work in the stores.

1726. **Reece, James F.** The development of rural high schools in Kansas from 1922-1932. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 63)

Finds that teacher, pupil, and standardization accountings were increasing while valuation and mill levies were declining at the close of the study in 1932.

1727. **Rhulman, Jessie L.** A study of the records of 64 high school seniors to determine college readiness. Master's, 1935. Ohio State. 99 p. ms.

1728. **Robinson, Ernest C.** A study in secondary school awards. Master's, 1934. Colo. St. T. C.

1729. **Roessel, Fred Paul.** A comparative study of the mental ability of grades 7 through 12 in three Minnesota towns in 1920 and 1934. Master's, 1935. Minnesota. 48 p. ms.

1730. **Scanlon, Elizabeth W.** The Catholic secondary school: a direct and comparative study of some of the social and economic backgrounds of students in the Catholic high schools of the Brooklyn diocese. Doctor's, 1935. Fordham. 305 p. ms.

1731. **Schaefer, Irving O.** A study of the county high school. Master's, 1935. Colo. St. T. C.

1732. **Scharer, Norman Bert.** A social adjustment experiment with a group of unadjusted high school students. Master's, 1935. Southern California.

1733. **Schillinger, Louis Luther.** A survey of leisure time activities of high school students. Master's, 1935. Southern California.

1734. **Scott, Don Averill.** The scholastic ability of Iowa high school graduates in relation to their intended educational, vocational, and professional careers and to the institutions of higher education they plan to attend. Doctor's, 1935. Iowa.

Studies the scholastic abilities of 4,173 graduates of 157 Iowa high schools in 1934 in relation to their educational and occupational plans.

1735. **Shelburne, Chester Claude.** A plan of instruction for the high schools of Montgomery county. Master's, 1934. Virginia.

1736. **Shuman, J. T.** A study of the class of 1924 of the Williamsport high school, Pennsylvania. Master's, 1935. Penn. State.
1737. **Simons, Paul J.** Inequalities in the opportunities for secondary school attendance in South Dakota. Master's, 1935. Iowa.
1738. **Smith, Bernice Stevens.** Depression graduates: high school girls of 1930. Doctor's, 1935. Yale.
1739. **Smith, Maurice M.** The attitudes and opinions of California high school seniors toward current social issues. Doctor's, 1935. California.
Measures the social attitudes of graduating high-school seniors, of their parents, their teachers, and university professors in the field of the social sciences; develops a means of comparing social attitudes; and discovers the relationships among the attitudes of the four groups under observation.
1740. **Sollenberger, D. L.** The growth and development of the public secondary schools of Dayton, Ohio, from 1850 to 1935. Master's, 1935. Ohio State. 180 p. ms.
1741. **Southworth, Albert Earl.** A curriculum survey of Carpinteria union high school with recommendations for improvement. Master's, 1935. Southern California.
1742. **Stimmel, Robert W.** An occupational survey of the class of 1929, Allentown high school. Master's, 1935. Temple. 96 p. ms.
1743. **Stowe, David H.** Recent tendencies in student enrollments and curriculum offerings in selected North Carolina high schools. Master's, 1934. Duke. 82 p. ms.
Traces curriculum changes over a period from 1922 to 1933 in three classes of high schools in North Carolina, and studies changes in student enrollment.
1744. **Strabel, Eunice.** The three-year high school student. Master's, 1935. Buffalo. 42 p. ms.
1745. **Sylvest, H. R.** Small high school. Master's, 1935. Louisiana.
1746. **Talbot, R. L.** Planning a new senior high school for Wilmington, Delaware. Master's, 1935. Pennsylvania. 81 p. ms.
1747. **Tallent, William Morrell.** A history of secondary education in Missouri from 1875. Doctor's, 1935. Yale.
1748. **Thompson, Fred Ray.** The selection of valedictorians, salutatorians, and honor graduates in Texas high schools. Master's, 1935. Texas.
1749. **Trent, Eran Elliott.** Secondary education in Botetourt county. Master's, 1934. Virginia.
1750. **Trueblood, Asa I.** A study of student participation in the assembly in Humboldt, Kansas high school. Master's, 1934. Kansas. 59 p. ms.
1751. **Tuesburg, Myrna Warren.** Attitudes of secondary school pupils of an Indiana county. Master's, 1935. Purdue. 35 p. ms.
Studies attitudes of secondary school pupils of La Porte County toward certain subjects and certain vocations and the effects of these upon the corresponding semester marks, choice of vocations, and relations between stability and the effect or influence of fathers' vocations.
1752. **Turner, Lacy Ray.** High school assemblies, with special reference to Texas. Master's, 1934. Texas Tech. Coll. 151 p. ms.
Finds that assemblies are regularly scheduled in 85.7 percent of the high schools, with one assembly a week the predominating practice; that Friday morning is the most

popular time for assemblies; and that the type of program varies greatly. Recommends that pupils be given more active participation in conducting assemblies and that definite standards be set up for the programs.

1753. **Vickers, Russell.** A study of the status of the rural high school in Kansas. Master's, 1935. Kans. St. T. C., Emporia. 111 p. ms.

*1754. **Wade, J. Thomas.** A measure of the secondary school as a part of the pupil's environment. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 68 p. (Contributions to education, no. 647)

Develops three scales for measuring the secondary school as a part of the pupil's environment: A long scale, a scale to measure large schools, and a short scale. Shows that the scales can be used in surveys where a general score representing the level of schools is desired, in studies of the effects of various practices used to raise the levels of the schools and of the school systems, and in comparing schools as comparing rural and city schools and large with small schools.

1755. **Walters, Everett L.** What is the frequency of various subject combinations in high school teaching in Wisconsin. LaCrosse, Wis., State teachers college, 1935. 12 p. ms.

Seeks to discover current demands for types of teaching positions as a basis for more intelligent guidance of teachers in training, by studying subject combinations in 125 of the 4- to 6-teacher, and 40 of the 10- to 20-teacher high schools in Wisconsin.

*1756. **Watkins, Gertrude Lee.** A history of the development of secondary education in Washington, D. C. Master's, 1935. Boston Univ. 133 p. ms.

Gives a brief history of the selection of the site and the planning of the city of Washington, describes the nature of the population, manners and customs, the condition of the city, the beginnings of a school system, the public schools from 1845-1860, and the growth and administration of secondary education from 1860 to the present.

1757. **Wear, Orville W.** The high school commencement program in second-class cities of Kansas. Master's, 1935. Wichita. 82 p. ms.

1758. **Weaver, Luther M. jr.** A history of the Wilmington high school with special reference to curriculum changes. Master's, 1934. Temple. 112 p. ms.

*1759. **Wentland, Paul W.** The relation of success in high school to occupational status ten or more years later. Master's, 1935. North Dakota. 41 p. ms.

Attempts to determine to what extent high-school grades could be used in vocational guidance, by comparing the grades made in high school by 1,094 graduates of both sexes from high schools in seven places in Minnesota with their occupational status 10 years later. Finds that pupils should be guided into occupations suited to their mental abilities.

1760. **Westfall, Byron Lee.** Education opportunities in Missouri high schools. Doctor's, 1935. Missouri, 160 p. ms.

1761. **Whitesel, John Allen.** A comparative study of the pupils in four high school courses. Master's, 1935. Cincinnati. 79 p. ms.

Compares pupils in industrial arts, home economics, commercial, and college-preparatory courses as to mental ability, social-economic status, interests, and other variables.

1762. **Willson, Gordon L.** A study of radical-conservative attitudes of high school students. Master's, 1935. Wisconsin.

1763. **Wold, Catherine.** A history of the Washington high school cadet corps, 1882-1934. Master's, 1935. Maryland. 136 p. ms.

1764. **Wood, Hugh B.** The integrated curriculum in the high school. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 77)

Presents an historical sketch of the psychology and the philosophy underlying the integrated curriculum theory, appraises the theory in terms of results obtained from various experiments now being conducted, and gives a résumé of actual materials and content as developed in various experimental schools.

1765. **Yeager, Emily Josephine.** The effect of high school training on the lives of girls after graduation. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 78-79)

Analyzes 350 replies to a questionnaire sent to girls who had graduated from three high schools in Boulder County, Colo., between 1917 and 1930, and shows a definite need for an adequate vocational guidance program, and that training in family and community relationships, development of desirable personality and character traits, health, and ability to earn a living should be definite goals of high-school education.

*1766. **Yeager, Tressa C.** An analysis of certain traits of selected high school seniors interested in teaching. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1935. 87 p. (Contributions to education, no. 660)

Attempts to determine the qualities of high-school seniors interested in teaching as compared with a group of representative urban high-school seniors and with a group of seniors interested in certain other vocations. The pupils studied were enrolled in high schools in Pittsburgh, Pa. Data indicate that the teaching profession has attracted persons slightly above the general average of urban high-school seniors.

1767. **Young, Norman E.** An evaluation of the Ketchikan high school by its graduates. Master's, 1935. Oregon.

JUNIOR HIGH SCHOOLS

1768. **Baker, Arthur G.** Administrative features promoting individualization in the junior high school. Master's, 1935. Illinois.

1769. **Bedford, Mary Dresser.** A suggested club program for the social guidance of junior high school girls. Master's, 1934. Idaho.

*1770. **Catron, Davie.** Junior high school beginnings. Master's, 1935. George Washington. 46 p. ms.

Discusses early secondary education in the United States and traces the development of the junior high school.

1771. **Compton, Edwin Ray.** Instructional problems in unified types of teaching in the Los Angeles junior high schools. Master's, 1935. Southern California.

1772. **Cooney, Elizabeth M.** Student clubs in the junior high school. Master's, 1934. Brown.

*1773. **Crain, Naomi Virginia.** A study of junior high school pupils of superior mental ability who are doing inferior school work. Master's, 1935. George Washington. 33 p. ms.

Studies the possible effects of school history, sex, weight, sleep habits, socio-economic factors, character traits and habits, extracurricular activities, and interests of the pupils in the Alice Deal Junior High School, Washington, D. C., where IQs were over 120, but who were doing unsatisfactory work in school. Finds that the pupils maintain a low standard of achievement in several subjects, and that no one factor can be isolated and pointed out as the cause of unsatisfactory work on the part of mentally superior children.

1774. **Hobson, Ralph S.** Persistence in junior high school of achievement attained in elementary schools. Master's, 1935. Iowa. 69 p. ms.

1775. **Huden, John Charles.** Vermont junior high schools. Master's, 1935. Yale.

*1776. **Jaggers, Craddock H.** The superstitions of junior high school pupils. Doctor's, 1935. Peabody. Nashville, George Peabody college for teachers, 1935. 89 p. (Contribution to education, no. 160)

Attempts to determine the relationship between the superstitions of junior high school pupils and their intelligence, the superstitiousness of their parents, the pupils' emotional stability and their socio-economic status, and to devise a superstition test which will measure the superstitiousness of individuals ranging in age from that of junior high school pupils to adults.

1777. **Kimberlin, Dorothea Electa Ball.** Children of the unemployed in the junior high school, San Jose, California. Master's, 1935. Stanford.

1778. **Mass, Benjamin S.** Degree of standardization in routine classroom procedures in a Philadelphia junior high school. Master's, 1934. Temple. 62 p. ms.

Describes actual methods used in the routine of 64 classrooms in a junior high school, and attempts to determine whether the degree of standardization of routine matters affected the school life of the children in it. Finds that standardization saved time for the teacher, and that forgetfulness of children in the execution of practices increased as the amount of standardization decreased.

1779. **Menken, Henry.** A comparative study of the social and educational status of the 8B grade academic and industrial boys at the Furness junior high school, Philadelphia. Master's, 1935. Temple. 117 p. ms.

1780. **Plunkett, Neoscoleta Emeline.** A comparison of scholastic attainment of 7B students in East junior high school with scholastic attainment of 7B students in grammar schools in Binghamton, New York. Master's, 1935. N. Y. St. Coll. for Teach. 42 p. ms.

1781. **Reinhard, James Clarence.** A personnel survey of the student body of Central junior high school, Los Angeles. Master's, 1935. Southern California.

1782. **Sheppard, Percival E.** A study of cheating in the junior high school. Master's, 1935. Colo. St. T. C.

1783. **Stewart, Dorothy Mae.** A critical evaluation of rival theories of attaining fusion in the junior high school; together with a proposed plan of social studies organization. Master's, 1935. Howard. 47 p. ms.

1784. **Swartwood, Mrs. Patricia.** Assembly activities in the junior high school. Master's, 1935. South. Methodist. 241 p. ms.

†1785. **Upshall, C. C.** A follow-up study of the graduates of the junior high school curriculum between 1930 and 1934, inclusive. Bellingham. Washington state normal school, 1935. 8 p. ms. (Bureau of research studies, no. 44)

JUNIOR COLLEGES

1786. **Learnard, Mary.** A study of Sacramento junior college students who went directly into the vocational field. Master's, 1935. Stanford.

1787. **Libby, Philip Allan.** A personnel study of junior college students. Doctor's, 1935. Southern California.

†1788. **Morrison, Robert H.** Policies affecting transfer of New Jersey emergency junior college students to institutions of higher learning. Newark, New Jersey emergency junior colleges, 1935. 10 p. ms.

Gives extracts from letters showing the policies of 18 institutions whose locations were such that transfer of the emergency junior college students would be convenient.

1780. **Morrison, Robert H.** Success of emergency junior college students in institutions of higher learning. Newark, New Jersey emergency junior colleges. 1935. 4 p. ms.

Shows that of the 74 students who had studied in the emergency junior colleges in New Jersey during the collegiate year 1933-34, 59 completed the first semester in 42 institutions located in 18 different states and the District of Columbia. Indicates, by their records, that students from the emergency junior colleges can make good in institutions of higher learning.

1790. **Newton, James Henry.** History of Paris junior college. Master's, 1935. South. Methodist. 93 p. ms.

1791. **Osuna, Pedro.** Yuba county junior college: its present status and a proposed reorganization. Master's, 1935. Stanford.

1792. **Schmidtke, Fred Ewald.** A study of the trends in terminal offerings in the public junior colleges of the United States. Master's, 1935. Washington. 59 p. ms.

Finds that there is a gradual, definite trend toward the public junior college of sufficient enrollment and financial support to insure a variety of offerings guaranteeing terminal selection.

1793. **Tempero, Howard.** Recent trends in the public junior colleges of Kansas. Master's, 1935. Kans. St. T. C., Emporia. 124 p. ms.

1794. **Wahlquist, John T.** State junior colleges of Utah. Junior college journal, 5: 77-84. November 1934. (University of Utah)

1795. **Warren, J. Irvin.** Development and present status of the municipal junior college in Texas. Master's, 1935. Texas Tech. Coll. 115 p. ms.

Studies the development and status of 17 public junior colleges in Texas, 200 teachers, their training, experience, and teaching load, and the curriculum and standards of the junior colleges.

HIGHER EDUCATION

1796. **Adams, Lillian Loyce.** An inquiry into the applicability of scientific business management techniques to college administration. Master's, 1935. Texas.

1797. **Askren, Harold J.** An experimental study of the evaluation of procedures used in the selection of clerical personnel at Purdue university. Master's, 1935. Purdue. 35 p. ms.

Validates the battery of tests used in the selection of clerical employees at Purdue University.

1798. **Ball, Irving.** Centralized control and budgetary procedure of public higher education in the United States to 1935. Doctor's, 1935. Texas.

1799. **Barber, Elmer E.** The validity of high school principal's certificates for forecasting success at Massachusetts state college. Master's, 1935. Mass. St. Coll. 61 p. ms.

Determines the reliability of certifications for college work of high-school principals from large, medium, and small high schools. High-school principals' certificates are 88.7 percent accurate in forecasting ability of freshmen to do college work, and those from the larger schools are more accurate than those from smaller schools.

1800. **Baynham, Edward G.** The founding of the University of Pittsburgh. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 320-30)

Discusses the events leading to the incorporation of the Pittsburgh Academy in 1787, which became the original school of the University of Pittsburgh.

+1801. **Beach, Arthur G.** A pioneer college: the story of Marietta. Published on the 100th anniversary of the present charter of Marietta college and the 138th of the founding of Muskingum academy. [Chicago] Privately printed, 1935. 325 p. (Marietta college)

+1802. **Boucher, Chauncey Samuel.** The Chicago college plan. Chicago, Ill. University of Chicago press, 1935. 344 p.

Describes the new college plan inaugurated at the University of Chicago with the incoming freshman class in September 1931.

1803. **Brown, Nathan.** The growth and development of the Department of history in the College of the City of New York, 1847-1934. Master's, 1935. Coll. of the City of New York. 220 p. ms.

Traces the evolution of the several phases connected with the study of history in the college and treats the personalities connected with the department, the methods and content of the courses offered, the textbooks used, the influence of the library, and extra-curricular activities of the department.

1804. **Butts, J. Freeman.** The development of the elective system in American colleges and universities. Doctor's, 1935. Wisconsin. 250 p. ms.

1805. **Claiborne, Edgar Walker.** Intelligence and occupational intention of Oklahoma university students. Master's, 1935. Oklahoma. 37 p. ms.

Describes an experiment in which the Ohio State University psychological test, form 18, was given to 3,565 men and 1,430 women enrolled in the University of Oklahoma. Each student also filled out a questionnaire on which he stated his vocational intention. Shows that students of all grades of intelligence chose all the different vocations; that there is little difference in the intelligence of the students who had chosen a vocation and those who had not; that of the 3,699 students who had made a vocational choice, 52 percent were going into law, medicine, engineering, and teaching; that 22.3 percent of the men and 34.4 percent of the women had not selected their vocation in life. Some colleges and schools of the University show more guidance than others by the increased percentage of seniors over that of freshmen who know what vocation they intend to follow.

1806. **Connor, Christopher Augustus.** Entrance subject pattern and college success. Master's, 1935. Stanford.

1807. **Darke, R. A.** The relation of certain personal traits to success in college work. Master's, 1935. Utah. 68 p. ms.

1808. **Darling, Elmer C.** Curricular trends in higher education in Iowa since 1900. Doctor's, 1935. Iowa. 425 p. ms.

1809. **Davis, Clyde Odeska.** A comparative study of the scholastic records made by freshmen classes of 1933 and 1934 in common courses in various curricula of the Alabama polytechnic institute. Master's, 1935. Ala. Poly. Inst. 60 p. ms.

Compares college achievement of 700 professional and non-professional students of equivalent ability in common courses, and finds that professional students of the same intelligence as general students achieve higher marks in common liberal arts courses than do general students.

1810. **Edwards, Marcia.** The accreditation of colleges on the basis of the success of their graduates in the graduate schools. Doctor's, 1935. Minnesota.

*1811. **Elish, May.** A study of attitudes at New York university. Master's, 1934. New York. 95 p. ms.

Studies freshman and senior groups chosen at random from the School of Commerce, School of Education, and Washington Square College, to determine what degree of freedom from prejudice was attained as the student progressed through college. Attempts to fix the relationship between attitudes and the factors of religion, sex, and political preferences.

†1812. Elliott, Edward C., Chambers, M. M., and Ashbrook, William A. The government of higher education designed for the use of university and college trustees. New York, American book company, 1935. 289 p. (Purdue university)

†1813. ———, Hockema, Frank C., and Walters, Jack E. Occupational opportunities and the economic status of recent graduates (1928-1934) of Purdue university. Lafayette, Purdue university, 1935. 24 p.

Analyzes data involving a group of 2,140 graduates from the classes of 1928-1934, inclusive. Data indicate that in the autumn of 1934, 91.3 percent of the entire group were employed. 89 percent gainfully, and that more than two-thirds of those gainfully employed were engaged in activities for which they were specifically trained at Purdue University.

1814. Flesher, Marie Adamson. Prediction of freshman achievement in the College of engineering, Ohio state university. Master's, 1935. Ohio State.

1815. Gardner, E. Ray. A preliminary study of social backgrounds and subsequent activities of 342 Brigham Young university graduates from 1922-1932. Master's, 1934. Brigham Young.

1816. Gwynn, John Minor. Changes in the curriculum of the American college, 1890-1934. Doctor's, 1935. Yale.

1817. Hancock, John William. An experimental study of some factors affecting certain attitudes. Master's, 1935. Purdue. 53 p. ms.

Examines the attitudes of 500 students of Purdue University for a change in attitude toward the school subjects of philosophy before and after material was presented to the students which might effect a change in their attitudes.

1818. Harmon, H. G. A technique for the analysis of course content and articulation applied to certain courses in public school administration and supervision at the University of Minnesota. Doctor's, 1935. Minnesota. 329 p. ms.

Attempts to determine by means of a check list the content of 26 courses in public-school administration and supervision and to compare them on the basis of similarity of content, similarity of treatment given, content common to courses, and similarity of student enrollment.

1819. Harris, William Lile. A study of the Division of extension at the University of Virginia. Master's, 1935. Virginia.

1820. Hassold, Ernest C. Honors seminar at Louisville. Journal of higher education, 7: 137-40, March 1936. (University of Louisville)

Describes a 2-years' experiment with selected students, seniors and juniors, in seminar for exchange of ideas and interests. Finds the seminar a valuable device for promoting intellectual exchange and for finding projects for independent study in correlating fields of interest.

1821. Hoedinghaus, George Edward. Report of the 1934 housing investigation, University of Southern California. Master's, 1935. Southern California.

1822. Hudspeth, Junia Evans. A history of the North Texas agricultural college. Master's, 1935. South. Methodist. 172 p. ms.

1823. Hunnicutt, Clarence William. A five-year comparative study of graduates of 1930 of the School of education, Oklahoma agricultural and mechanical college; the College of education, University of Oklahoma; and Central teachers college. Master's, 1935. Okla. A. & M. Coll.

Analyzes the positions held, incomes and salaries received, and the tenure of 241 college graduates of 1930 for the period July 1, 1930, to July 1, 1934. Finds that the teachers-college graduates ranked first for positions held; the university graduates for incomes and salaries received and for tenure in positions held.

1824. **Jones, Denis.** The social and academic status of junior college transfers in the liberal arts college of the State university of Iowa. Master's, 1935. Iowa.

1825. **Kronenberg, Henry Harold.** The validity of curriculum requirements for admission to the General college of the University of Minnesota. Doctor's, 1935. Minnesota. 230 p. ms.

Describes an experimental study in which a group of 144 students who did not meet the entrance requirements were admitted to the general college and compared with students who did meet all requirements, and finds that the students who met all entrance requirements were slightly superior in achievement as measured by marks, and scores on course examinations and comprehensive examinations. The differences found were slight and probably not great enough to warrant maintenance of the requirements then in existence.

1826. **Lawson, Burtis C.** Scholastic achievements of selected groups of college students. Doctor's, 1935. Cornell.

1827. **Lyons, William Harold.** The relationship between age at graduation and success in life. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 47)

Attempts to determine whether a relationship exists between age at graduation from college and success in life by a study of 400 individuals listed in the 1934-35 *Who's Who in America* who received the bachelor's degree from four mid-western universities between the years 1890 and 1910, as compared with an equal number of persons from the same institutions who were not listed in *Who's Who*. Indicates that those who attain success in life are likely to receive their bachelors' degrees at less than the average age at graduation.

1828. **Macomber, Roland B.** Military education in the land-grant colleges and universities of the United States. Master's, 1935. Temple. 160 p. ms.

1829. **Madigan, John A.** A survey of the College of St. Thomas, St. Paul, Minnesota. Master's 1935. Minnesota. 166 p. ms.

1830. **Mathis, W. K.** A study of the students who entered Texas technological college by entrance examinations, 1926 to 1932, inclusive. Master's, 1934. Texas Tech. Coll. 99 p. ms.

Analyzes the records of 472 students who took a total of 1,938 examinations on 43 of the 50 subjects accepted for admission to the freshman class. Finds that very few students satisfy admission requirements wholly by examinations, but that those who do make better records in college than do those taking examinations on a small number of units; that the examinations vary in difficulty; that many students passed entrance examinations on subjects which they had never studied in school; that entrance examination students tend to make lower grades than do accredited high-school graduates; and that the percentage of examination students who remain in college until they receive their degrees is smaller than the percentage of accredited high-school graduates.

*1831. **Miller, Sarah D. Leeds.** A study of the achievement of scholarship holders in the Class of 1932 in Pennsylvania colleges. Doctor's, 1935. Temple. Philadelphia, Pa., 1935. 69 p.

Studies the bases upon which scholarship aid was granted to the students entering Pennsylvania colleges with scholarships in September 1928; the relation between the achievement of the students in college and the bases on which the scholarships were granted; and the amount of money involved. Indicates that the 460 students holding scholarships in 37 Pennsylvania colleges during the period 1928-1932 were above the average and maintained their superiority throughout their college courses; that no effective influence on achievement was exerted by the size of the scholarship nor by working to earn more money, nor by participation in extracurricular activities; that selection of students likely to succeed in college should be made by means of such scholastic measures as competitive examinations and standing in high-school classes; and that money for scholarships should be granted on the same scholastic bases.

1832. **Monypeny, William W.** A personnel study of male graduates of South-western college from 1913 to 1933. Master's, 1935. Iowa.

1833. **Nietz, J. A.** Pennsylvania's policy for aiding higher education. University of Pittsburgh alumni review, 1: 3-4, February-March, 1935. (University of Pittsburgh)

†1834. **Ogan, R. W.** Report of the Committee on college entrance commissioned to study student recruiting. New Oxford, Ohio, Muskingum college, 1935. 55 p. ms.

Analyzes replies to a questionnaire sent on December 15, 1934, to 51 Ohio colleges to determine the student capacity of the institution, enrollment and graduation trends, effect of enrollment trends and the depression upon college income and expenditures, recruiting methods and practices of the institution, and recommendations of the college made by the president and a committee of four officers after the balance of the questionnaire was completed.

1835. **Oppenheimer, J. J.** Evaluation of our criteria determining senior college admissions. Louisville, University of Louisville, 1935. 4 p. ms.

Finds that a new method of determining senior college admissions, based upon a combination of grades and scores on National sophomore tests gives more satisfactory results than the use of grades alone. Describes the method, presents the results to date, and compares the selected group with previous senior college groups.

†1836. ——— The "experimental" freshman plan. Louisville, Ky. University of Louisville, 1935. 28 p. ms.

Describes an experiment of inducting a number of high-school juniors into the College of liberal arts, includes procedures, bases of selection, gives an itemized account of grades and test scores, describes questionnaires employed. Finds that the students maintained the scholastic standing that might have been expected from a group of regular freshmen of similar aptitude and that they did not participate as much in extra-curricular activities.

1837. ——— Seniors rate the college. Louisville, Ky., University of Louisville, 1935. 8 p. ms.

Surveys student opinions of college policies in a reorganizational period, and discusses suggestive criticism of a graduating class. Finds that seniors approve of progressive idea in curriculum reorganization.

†1838. **Paul, J. B.** Graduation honors in a group of colleges and universities. Cedar Falls, Iowa State teachers college, 1935. 6 p. ms.

†1839. ——— Orientation or survey courses offered by various liberal arts colleges and universities. Cedar Falls, Iowa State teachers colleges, 1935. 28 p. ms.

1840. **Renfrow, Evanel.** The adequacy and cost of dormitory diets in the Florida agricultural and mechanical college for colored students. Master's, 1935. Iowa.

*1841. **Rio, Pedro E. Y.** Thirteen educational foundations and American higher education. Doctor's, 1935. Temple. Philadelphia, 1935. 108 p.

Discusses the policies and practices of the John F. Slater Fund, General Education Board, Milbank Memorial Fund, Carnegie Foundation for the Advancement of Teaching, Carnegie Corporation of New York, Rockefeller Foundation, Julius Rosenwald Fund, Commonwealth Fund, Harmon Foundation, Winston-Salem Foundation, Edward Rector Scholarship Foundation, Duke endowments, and the Whitney benefits. Deals with student aid, library interests, teachers welfare, educational enquiry and publications, esthetics, research in the sciences, child welfare, public health, buildings and equipment, and endowments.

1842. **Robinson, Elizabeth.** The personality patterns of different groups of student leaders on the Purdue university campus: a comparative analysis. Master's, 1935. Purdue. 74 p. ms.

Measures the general intelligence, neurotic tendency, self-sufficiency, introversion-extroversion, dominance-submission, and scholastic achievement of seven groups of student leaders on the Purdue University campus. Finds that student leaders tend to be alike

In that they are on the average more intelligent than the average run of students, more stable emotionally, more self-sufficient, more extroverted, more dominant in the face-to-face situation, and more successful in their college work.

1843. **Scott, Lee Lavern.** General aptitude of University of Oklahoma students in relation to types of high schools from which students graduated. Master's, 1935. Oklahoma. 99 p. ms.

1844. **Scroggs, Schiller.** Systematic fact-finding and research in the administration of higher education. Doctor's, 1935. Yale.

†1845. **Siebert, Wilbur H.** History of the Ohio state university. vol. 4: The University in the great war: part 1: Wartime on the campus. Columbus, Ohio state university, 1934. 331 p.

1846. **Sparks, Robbie Smith.** Survey of the development of Auburn college, 1872-1935. Master's, 1935. Ala. Poly. Inst. 400 p. ms.

†1847. **Sturm, Morris Marvin.** The predictability of college success based on high school records of non-graduating college students. Master's, 1935. Temple. 64 p. ms.

1848. **Troyer, Maurice E.** An attempt to broaden the bases of prognosis and the criteria of success of college freshmen. Doctor's, 1935. Ohio State.

Studies the differences between degree with distinction students, who are socially as well as academically competent, and probation students.

†1849. **Upshall, C. C.** The college student wins? Bellingham, Washington state normal school, 1935. 10 p. ms. (Bureau of research studies no. 45)

Points out constant tendencies in the assigning of grades at this institution.

1850. **Waller, Fred.** A history of Wessington Springs college. Master's, 1935. South Dakota. 156 p. ms.

1851. **Walters, Sister Annette.** A quantitative study of the major interests of college students. Master's, 1935. Minnesota. 114 p. ms.

1852. **Warren, Mae Clark.** A comparison of the scholastic records and persistency of 510 transfers and 848 native students of Iowa state college. Master's, 1934. Iowa St. Coll.

1853. **Watson, Eddie D.** Constitutional provisions and statutes affecting the organization of the University of Wyoming. Master's, 1935. Wyoming.

*1854. **Weaver, Palmer C.** Scholastic ability and progress in college in relation to five high school factors. Doctor's, 1935. T. C., Col. Univ. Altoona, Pa., Himes-Davis printing company, 1935. 124 p.

Studies the effect of the average number of days in the academic year of the high school from which the students entered college, the median number of students in the high-school instruction classes, the number of individuals in the high-school graduating classes, classification of the school district on the basis of population, and class rank of the individual in high school, on 512 individuals who were graduated from the Pennsylvania State College and 456 persons who withdrew prior to graduation.

*1855. **Whitehead, William M.** Selection and guidance in the admission process of state colleges and universities. Master's, 1935. New York. 102 p. ms.

Studies practices in 51 State and 9 privately endowed institutions, and finds need for articulation, selection, and educational guidance.

1856. **Whitney, F. L.** Unitary board control for state higher education. School and society, 42; 335-38, September 1935. (Colorado state teachers college)

STUDENT PERSONNEL PROBLEMS

1857. **Bowen, Mary Josephine.** Certain aspects of students' problems at the University of Oklahoma. Master's, 1935. Oklahoma. 65 p. ms.

†1858. **Brooklyn college bureau of economic research.** Economic status of Brooklyn college students. Brooklyn, N. Y., 1935. 71 p. ms.

Analyzes 1,218 replies to a questionnaire made by 722 men and 496 women students at Brooklyn College for the school year 1933. Data indicate that the average student is between 16 and 20 years of age, from a middle-class family of moderate means in which one or more members of the family is employed.

1859. **Brown, Clara M.** Student social life at the University of Minnesota. Minneapolis, University of Minnesota, 1935. 100 p. ms.

Finds a lack of social adjustment on the part of many students; failure to take advantage of the wide variety of extracurricular activities offered by the university and the Twin Cities; a close relationship between amount of income and the way students spend their leisure time. Shows that short terms, large classes, and a student body scattered over a wide metropolitan area render acute many problems of social adjustment.

1860. **Linhart, Edward A.** A survey of 20 university placement bureaus. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 259-60)

Surveys the organization and activities developed by 20 universities in their placement bureaus, notes the methods used for finding occupational opportunities for students and graduates, and attempts to discover ways of meeting the requirements for employment in the industries, business enterprises, and the professions.

†1861. **New Jersey state normal school.** The program of student personnel services at the New Jersey state normal school at Newark. Newark, 1935. 59 p.

Discusses personnel procedures in the fields of selection, orientation, health, mental hygiene, personal guidance, part-time employment, extracurricular activities, personnel research and records, administrative organization, placement, and follow-up.

1862. **Saphier, Conrad.** Development of the individual through business training. New Rochelle, N. Y., College of New Rochelle, 1935.

1863. **Stone, Hurford E.** Unadjustment among undergraduate men with special reference to conduct behavior. Doctor's, 1935. Southern California.

†1864. **Walters, J. E.** Individuallizing education by means of applied personnel procedures. New York, John Wiley and sons, 1935. 278 p. (Purdue university)

Part 1: Personnel counseling—decentralized personnel procedures; part 2: the centralized personnel department or guidance bureau; part 3: personnel methods. Attempts to show personnel methods which have been and can be applied, and which can be adapted to the various levels of education. Describes the personnel service at Purdue University since 1926, and investigations of personnel subjects at Cornell University, and the University of Chicago.

1865. **Wilkinson, Richard.** A personal study of a fraternity group. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of master's theses, no. 17: 45-46)

Compares a fraternity group with the run of college men, and finds the fraternity men more mature, more sophisticated, with many more interests, and more individualistic than the average undergraduate.

*1866. **Yieh, Tsung-Kao.** The adjustment problems of Chinese graduate students in American universities. Doctor's, 1934. Chicago. Chicago, Ill., University of Chicago libraries, 1934. 127 p.

Analyzes data secured from 90 graduate students resident among the student bodies of the University of Chicago, the University of Illinois, the University of Michigan, and Purdue university, on the problems arising from personal habits and personal problems, in social relations, on academic work, and in regard to national and international relations.

WOMEN—EDUCATION

1867. **Anderson, Isabelle.** The use of trained senior women in the orientation of college freshmen. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 356-57)

Studies the practices of 70 institutions of higher learning in the use of trained senior women as aides in the orientation of freshmen women.

*1868. **Augustine, Grace M.** Some aspects of management of college residence halls for women. Doctor's, 1935. T. C., Col. Univ. New York, F. S. Crofts and company, 1935. 242 p.

Considers the persons required to staff and operate the house and food units; conditions of their employment, labor hours and labor costs; menu planning and budget control; and cooperative housing. Finds that 96 percent of the 120 colleges and universities furnishing cards for 1931-32, use student labor in residence halls and dining halls; that the dormitory is used as a teaching unit in 82 institutions.

*1869. **Beach, Gladys.** Study of the vocational interests and abilities of the senior women of Syracuse university in the class of 1933-34. Master's, 1935. Syracuse. 95 p. ms.

Determines the vocational interests and abilities of the senior women, and analyzes them in terms of fitness for these vocations.

*1870. **Benson, Mary Sumner.** Women in eighteenth century America: a study of opinion and social usage. Doctor's, 1935. Columbia. New York, 1935. 345 p.

Discusses the theoretical aspects of women's position, and women's life as reflected in legislation, in the activities of the women themselves, and in the comments of prominent Americans and travellers.

*1871. **Benton, Blanche O.** A study of some factors in the social adjustment of college women students. Master's, 1935. Syracuse. 76 p. ms.

Compares the results made by freshmen students of Syracuse university of 1930-31 and 1931-32, with those made by members of classes of 1934 and 1935 on the Leonard social adjustment questionnaire, comparing their scores as freshmen with their scores as seniors. The 25 highest and the 25 lowest ranking students in each group were used for the comparison.

†1872. **Boas, Louise Schutz.** Woman's education begins: the rise of the women's colleges. Norton, Mass., Wheaton college press, 1935. 295 p.

Discusses colleges for men and seminaries for ladies; educated woman and her place; the religious basis of American life; the curriculum; and colleges for women.

1873. **Chapman, Marjorie B.** A study of the homemaking experiences and interests of the girls in Pacific Union and Walla Walla colleges. Master's, 1934. Oregon St. Agr. Coll.

1874. **Donart, Wilberta.** The history of the development of secondary education of women in Oklahoma before statehood. Master's, 1935. Okla. A. & M. Coll.

Discusses the education of Indian girls in the Indian mission schools and the tribal schools before Oklahoma became a state. Shows that white girls had few educational opportunities as they were not allowed to attend Indian schools, and that as the territorial schools developed they attended coeducational schools and had the same educational opportunities as their brothers.

*1875. **Duncan, Inez P.** A personnel study of the women commuting students who attended Syracuse university at the first semester of the 1933-34 school year. Master's, 1935. Syracuse. 176 p. ms.

Compares the general trend of the health, participation in the social life of the University, participation in the cultural opportunities offered by the University, and in the

academic status of off-campus students and women students living on the campus in University owned and operated dormitories. Data indicate that the commuting women's students have slightly better health habits, their academic standing is slightly higher, and they participate to a greater extent in religious activities than do the campus women students.

1876. **Duff, Natalie E.** An exploratory study of the relationship between a Cornell freshman's wardrobe and her orientation to college life. Master's, 1934. Cornell.

1877. **Elliott, Grace Loucks.** Women after 40: The meaning of the last half of life. Doctor's, 1935. T. C. Col. Univ. New York, Henry Holt and company, 1936. 213 p.

Formulates goals in relation to which the content of education for and during the last half of life should be determined; attempts to understand more adequately the kind of difficulties most likely to occur in later life and the factors predisposing to difficulty or the lack of it; makes educational proposals for the important phases of women's activity which might look to the prevention, or at least to the amelioration, of unnecessary problems and difficulties; and locates fields needing more detailed scientific investigation.

1878. **Failing, Jean.** A comparative study of the scholastic achievement of affiliated and unaffiliated women at the University of Oregon. Master's, 1935. Oregon.

1879. **Hale, Katherine Veach.** Survey of characteristics and possible needs of women students gainfully employed. Master's, 1935. Purdue. 161 p. ms.

Investigates the academic standing, social and religious life, physical welfare, mental attitude toward institutions, and the personality of an undergraduate woman student at Purdue University who is employed part-time as compared with a non-working, undergraduate woman student with the same native ability, of the same school and class, carrying the same academic load. Indicates that the effect of employment on Purdue women students is on the experience and the personality of the student rather than on her health and academic standing.

1880. **Jones, Mary A.** The influence of the woman's college fraternity on character development. Doctor's, 1935. Yale.

1881. **Mayall, Broun H.** Scholastic attainments of dormitory and non-dormitory students at Oklahoma college for women. Master's, 1935. Oklahoma. 88 p. ms.

1882. **Northway, Ruth D.** A study of the personnel services for women students at the University of California at Berkeley. Master's, 1935. California.

1883. **Rulifson, Leone.** The relation between physique and performance of college women. Master's, 1935. Washington. 36 p. ms.

1884. **Schwering, Hazel P.** Personnel work in sororities through trained housemothers at the University of Oregon. Master's, 1935. Oregon.

1885. **Wright, Lela Marie.** Recent trends in careers for women. Master's, 1935. Wisconsin.

PROFESSIONAL EDUCATION

1886. **Beck, Julian.** A history of legal education in Los Angeles county. Master's, 1935. Southern California.

*1887. **Beck, Sister M. Berenice.** A study of content and achievement in the Materia Medica course. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 125 p. (Studies in nursing education, vol. 1)

Analyzes four current textbooks in Materia Medica, 4,346 state examination questions, a check list checked by 64 teachers of the subject, and the result of a test of 464

objective type questions administered to 892 student nurses in 26 schools of nursing located in many states, at various stages of progress in the course.

1888. **Brown, Elizabeth Helen.** Social factors in the development of public health nursing. Master's, 1935. Southern California.

1889. **Bunston, Harriet Ruth.** A survey of Seventh Day Adventist nursing education. Master's, 1935. Southern California.

1890. **Carter, John H.** An investigation of requirements for the master's degree in the field of education in American universities and colleges. Master's, 1934. Bucknell. 156 p. ms. (Abstract in: *Bucknell journal of education*, 10: 16-17, October 1935)

Analyzes the requirements for the degrees of master of arts, master of education, and master of science in those cases where these degrees were in the field of education as reported by 116 different institutions.

1890. **Clark, Genevieve Yenz.** A study of 408 probationers: their eventual success in the school of nursing and in the New York state licensing examinations. Master's, 1935. N. Y. St. Coll. for Teach. 92 p. ms.

*1891. **Colosi, Natale.** A contribution to the improvement of the Wassermann test as performed in medical laboratories and taught in medical schools. Doctor's, 1935. New York. 193 p. ms.

1892. **Demaree, Paul Holland.** History of officers' training in the United States during the World War. Master's, 1935. Southern California.

1893. **Fairbanks, Helen R.** Geology as a career. Master's, 1935. T. C., Col. Univ. 65 p. ms.

Finds, from a study of 641 members of the Geological Society of America that geologists are nearly all men, that it is increasingly important to have a doctor's degree, and that there is no specified age for retirement.

1894. **Fawcett, A. E.** A method of teaching pharmacology. Proceedings of the American association of dental schools, 195: 1935. (University of Pittsburgh)

1895. **Friesell, H. E.** Conditions in dental education when the dental educational council was organized. *Journal of the American college of dentists*, 2: 5, January 1935. (University of Pittsburgh)

*1896. **Harrison, Frances N.** An analysis of selected data regarding senior members of the American association of social workers admitted during the years 1924 to 1927 and 1930 to 1933. Master's, 1934. New York. 43 p. ms.

Presents a brief history of the American Association of Social Workers. Analyzes data on the age, sex, education, professional training, and position of 1,049 members in the earlier group and 1,572 in the later group.

*1897. **Heck, Theodore.** The curriculum of the major seminary in relation to contemporary conditions. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 160 p.

Presents the curricular offerings of 30 major seminaries training the diocesan clergy in the United States, in their relation to the religious and social conditions confronting the Catholic clergy in the ministry at present.

1898. **Henningfeld, Francis John.** Study of the requirements for the master's degree. Master's, 1935. Notre Dame. 78 p. ms.

1899. **Leahy, Harold V.** Residence and achievement of law school students. Doctor's, 1935. Wisconsin.

1900. **Northby, Arwood S.** A study of the entrance requirements to the College of Engineering. Doctor's, 1935. Minnesota. 317 p. ms.

Surveys the entrance requirements of 71 selected colleges of engineering in the United States; studies the scholastic success of students entering the College of Engineering, University of Minnesota, 1928 to 1931 with conditions in high-school advanced algebra and solid geometry as compared with the success of those entering without conditions; studies the relationship between rank in high-school graduating class and scholastic success in the College of Engineering, University of Minnesota, of the entrants for the years 1928 to 1931; and studies the prediction of scholastic success in the College of Engineering, University of Minnesota. The following predictive measures were employed: Scores on the Iowa aptitude and training tests in English, mathematics, and chemistry; scores on the Minnesota college aptitude test; and rank in high-school graduating class.

*1901. Peck, John Sanford. The function of the laboratory in engineering education. Doctor's, 1935. T. C., Col. Univ. New York city, 1936. 96 p.

Describes two experiments conducted with a control group and an experimental group of FERA students in a materials testing laboratory. Recommends that any laboratory instructor interested in the development of desirable concomitants allow as much leeway in the choice of activities, in the construction of hypotheses, and in the planning of testing procedures as his students can profitably enjoy and that he determine this point by actual teaching experience.

1902. Saroff, William E. The training and influence of the legal profession in America during the early eighteenth century. Master's, 1934. T. C., Col. Univ.

1903. Thomson, Mildred Catherine. A catalog study of requirements for the master's degree in mathematics. Master's, 1935. Southern California.

1904. Watt, Ralph W. The prediction of success in engineering school from a knowledge of high school marks and psychological examination scores. Master's, 1934. Maryland. 42 p. ms.

Investigates the extent to which success in the College of engineering can be predicted from high school marks and scores on the American council psychological examination.

1905. Westin, Ernest Fridolf Douglass. A philosophy of the teaching of business law. Master's, 1935. Southern California.

1906. Wilcox, E. B. A study of the performance of freshman engineering students in the light of prediction based upon their high school and placement test records. Journal of engineering education, 25: 214-18, November, 1934. (University of Washington)

ADULT EDUCATION

1907. Blanchard, Gladys MacDonald. The administration and supervision of the Americanization department of the evening schools of Los Angeles. Master's 1935. Southern California.

1908. Carter, Ruth C. Problems of adult education classes among the Hungarians and Italians in Tangipahoa and Livingston parishes. Master's, 1935. Louisiana.

1909. Connor, Helen B. Worker's education. Master's, 1934. T. C., Col. Univ. 108 p. ms.

Studies the history, curricula, leaders, aims, and aspirations of the workers' education movement in the countries throughout the world, and discusses significant steps in its development in the United States.

1910. Haass, Marie Evelyn. The forum plan of instruction for adults in limited areas of the southern highlands in the United States. Master's, 1935. Southern California.

1911. **Hostettler, Alice W.** Adult education in the social planning of a civic organization. Master's, 1934. Maryland. 61 p. ms.

Studies the work of the Montgomery County Civic Federation to discover the forms of adult education which accrue from the several activities of a civic organization of that type. Finds that delegates to its subsidiary organizations receive education through discussions, debates, speeches given on the floor, through newspaper accounts of the work of the association, through printed reports, and through the interactions of the civic federation and other organized groups in its area.

1912. **Jones, Vera.** An analysis of the Federal emergency education program in Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Shows the flexibility of the program which enabled superintendents of schools to arrange a balanced program of adult education to meet the needs of their particular communities by transferring unemployed teachers from one county to another.

1913. **Lyon, Ralph M.** Adult education for Carolina cotton mill workers: a curriculum study. Doctor's, 1935. T. C., Coll Univ.

Analyzes the weaknesses found in the mill villages, and suggests a plan of adult education for the mill workers.

*1914. **MacLellan, Malcolm.** The Catholic church and adult education. Doctor's, 1934. Catholic Univ. Washington, D. C., Catholic education press, 1935. 125 p. (Catholic university of America. Educational research monographs, vol. 8, no. 5)

Presents a historical summary of adult education, and discusses the meaning and nature of adult education, the necessity for it; presents actual instances of Catholic adult education in practice; and discusses the agencies and organizations of adult education.

1915. **Schultz, Irwin J.** The problem of leisure time guidance of a group of young adults. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 11: 297-98)

Shows the actual leisure-time activities of a group of young adults, 16 to 25 years of age, inclusive, and the frequency with which each activity was selected. Finds that the depression has not caused young adults to change their preference for "white-collar" jobs; that employed and unemployed show no significant difference in the total number of activities engaged in; that the books read are of a high type, but that there is need for improvement in the type of magazines read; that the movies seen were of high caliber; that financial condition does not prevent the unemployed from participating in those activities necessitating expense; that the employed and the unemployed utilize their leisure in about the same way and in the same degree, which suggests that the unemployed are not availing themselves of all the leisure-time activities possible.

1916. **Shute, William Clarkson.** A study of adult education at the secondary level. Master's, 1935. Denver. 117 p. ms.

*1917. **Smith, George Baxter.** Purposes and conditions affecting the nature and extent of participation of adults in courses in the home study department of Columbia university, 1925-1932. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 86 p. (Contributions to education, no. 663)

Attempts to determine the relationship existing between the vocation, age, sex, educational background, and reasons for participation of the students enrolled in the home study department of Columbia University, and the courses which were selected. Finds that the reasons for taking course work are: To complete school requirements (mostly high school), or their equivalent; personal need for study which will help them fit more satisfactorily into social relationships; vocational majors, to broaden vocational qualifications in the field in which the participant is employed; vocational minors, to broaden vocational qualifications in some field other than that in which the participant is employed; and cultural, participation purely for pleasure.

*1918. Stacy, William Homer. Integration of adult education: a sociological study. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 148 p. (Contributions to education, no. 646)

Presents an historical study of cooperative extension work, a sociological approach to urban adult education, philosophical unity for adult education, and guidepost for integrating agencies.

†1919. Virginia. University. Interests and abilities of adults and techniques in adult education. University, 1935. 32 p. (University of Virginia record, vol. 22, no. 4. Extension series)

Contents: (1) Adult interest as related to education, by Wayne Dennis, p. 5-14; (2) Special capacities of adults for continuous education, p. 15-29; (3) Methods and techniques in adult education, by Scott M. Buchanan, p. 30-32.

*1920. Winslow, Harry D. The organization and administration of adult education in public schools, 1929-1930. Doctor's, 1935. T. C., Col. Univ. [New York, 1935] 117 p.

Studies the administration of elementary and high school and evening college extension work, vocational schools, and school centers under the school systems of 29 cities in the northeastern part of the United States. Discusses the training, salaries, and teaching load of teachers and supervisors. Sets up standards to be used in the organization and administration of different phases of adult education.

PARENT EDUCATION

†1921. Bain, Winifred E. Parents look at modern education: a book to help an older generation understand the schools of the new. New York, D. Appleton-Century company, 1935. 330 p. (Columbia university)

Discusses nursery schools, kindergarten and elementary schools, changes in the curriculum, basic and tool subjects of the curriculum, the organization and equipment of the modern school, tests, records and reports, discipline, teacher training, and such cooperating educational agencies as the library and museums, the church, movies, and radio.

†1922. Iowa. University. Researches in parent education III. Iowa City, 1934. 391 p. (University of Iowa studies, new series, no. 285. Studies in child welfare, vol. 10)

Contents: (1) Theoretical considerations underlying curricular and learning studies, by Ralph H. Ojemann, p. 8-27; (2) Generalizations relating to child development involved in intelligent parental guidance, by Ralph H. Ojemann, p. 31-98; (3) Measurement of attitude toward self-reliance, by Ralph H. Ojemann, p. 103-111; (4) Information and attitudes regarding child development possessed by parents of elementary school children, by Lois Alberta Ackerley, p. 114-67; (5) Study of the needs of high-school students and the effectiveness of a program of learning in selected phases of child development and family relationships, by Evelyn Ina Butler, p. 170-248; (6) Effectiveness of a program of learning designed to change parental attitudes toward self-reliance, by Blanche E. Hedrick, p. 250-391.

TEACHER TRAINING

1923. Bickerton, Agnes Cassidy. The development of oral hygiene and its implications in teacher training. Master's, 1935. Hawill. 164 p. ms.

1924. Everson, Tilden O. A study of representative courses for the professional education of sociology teachers in certain selected universities and liberal arts colleges. Master's, 1934. Minnesota. 259 p. ms.

1925. Fields, Ralph Raymond. A survey of the training of the commercial teachers in Arizona. Master's, 1935. Stanford.

†1926. Foster, Frank C. The relation of the independent and church related colleges to the teacher training program. In Proceedings of the 16th annual meeting of the Tennessee college association held at Vanderbilt university, April 17 and 18, 1935, Nashville, Tenn., p. 26-39. (Tusculum college)

Analyzes replies to a questionnaire sent to the 40 colleges training teachers in Tennessee, and recommends supervisory control, raising certification standards, unification and reorganization of courses, and selection of candidates for the teaching profession.

*1927. **Hefley, John Tillman.** Factors which condition the training of high school teachers in Oklahoma. Doctor's, 1935. Oklahoma. 235 p. ms.

Discusses the growth of the high school, number, distribution, preparation, certification, tenure and salary of high-school teachers in Oklahoma from 1920 to 1930; the curricula of the high schools; essentials in high-school teacher preparation; the number of high-school teachers required; judgments of school superintendents and principals concerning the training of high-school teachers; and compares the training of high-school teachers in Oklahoma with their training in 8 other States.

1928. **Hicks, Charles Monte.** The preparation of Texas science teachers for the scholastic year 1934-1935. Master's, 1935. Texas.

1929. **Hill, Robert R.** The relation of teacher preparation to pupil achievement. Doctor's, 1935. Peabody.

1930. **Jackson, Harvey Oscar.** An analysis and evaluation of representative courses in certain selected institutions in the education of teachers of mathematics. Master's, 1935. Minnesota. 235 p. ms.

1931. **Kimmel, Herbert.** The training of teachers in North Carolina as a function of the state. Doctor's, 1935. North Carolina.

1932. **Lee, Roy Augustus.** A critical evaluation of the preparation of secondary teachers by Negro institutions of higher learning. Master's, 1935. Arizona. 100 p. ms.

1933. **Lloyd, Edith.** A survey of the training and certificating of high school commercial teachers in the United States, its Territories, and Dependencies. Master's, 1935. Wichita. 121 p. ms.

1934. **McCaffery, William H.** The training and certification of secondary school teachers in the states recognized by the North central association of colleges and secondary schools. Master's, 1935. Wichita. 64 p. ms.

1935. **Maus, Julia Agnes.** Teacher training in English. Master's, 1934. Minnesota.

*1936. **Parsons, Rhey Boyd.** Teacher education in Tennessee. Doctor's, 1935. Chicago. Chicago, Ill., University of Chicago libraries, 1935. 265 p.

Discusses the evolution of the Tennessee State educational organization, the development of teaching as a profession, and analyzes conditions and needs in 1933-34. Takes up the profession of teaching, teacher certification, in-service training of teachers, preparation of teachers in educational institutions, administrative practices and procedures concerning the teaching personnel, the problem of supplying an adequate teaching personnel, teacher education, and the relation of teacher education to the general program of higher education.

1937. **Roberts, Ethel L.** The training situation of Protestant church school teachers in the city of New Haven. Master's, 1934. Yale. 375 p. ms.

*1938. **Schlesinger, Gertrude Kornhauser.** Some aspects of individual differences among students preparing to enter different types of teaching service. Doctor's, 1935. New York. 191 p. ms.

Studies the intelligence, socio-economic status, reading ability in educational psychology, and aptitude for teaching of students enrolled in courses in educational psychology in the School of Education of New York University and in a college in New York City from September 1931 through January 1933. Analyzes data for 1,223 students who were given various types of standardized tests.

1939. **Springer, Helen Etta.** A proposed program for training teachers in physical education activities for girls in secondary schools. Master's, 1935. Southern California.

1940. Stockard, Orpha Lorraine. An analytical study of English and professional preparation of teachers of English in the public high schools of Missouri. Doctor's, 1935. Missouri. 269 p. ms.

Gives a detailed analysis of the official transcripts of approximately 1,500 teachers of high-school English, divided about equally among the years 1922-23, 1931-32, 1932-33, in an effort to discover trends in training with respect to English and professional courses, and finds that constant improvement is apparent but shows a need for more positive, more vigorous leadership in teacher training in this field.

NORMAL SCHOOLS AND TEACHERS COLLEGES

1941. Bartsch, Mildred E. An evaluation through alumni reactions of the content of rural education courses offered at the Winona state teachers college. Master's, 1935. Minnesota. 19 p. ms.

Analyzes replies of 100 1-room rural teacher alumni to a questionnaire regarding the adequacy and value of present content of required rural education courses. Finds that the course content was of value to teachers in the field; that the amount of professional training given in a 1-year course was inadequate; that more emphasis should be given to school management and to special techniques; that more stress should be put on the value of professional reading; that more education courses should be required; that the professional and financial status of rural teachers should be improved; and that a better system of rural supervision is needed.

1942. Bellinger, Lois. A comparison of the Kansas state teachers college freshmen of 1934 and of 1924 in regard to certain academic and personal data. Master's, 1935. Kans. St. T. C. Emporia. 86 p. ms.

- *1943. Briggs, Eugene S. The preparation of secondary teachers in teachers colleges for guiding and directing extra-class activities. Doctor's, 1935. T. C. Col. Univ. Jefferson City, Mo., State department of education, 1935. 115 p.

Attempts to discover the extent of the demand for teachers trained to guide and direct extra-class activities; to ascertain the provisions now being made in State teachers colleges to give such training; to analyze these provisions; and to suggest a program for State teachers colleges which will make adequate provision for training teachers in guiding and directing extra-class activities.

1944. Chandler, Elmer K. A history of the Maryland state normal schools for white students. Master's, 1935. Maryland. 142 p. ms.

- *1945. Corkery, Opal Grace. The training of social studies teachers as provided by 26 leading teachers' colleges in the United States. Master's, 1935. George Washington. 60 p. ms.

Finds that five classifications are used in referring to the subjects of the social studies—history, geography, political science, economics, and sociology; that educators do not agree as to the proper title for these subject combinations; that a variety of terms is used to describe time requirements in the colleges; that there is a wide range of academic courses as well as of professional courses offered; that observation and practice teaching are required in all 26 colleges; and that the greatest number of the teachers colleges have their own training school so that the supervisors and critic teachers may keep in close touch with the student teacher while in the training school.

- †1946. Fraser, Bird Hitchcock. The student life department of State teachers college, Trenton, N. J. A study of its purpose, organization, program and activities. Trenton, New Jersey state teachers college, 1935. 40 p. (Trenton studies in education, no. 3)

Presents the methods used in setting up situations that affect the experience of students from the time he has been accepted by the college until he is prepared for placement in a teaching position. Describes the first 4 years of the student life department of the college.

1947. Frasier, G. W. The teachers college faces the future in the selection of teachers. Peabody journal of education, 12; 153-56, January 1935. (Colorado State teachers college)

†1948. **Gammage, Grady.** Condition of the Arizona State teachers college, Tempe. Tempe, Arizona state teachers college, 1934. 21 p. ms.

Describes the growth and the problems of the college.

1949. **Harpster, C. E.** An evaluation of the freshman testing program at Illinois state normal university through an analysis of the records of the freshman class of 1931-32. Master's, 1935. Iowa.

1950. **Huggins, Elizabeth.** History of the normal school in Philadelphia. Master's, 1934. Temple. 154 p. ms.

Contains historical material concerning teacher training in Pennsylvania prior to the opening of the normal school in 1848, and traces the history of the normal school from 1848 to date.

1951. **Kogel, Carl W.** Analysis of the progress and elimination of the class of 1932, Teachers college, Temple university. Master's, 1935. Temple. 101 p. ms.

Considers only those students who did not receive more than 15 semester-hours' advanced standing credit given for work completed at another institution, and those taking the psychological examination for high-school graduates and college freshmen of the American Council on Education.

*1952. **Linder, Roscoe George.** An evaluation of the courses in education of a state teachers college by the teacher in service. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1935. 156 p. (Contributions to education, no. 664)

Attempts to determine the extent and nature of the duplication of topics in courses in education, psychology, and sociology at the Western Illinois State Teachers College, to ascertain the functional value of these topics to the teachers in service. Prepares a check list of 328 topics based on the curricula offered by the college, and analyzes the replies of the 2-year, 2½-year, and 4-year graduates of the classes of 1926-1933, inclusive, and of the students of the junior and senior classes for the school year 1932-33.

1953. **McGraw, Sidney L.** The cost and the service of the state elementary teacher training institutions of West Virginia. Master's, 1935. Cincinnati. 109 p. ms.

Studies the relationships between teacher-training costs and teacher supply and demand in six areas of West Virginia.

*1954. **Mallon, Arthur.** The development of the municipal teacher training colleges in New York city. Doctor's, 1935. New York. 205 p. ms.

Traces the development of the teacher-training schools from the opening of the first institution in 1885 to their abolition in 1933. Presents the historical background, the educational system in existence prior to the opening of these schools in each community, the contemporary institutions within the city, and the changing economic or political factors relating to the schools.

1955. **Marshall, John E.** The effect of introversion-extroversion on success in college and teaching success of graduates of Ball state teachers college, Muncie, Indiana. Master's, 1935. Ball St. T. C. 161 p. ms.

1956. **Messenger, Helen Robinson.** The probability table; a possible means for the early elimination of poor students from teachers colleges. Doctor's, 1935. Iowa.

1957. **Myers, Clara A.** History of State teachers college, Kutztown, Pennsylvania. Master's, 1934. Temple. 120 p. ms.

Covers the period from the founding of Keystone Normal School in 1866 to 1934.

†1958. **Paul, J. B.** Degrees and possible majors, teachers colleges. Cedar Falls, Iowa State teachers college, 1935. 11 p. ms.

1959. Paul, J. B. On the selection of survey courses offered by various teachers' colleges. Cedar Falls, Iowa State teachers college, 1935. 8 p. ms.
1960. — Study of curricula in a group of teachers colleges. Cedar Falls, Iowa State teachers college, 1935. 144 p. ms.
1961. — Summary of a study of June (1935) graduates, Iowa state teachers college. Cedar Falls, Iowa state teachers college, 1935. 2 p. ms.
1962. Preisler, Kenneth. A survey of the entrance requirements for admission to teacher training institutions. Master's, 1934. Bucknell. 55 p. ms. (Abstract in: *Bucknell journal of education*, 10: 19, October 1935)
- Analyzes the catalogs of 311 liberal arts colleges having teacher-training facilities, and 82 universities for the years 1932-33 and 1933-34 to determine academic and nonacademic entrance requirements.
1963. Williamson, Obed. A study of the courses and general educational theory in professional schools for teachers. Doctor's, 1935. T. C. Col. Univ.
- Traces the history of the teaching of general theory in teacher-training institutions, studies recent tendencies as shown by replies to a questionnaire sent to each member of the faculties of 25 normal schools and liberal arts colleges in the eastern and middle western sections of the United States.

PRACTICE TEACHING

1964. Allphin, Herbert C. A study of present practices in supervision of practice teachers in physical education in teacher training institutions. Master's, 1935. Iowa.
1965. Alter, C. Francis. A study of student teaching in Ohio teacher training institutions. Master's, 1935. Ohio State. 130 p. ms.
- Studies the facilities, contracts, and finances, administrative and supervisory practices in 90 percent of the teacher-training institutions of Ohio.
1966. Baldwin, Frances M. A study of cooperative teacher training in the primary grades of two public schools in West Chester, Pennsylvania. Master's, 1935. Temple. 46 p. ms.
- Finds that problems of discipline give the student teacher the greatest concern; provision for creative work and the development of skill in stimulating pupil activity is handicapped due to short practice-teaching periods; inconsistency between teaching ratings of student teachers and their scholarship records; time devoted to conferences by the training teachers varies so considerably as to constitute a serious problem; criticisms given by the training teacher to student teachers stress activities of daily routine in the schoolroom and fail to emphasize the broader purpose of developing well-rounded teachers.
1967. Bant, Budyard K. Relationships between qualifying examinations, various factors, and student teaching performances. Doctor's, 1935. Minnesota. 333 p. ms.
- Compares qualifying examination scores, subject-matter marks, and psychological scores of 1,084 students in the College of Education of the University of Minnesota with judgments of student-teaching performance, in order to determine the validity of a selective admission technique.
1968. Bernard, Lloyd D. Relative cost and effectiveness of campus and off-campus plans of student teaching in California. Doctor's, 1935. California.
- Compares the relative cost and effectiveness of the campus and off-campus plans of student teaching as used in the State teachers colleges of California in the training of elementary school teachers. Finds that the off-campus plan of student-teaching shifts part of the cost of training to the student; that the campus group was allowed more independence in their teaching, and that they spent more time on other school duties and in preparation of their work and less time in observation; and that the activities of campus

student teachers are more like those of teachers in service than are those of off campus students.

1969. **Corbally, John E.** The supervision of student teaching at the University of Washington. *Educational administration and supervision*, 21: 152-55, February 1935. (University of Washington)

1970. **Derthick, Roger Henry.** Student teaching in liberal arts colleges. Master's, 1935. Tennessee.

*1971. **Dodd, Maurice Ropp.** An evaluation of factors in the supervision of student teaching. Doctor's, 1935. West Virginia. 179 p. ms.

Describes an experiment conducted at the West Virginia University demonstration high school to determine the influence on teacher improvement of several factors in the supervision of student teaching, particularly the influence of specific training in questioning. Data were based on the activities of 6 supervisors, 28 practice teachers, and 370 pupils of 13 classes in English and social studies. Data indicate that the groups which received special training in the use of the question as a teaching device made the greater improvement; that supervision by detailed direct criticism is as valuable as supervision by less direct criticism, suggestions, and references to literature.

1972. **Gildea, Eva S.** A study of the instructional material presented to student teachers at the regular critic meetings. Master's, 1935. California.

1973. **Henderson, Elisha L.** The organization and administration of student teaching in state teachers colleges. Doctor's, 1935. T. C., Col. Univ.

Discusses the present practices in organization and administration of student teaching in 37 state teachers colleges, evaluates their practices in the light of present theory and practice, and offers suggestions on the training school and student teaching.

1974. **Jacobson, Ella J.** Improvability of student teaching in a county normal school. Doctor's, 1935. Wisconsin.

†1975. **Malott, James I.** A comparison of the achievement of pupils in practice and non-practice schools. River Falls, Wis., River Falls state teachers college, 1934. (*Studies in education*, no. 4: 5-12)

†1976. ———. Historical sketch of rural practice teaching. River Falls, Wis., River Falls state teachers college, 1934. (*Studies in education*, no. 4: 13-16)

1977. **Neilsen, Alice Alberta.** Student teaching requirements and facilities in teachers colleges. Master's, 1935. Southern California.

1978. **Neyland, Mary I.** Provisions for student teaching in chemistry in certain Louisiana institutions. Master's, 1935. Louisiana.

*1979. **Strebel, Ralph F.** The nature of the supervision of student teaching in universities using cooperating public high schools and some conditioning factors. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 154 p. (*Contributions to education*, no. 655)

Analyzes data secured from 42 colleges and universities using public high schools as student-teaching centers, sets up criteria for evaluating these practices, and recommends changes in the supervision of student teaching done in the public schools.

1980. **Young, Frances Arline.** Student teachers' questions, plans, and records as leads to supervisory guidance. Master's, 1935. Ohio Univ. 100 p. ms.

TEACHER TRAINING IN SERVICE

1981. **Allen, Hiram Loren.** In-service growth of Arizona elementary school teachers. Master's, 1935. Arizona. 83 p. ms.

1982. **Crow, Thomas W.** Improvement of teachers in service. Doctor's, 1935. Wisconsin.

1983. **Enfield, Oscar Davenport.** Improving teachers in service in an informal school. Master's, 1935. Southern California.

*1984. **Hetherington, Charles George.** The relationship between promotion and the in-service education of teachers. Doctor's, 1935. New York. 172 p. ms.

Studies the teachers who had been promoted in 280 cities throughout the United States during the 5 years previous to 1932 to determine the reasons given by the teachers for their promotions; the types of in-service education these teachers had before or engaged in after their promotion; the extent to which in-service education precedes promotion; and the amount of financial advantage that accompanies promotion. Data show that two-thirds of the 3,673 teachers cooperating in this study felt that summer school work, supervision, and self-help were the types of in-service education which helped them secure promotion.

TEACHERS—STATUS

1985. **Ballenger, Roy C.** A study of the stability of the teaching profession in Ohio. Master's, 1935. Ohio State.

1986. **Bassett, Ina Maxine.** A study of the teaching activities of a group of non-vocational home economics teachers in Kansas, Missouri, and Oklahoma. Master's, 1935. Kans. St. T. C., Pittsburg. 49 p. ms.

Surveys the activities of a group of non-vocational home economics teachers for the purpose of guiding teachers-in-training in the selection of teaching combinations and the understanding of other responsibilities. Shows that this group of home economics teachers spent at least 50 percent of their time in teaching subjects other than home economics and that the subjects most frequently taught are English, social science, physical education, and biology and that extracurricular and community activities are an important part of their responsibilities.

1987. **Baxter, Hazel Bernice.** Teaching personality in terms of pupil-teacher behavior. Doctor's, 1935. Yale.

1988. **Beach, Ray F.** The use of teachers meetings in improving teachers in service. Master's, 1935. Wisconsin.

1989. **Capps, A. G.** Federal aided teachers in Missouri in 1933-34. Columbia, University of Missouri, 1935. 25 p. ms.

Involves 5,009 teachers who received aid through the Federal emergency program of work relief in education, and discusses the number of their dependents, age, institution last attended, major subjects of preparation, training, certification, experience of the rural, elementary, and high-school teachers.

1990. **Carpenter, W. W. and Ruf, John.** The suggestion system really works. American school board journal, 90: 50, May 1935. (University of Missouri)

Attempts to determine the value of teacher participation in the policy making of the school.

*1991. **Dean, Stuart.** A study of the time required of teachers in Newton for the disposition of teaching and non-teaching school activities. Master's, 1935. Boston Univ. 96 p. ms.

Undertakes to determine the exact amount of time spent daily by each teacher participating in all of the conceivable activities of the modern school at the elementary, junior high, and senior high school levels.

*1992. **Diehl, P. Webster.** A method of measuring high school teachers' loads through the use of subject weights and its application in five New Jersey high schools. Master's, 1935. Penn. State. 58 p. ms.

Establishes a series of subject weights indicative of the relative difficulty of teaching various high-school subjects, and applies these weights to the measurement and comparison of the teaching loads in five New Jersey high schools.

1993. **Douglass, Earl B. and Saups, Ethel.** The professional load of teachers in the secondary schools of Iowa. School review, 43: 428-33, June 1935. (University of Minnesota)

1994. **Douglass, Harl R. and Quanbeck, Martin.** The teaching load in Minnesota high schools. *Nations schools*, 15: 37-38, February 1935. (University of Minnesota)

*1995. **Flint, Eldora.** The status of the commercial teachers in Ohio: their training and teaching duties. Master's, 1935. Syracuse. 108 p. ms.

Attempts to determine the status of the commercial teachers in Ohio, the present provision for their training, their duties, and their opinions as to the adequacy of their preparation. Analyzes the curricula of the 8 accredited teacher training institutions of Ohio, and replies to a questionnaire received from 101 teachers of commercial subjects in Ohio high schools enrolling from 1,000 to 3,000 students. Finds that the teachers would like more training in English, methods in commercial education, office machines, economics, business law, and secretarial practice. Recommends changes in state requirements of training for commercial teachers, in the curricula of teacher-training institutions, and in high-school curricula, and recommends the appointment of state and city supervisors to help bridge the gap between the business world and the educational institutions in addition to keeping abreast of the latest developments in the business world through research and to helping the teachers in their work with the students.

1996. **Geiger, William J.** A study of the status of men teachers in the public schools of the United States. Master's, 1934. Hawaii. 114 p. ms.

1997. **Gould, George.** Motives for entering the teaching profession. *Elementary school journal*, 35: 95-102, October 1934. (University of Pittsburgh)

1998. **Green, David M.** A study of the relative teaching success as measured by ratings of a selected group of teachers of the state of Delaware prepared in liberal arts and teachers colleges. Master's, 1934. Temple. 43 p. ms.

Finds that 56.4 percent of teachers with degrees received an "A" rating, and that no teacher with a degree received an unsatisfactory rating; that there is a 3.6 percent difference in favor of the liberal arts graduate in the highest ratings; that the teachers-college group showed higher ratings than the liberal arts graduates over a period of years; that teachers-college graduates with a master's degree showed a decided advantage over the liberal arts teachers with a master's degree; and that graduates of the University of Delaware showed to a disadvantage when compared with the other groups.

1999. **Guthrie, M. Elizabeth.** The teacher as a personality versus the teacher as a mechanic, or the growth of teacher personality. Master's, 1935. Ohio State. 160 p. ms.

Shows the personal and social implications of the teacher-mechanic upon child growth and development, and contrasts them with the implications of the teacher-artist or the teacher characterized as a creatively integrated personality.

2000. **Hamilton, Thomas H.** A study of Negro teachers in Arkansas. Master's, 1935. Iowa.

2001. **Hanson, Alvin E.** An analysis of the foreign language teaching positions in Ohio high schools and of the qualifications of the teachers in these positions. Master's, 1935. Ohio State. 107 p. ms.

Studies the qualifications and activities of the Latin, French, Spanish, and German teachers in the Ohio high schools for the year 1932-33. Finds that women in the field outnumbered men 7 to 1; that teachers devoted from one-third to less than one-half of the total teaching time to the teaching of foreign language subjects; that English was the outstanding subject taught in combination with foreign language subjects; that approximately three-tenths of the 1,531 Latin teachers were unprepared to teach Latin; and that teachers with less experience were asked to carry as heavy and in many cases a heavier teaching load than were teachers with more experience.

*2002. **Hayes, Richard Francis.** Standards of living of single women public school teachers in New York state. Doctor's, 1935. New York. 167 p. ms.

Finds that a cultural standard of living is desired by the elementary public-school teachers in New York state but is not possible for them to maintain on their present salaries.

2003. **Kerbel, Bernard Stanley.** A study of the variations in teaching load of junior and senior high school teachers in central rural schools of the State of New York. Master's, 1935. N. Y. St. Coll. for Teach. 130 p. ms.

2044. **McNickle, Turner Rhodes.** The extent to which public school teachers participate in community affairs in a certain Nebraska community. Master's, 1934. Nebraska. 70 p. ms.

2005. **Manahan, J. L. and Jarman, A. M.** A comparison of superior and inferior teachers. American school board journal, 90: 23-24, April, 1935. (University of Virginia)

*2006. **Manchester, Gertrude Bradley.** The woman high school teacher of physical education in Ohio: a personnel study and analysis of professional duties and responsibilities. Doctor's, 1934. New York. 372 p. ms.

Studies the educational history, experience, economic status, factors bearing upon the securing of a position, the physical education activities, and the other subjects taught by the women teachers of physical education in the public high schools of Ohio in the school year 1932-33. Discusses the setting in which the tasks are performed and the deficiencies of the teacher in the execution of her tasks.

2007. **Nell, Lloyd F.** The status of high school and rural school teachers with respect to salaries, qualifications and experience for the year 1933-34. Master's, 1935. Wisconsin.

*2008. **O'Malley, Kathleen E.** A psychological study of the annoyances or irritations of teachers. Doctor's, 1935. New York. 213 p. ms.

Attempts to determine the situations asserted by teachers to be annoying to them; the relative degree of the various stimuli; the relationship between degree of annoyance and such personal items as sex, marital status, weight, height, health, economic status, place of residence, manner of living, regularity of church attendance, number of years of formal education beyond high school, level of education at which one is teaching, length of experience in teaching, degrees held, size of system in which one is teaching, type of community, and tenure of office; the relationship between degree of annoyance and aspects of personality such as neurotic tendency, self-sufficiency, introversion-extroversion, and dominance-submission; the relationship of annoyance of school stimuli and out-of-school stimuli; whether teachers are active in taking steps toward the adjustment of situations which they find annoying them; the steps taken toward such adjustment; and the way that teachers may be conditioned so that they will not be affected by annoyances.

+2009. **Overn, A. V.** The teacher in modern education. New York, D. Appleton-Century company, 1935. 374 p. (University of North Dakota)

Deals with professionalism, motivation, moral training, health, mental hygiene, guidance, school plant, records, placement agencies, curriculum, extracurricular activities, research, community relations, economic conditions, tenure, state departments, certification, salaries, insurance, retirement funds, and promotions.

*2010. **Pedersen, Axel Harry.** A study of teachers meetings in North Dakota secondary schools. Master's, 1935. North Dakota. 83 p. ms.

Describes the status and functions of teachers meetings in 185 public high schools having five or more teachers in each system, and recommends changes which should make the meetings more interesting and more valuable to the teachers.

*2011. **Phillips, Wendell Sharman.** An analysis of certain characteristics of active and prospective teachers. Doctor's, 1935. Peabody. Nashville, Tenn., George Peabody college for teachers, 1935. 51 p. (Contribution to education, no. 161)

Compares 173 in-service teachers with 151 student-teachers enrolled in teacher-training work at the University of Georgia, on all factors assumed to be related to teaching ability, measures of emotional stability. Finds that it is impossible to predict the success scores of active teachers by means of the variables used, and assumes that it would be impossible to predict the success of the individuals of the prospective teaching group.

2012. **Pumala, Edwin E.** The status of the new teachers in the graded elementary schools of Minnesota 1934-35. Master's, 1935. Minnesota. 113 p. ms.

Finds that as a group, the new teachers of the Minnesota elementary schools, 1934-35, are better prepared professionally than all other teachers in the elementary schools, that their salaries are much lower than the salaries paid to all teachers in 1930, and that the standards of the Minnesota elementary schools are improving slowly.

2013. **Rawson, Kenneth A.** Teacher-public relationships in Nebraska. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 62)

Attempts to determine the restrictions and demands placed upon teachers by representative communities in Nebraska. Shows that the smaller the town the greater are the demands made upon teachers by the people, and that the success of teachers depends much more than is generally realized upon their activities outside of the classroom.

2014. **Roehm, Donald Philip.** A personnel study of the school system of Binghamton, New York. Master's, 1935. N. Y. St. Coll. for Teach. 79 p. ms.

2015. **Ross, Margaret D.** A study of teachers in the public secondary schools of the Territory of Hawaii. Master's, 1934. Hawaii. 59 p. ms.

2016. **Schaeperklaus, Fred W.** A comparison of the day and night school teachers in the public schools of Cincinnati, Ohio. Master's, 1935. Cincinnati. 32 p. ms.

Presents data to show the superiority of regular, day teachers to teachers in night high schools, in terms of professional training, experience, and ability ratings.

2017. **Sears, Emery E.** An analysis of the teaching personnel of the two and three year high schools of Illinois. Master's, 1935. Iowa.

2018. **Shelly, Colvin R.** The status of the continuation school teacher in Pennsylvania. Master's, 1934. Temple. 107 p. ms.

2019. **Sonneman, Robert Edward.** Problems of teacher personnel in Montana schools. Master's, 1935. Montana.

2020. **Thurston, Clarence F.** Good teachers and good teaching historically considered. Master's, 1935. Washington. 80 p. ms.

Presents a historical study covering prominent writers on educational topics from the time of Aristotle to the present. Shows that the characteristics looked for in good teachers today are essentially the same as those mentioned by Aristotle, Plutarch, and others.

*2021. **Ullery, Frank M.** An evaluation of the supervisory bulletin as a means of teacher improvement. Master's, 1935. Syracuse. 195 p. ms.

Constructs a supervisory bulletin consisting of a teacher's self-analysis outline, explaining the meaning of each factor of the outline and in most cases quoting authority for including the factor in the outline. Describes the method of evaluating the use of the supervisory bulletin with a group of 20 rural teachers in Onelda County. Finds that the use of a supervisory bulletin has value as a means of teacher growth.

*2022. **Urell, Catherine.** The contentment of women teachers in elementary schools. Doctor's, 1935. New York. 461 p. ms.

Finds a clear indication of a complex of favorable or unfavorable feeling toward occupation affecting reactions to apparently unrelated factors. Outstanding indices of contentment or discontent are: Degree of adjustment to social status, degree of rapport with professional group, frequency of indicated causes of excessive tiredness or nervousness.

*2023. **Weisenfluh, Clinton.** The history of a school teachers strike. Master's, 1935. Penn. State. 128 p. ms.

Studies the underlying principles, developments, and outcomes of a series of three consecutive school teachers strikes in Old Forge, Lackawanna County, Pa. Discusses strikes at Jessup and Mayfield, Pa., which were also caused by the inability of the school boards to pay teachers salaries. Shows that the striking teachers felt that strikes disrupt the

social and economic life of the community and should be used only as a last resort, and that it would be preferable for the teachers to give up their profession rather than to strike. Discusses the legal status of school teachers strikes.

2024. **Williams, Walter.** A study of the leisure-time activities of school teachers. Master's, 1935. Washington Univ. 118 p. ms.

2025. **Winder, Jessie Helene.** The responsibilities of high-school home economics teachers in Kansas. Master's, 1935. Kans. St. Coll. of Agr.

Finds that the responsibilities of high-school home economics teachers in Kansas are numerous and varied, that their out-of-class responsibilities are given great importance by school administrators and that these responsibilities present more difficulties than do in class activities, and that the Kansas teacher-training institutions are not preparing home economics teachers adequately for their future responsibilities. Recommends various changes to improve the preparation of the teachers and to assist them in the field.

*2026. **Witt, Ray H.** Progressive practices of teachers in the Class B schools of Minnesota. Master's, 1935. North Dakota. 160 p. ms.

Studies the use of unit and written plans, criteria for making assignments, collateral reading and use of textbooks, supervised study, methods of motivating instruction, procedures for providing for individual differences, procedures for recitation, and moral, educational and vocational guidance by teachers in the Class B schools.

2027. **Wollack, John N.** Status of the ungraded elementary school teachers in Minnesota during the year 1934-35. Master's, 1935. Minnesota. 114 p. ms.

2028. **Woodruff, Samuel M.** A time study of the shop instructor's working day. Master's, 1935. Purdue. 39 p. ms.

2029. **Zook, Lester Martin.** The relation of farm experience to success in teaching vocational agriculture: a study of 40 teachers of vocational agriculture in Pennsylvania. Master's, 1934. Penn. State.

TEACHERS—APPOINTMENT AND TENURE

2030. **Ashburn, Clarence M.** Teacher turnover in the Huntington public schools, 1918-1932. Master's, 1935. Cincinnati. 57 p. ms.

Analyzes teacher turnover in a city school system as affected by economic conditions, salary schedule, and other factors.

2031. **Bloomenshine, Lee Lockwood.** An evaluation of the interview as a method of teacher selection. Master's, 1935. Southern California.

2032. **Carpenter, Charles Franklin.** Desirable factors in the selection of elementary school teachers in Fresno county. Master's, 1935. Southern California.

*2033. **Chittim, Harold David.** The selection and appointment of teachers (with special reference to Massachusetts): a survey of the history, policies, procedures, and techniques of personnel selection. Master's, 1935. Boston Univ. 176 p. ms.

Data from replies of 101 superintendents of schools in Massachusetts, indicate that there is great variation in training requirements within the State; that from one-half to one-third of Massachusetts towns have no experience requirements; that in 80 percent of the communities studied, definite regulation or actual practice forbid the hiring of married women; 86.7 percent of the teachers under the supervision of 80 Massachusetts superintendents are local teachers; that the sources of supply are personal applications, placement bureaus of teacher-training institutions, teachers agencies, and "scouting"; that Massachusetts maintains a well-organized teachers' registration bureau through which about 12 percent of new teachers were placed; finds that application blanks, reference blanks, personal interviews, examinations, and classroom observation are used in selecting teachers.

2034. **Davis, Cecil Earl.** Current practices in teacher selection. Master's, 1935. Southern California.

2035. **Ferguson, Phillip Mitchell.** A suggested program for the selection of teachers for adult schools. Master's, 1935. Southern California.

2036. **Robinson, Gilbert O.** Relation of scholarship to tenure and salary of teachers. Doctor's, 1935. Missouri. 127 p. ms.

2037. **Schreiter, Carl Julius.** A tenure program for California. Master's, 1935. Stanford.

*2038. **Simon, Donald L.** Turnover among teachers in the smaller secondary schools of Indiana. Doctor's, 1935. Chicago. Chicago, University of Chicago libraries, 1935. 157 p.

2039. **Thompson, F. Edward.** A survey of the teacher turnover in the public school of New York state villages and cities for the school year of 1933-34 (not including New York city and Buffalo). Master's, 1935. N. Y. St. Coll. for Teach. 32 p. ms.

2040. **Torgerson, Almas Gifford.** A study of the success of college students in relation to tenure of their teachers in high school. Master's, 1935. Stanford.

†2041. **Umstattd, J. G.** Placement success of the 1933-34 education graduates of 374 collegiate institutions. [Minneapolis, University of Minnesota press] 1935. 16 p. (Bulletin of the National institutional teacher placement association, vol. 1, no. 1)

Ascertains the number of graduates of colleges in 1933-34 who were qualified to teach, and the number from the same group of graduates who were placed in full-time teaching positions before January 1, 1935.

TEACHERS—CERTIFICATION

2042. **Devilbiss, Wilbur.** The preparation in science and certification of science teachers in the county high schools of Maryland. Master's, 1935. Maryland. 70 p. ms.

2043. **Evertz, Rose.** Recent changes in the certification of public secondary school teachers in the United States. Master's, 1935. Washington Univ. 134 p. ms.

2044. **Gibbins, Evelyn.** A study of the certifications of the home economics teachers of the county high schools of Tennessee in 1933-34. Master's, 1935. Tennessee.

Shows lack of preparation in home economics subject matter, related and professional subjects, and shows that the State certification requirements were inadequate to prepare teachers for the responsibility incurred in teaching the State course of study in home economics.

2045. **Grieg, James Mason.** Certification of teachers in South Dakota. Master's, 1935. Minnesota. 178 p. ms.

2046. **O'Donnell, Francis J.** The historical development of elementary teacher certification in New York state. Master's, 1935. Fordham. 52 p. ms.

Finds that until 1926 the several authorities empowered to grant certificates focused attention on licensing and examining, that in 1926 the State became the central authority and made academic and professional preparation the basis of certification.

2047. **Pease, Margaret M.** Trends in the certification of high-school teachers in the United States in the years 1924-1934. Master's, 1935. Smith. 290 p. ms.

2048. **Ried, Harold Orville.** Certification standards for teachers. Master's, 1935. Nebraska. 46 p. ms.

Analyses material gathered from 34 States out of school laws and personal correspondence.

2049. Sullivan, William Augustine. A history of the certification of teachers in special subjects in New York state. Master's, 1935. N. Y. St. Coll. for Teach. 98 p. ms.

†2050. Woellner, Robert Carlton and Wood, M. Aurilla. Requirements for teaching certificates. Chicago, Ill., University of Chicago press, 1935. 46 p.

Presents abstracts of the requirements for teacher certification in the high schools and junior colleges of most of the States and outlying parts of the United States.

TEACHERS—PENSIONS AND RETIREMENT

2051. Hunter, Archie D. Present status of Montana's retired teachers. Master's, 1934. Montana.

2052. McKinley, John Austin. A study of teachers pension and retirement systems. Master's, 1935. Iowa. 100 p. ms.

2053. Teegardin, Prentice E. A study of retirement disability under the Ohio state teachers' retirement system. Master's, 1935. Ohio State. 120 p. ms.

Finds that the principal causes of disability retirement from 1921 to 1935 were: Mental unfitness, nervous breakdown, heart disease, tuberculosis, defective hearing, defective sight, arthritis, and neurasthenia. Shows that women are particularly subject to nervous exhaustion, cancer, and goitre, and that men are particularly subject to mental disorders, defective hearing, heart diseases, and diseases of the respiratory system.

TEACHERS—RATING

2054. Eisley, Mildred E. The construction of a rating scale for prospective teachers. Master's, 1934. Bucknell. 80 p. ms. (Abstract in: Bucknell Journal of education, 10: 17, October 1935)

Attempts to ascertain in what characteristics of prospective teachers public-school superintendents were most interested, about what aspects of prospective teacher-placement agencies most frequently inquire, and to construct a graphic rating scale that might be of value to both of these groups.

2055. Hendrichs, Loreta Anna. A comparison of students' and administrators' viewpoints relative to the characteristics of the ideal woman physical education teacher. Master's, 1935. Southern California.

2056. Krous, George Taylor. A study of traits and qualities of teachers and their effectiveness in teaching, based upon the estimates of their students. Doctor's, 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 182-85)

Analyzes data from 2,300 high-school students in 23 high schools in the States of Washington, Oregon, and California, and of 400 students in two normal schools in Washington. Shows that the students' reactions to their teachers, and their analyses of the teachers were sufficiently reliable to warrant the taking into consideration of their opinions where teacher analysis is involved.

2057. Mendenhall, Paul. Rating industrial education teachers for promotion and for improvement of teaching. Master's, 1935. Penn. State.

2058. Upshall, C. C. Stability and value of a rating scale as an aid in improving instruction. Bellingham, Washington state normal school, 1935. 6 p. ms.

Analyzes the results of a questionnaire answered by students on various aspects of their instructors' teaching, personality, and eccentricities. Finds a high degree of stability in student ratings.

2059. Ward, William D. A study of the Purdue rating scale for instructors as a training device for prospective teachers. Master's, 1935. Purdue. 86 p. ms.

Attempts to determine whether or not the Purdue rating scale for instructors can be used as a device for helping student teachers; whether or not the ratings which the pupils give the student-teachers agree in general with those given by the supervisor of training, the critic teachers, and the high-school principal; and whether or not any relationship exists between pupils' marks and their ratings of student-teachers. Describes an experiment in which 40 student-teachers taking training at the West Liberty High School, West Liberty, W. Va., during the year 1932-33 and the first semester of 1933-34 were rated by high-school pupils, using the Purdue rating scale for instructors. Shows that pupils apparently have the ability to rate training teachers rather accurately if supervisors' judgments can be taken as criteria and that there was little correlation between pupil ratings and their scholastic marks.

TEACHERS—SALARIES

2060. **Calvert, George.** Teachers' salaries in Kansas City. Master's, 1935. Minnesota. 128 p. ms.

Analyzes the development, support, and administration of the salary schedule, and discusses its relation to teacher training in Kansas City.

2061. **Davis, Tomine Olava Halvorson.** Teachers' salaries in the state of Washington for the years 1932-1934. Master's, 1934. Washington. 69 p. ms.

2062. **Goodwin, Mary K.** The history of teachers' salaries in the elementary schools of the city of New York, 1880-1930. Master's, 1935. Coll. of the City of N. Y. 116 p. ms.

Presents a sketch of the development of teachers' salaries in the elementary schools of the city of New York prior to 1880 and a detailed analysis of developments during the period 1880 to 1930. Upon recognition, teachers learned to organize and the value of appealing to outside groups for help in their campaign for a living wage. For years teachers were paid less than laborers and other city employees and their economic position was especially poor after the outbreak of the World War when living costs rose tremendously and salaries remained at their low level. Not until 1929 was an adequate salary schedule established for teachers of the elementary schools in the city of New York.

2063. **Grasse, John M.** Failure of boards of school directors to meet their financial obligations with teachers and supervising officials as studied from certain typical districts in Pennsylvania from July 1930 to September 15, 1933. Master's, 1934. Temple. 56 p. ms.

Data indicate that in the third- and fourth-class districts studied, 5,423 teachers were in arrears in salary; that there were great financial inequalities in the districts. Suggests that the State bear a proportionately larger share of the cost in order that educational opportunity may be equalized.

†2064. **Kentucky, University.** A salary study for the Lexington public schools. Lexington, 1935. 61 p. (Bulletin of the Bureau of school service, vol. 7, no. 3)

Discusses the status of teachers' salaries in the Lexington schools, factors involved in salary scheduling, the salary schedule, and its cost.

2065. **Kurtz, Marlin T.** The cost of living of teachers in Wyoming. Master's, 1935. Colo. St. T. C.

2066. **May, William M.** Trends in Indiana teachers salaries in comparison with changing economic conditions. Master's, 1934. Ind. St. T. C. 84 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 180-87, July 1935)

Studies trends in teachers' salaries from 1930-31 to 1933-34 to determine whether they have declined more than the cost of living justifies, more than salaries of other public officials and employees, and more than local receipts. Finds that they have been reduced excessively when compared to the cost of living and to expenditures for other governmental functions, and they have held about the same reduction as has total local receipts.

2067. **Mize, Freedis L.** A comparative study of the salaries of teachers and other public employees in Oklahoma. Master's, 1935. Oklahoma. 84 p. ms.

Compares salaries in 1928-29 and in 1932-33 of teachers, municipal employees, and postal employees in 36 cities in Oklahoma.

2068. **Bowlands, Llewellyn.** Economic status of public-school teachers (Territory of Hawaii). Master's, 1934. Hawaii. 66 p. ms.

2069. **Welch, Hugh David.** The relationship between training, tenure, experience, and salaries of secondary school teachers in Missouri. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 76)

Analyzes data on 804 teachers in 65 first-class high schools for the school year 1934-35, and shows that the median salary of teachers increases as additional amounts of college training are taken, that the increase is greater for a given increase in professional training than for either total college training or academic training, that there is a gradual increase in the median salary of teachers who remain in the same position year after year, and that the median salary of teachers increases within certain limits with additional years of experience.

TEACHERS—SUPPLY AND DEMAND

*2070. **Elliff, Mary.** Some relationships between supply and demand for newly trained teachers: a survey of the situation in a selected representative state, Missouri. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 69 p. (Contributions to education, no. 654)

Finds that the Missouri teacher-training institutions in 1932-33 produced 2,865 newly trained teachers of whom only 1,074, or 37 percent, secured positions. Suggests a program for the control both in number and in type of the annual supply of newly trained teachers.

2071. **Elrod, Lacy.** Teacher supply, training, and demand in Tennessee as related to certification. Doctor's, 1935. Peabody.

TEACHERS—SUBSTITUTES

2072. **Jones, Beatrice A. K.** An appraisal of substitute teaching in the elementary schools of Berkeley, California. Master's, 1935. California.

COLLEGE PROFESSORS AND INSTRUCTORS

2073. **Fenton, H. G.** A comparative study of certain aspects of the qualifications of instructors in publicly supported junior and senior colleges in Mississippi. Master's, 1935. Alabama. 122 p. ms.

2074. **Ford, Robert N.** The process of institutional metabolism in several American universities. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 268-69.)

Studies the changing structure, duration of service, extent of vertical inability, and factors in the selection of members of the faculty of the University of Pittsburgh, Carnegie Institute of Technology, and Washington and Jefferson College.

2075. **Newmeyer, Ernest Herman.** A personnel study of directors of commercial education in teachers colleges and normal schools. Doctor's, 1935. Indiana. 288 p. ms.

†2076. **Payne, Fernandus and Spieth, Evelyn Wilkinson.** An open letter to college teachers. Bloomington, Ind., Principia press, 1935. 380 p. (Indiana university. College of the City of New York)

Criticizes college teaching; discusses its handicaps, education of the teacher, the use of colleges as experimental laboratories, experimental methods, the methods of teaching of great teachers, the student personnel, both the exceptional students and the average pupils, tests of human abilities and achievements; and offers suggestions for changes to better college teaching.

2077. **Smith, Doris Frances.** A study of income and expenditure of a group of Columbia faculty. Master's, 1934. T. C., Col. Univ.

2078. **Vick, Claude.** The chief college administrator. Doctor's, 1935. Washington Univ. 113 p. ms.

*2079. **Wright, William Albert Earl.** A personnel study of the faculties of the Pennsylvania state teachers colleges. Doctor's, 1935. George Washington. 133 p. ms.

Studies the academic status and training, experience, economic status, vocational progress, duties and personal data of the faculties of the Pennsylvania State Teachers Colleges in the school year 1933-34.

ADMINISTRATION OF SCHOOLS

*2080. **Berg, Otto.** Work of school boards in Grand Forks county. Master's, 1935. North Dakota. 79 p. ms.

Analyzes reports of 187 teachers on disciplinary problems, and shows that discipline County, ranging from 2 to 5 years. Discusses the difference in the functions of school boards and of school executives, compares the functions of boards of large schools with those of small schools; discusses the relations between the school boards and the public, larger districts, and inefficiencies peculiar to small school districts. Recommends the reorganization of the schools into a county unit with its attendant equalization of educational opportunities for all of the pupils of the county.

2081. **Blodgett, Charles Osgood.** A study of the powers and duties of county officials in the government of schools. Master's, 1935. Stanford.

2082. **Boentje, Helen.** The relation of subject matter and discipline in high school. Master's, 1934. Nebraska. 94 p. ms.

Analyzes reports of 187 teachers on disciplinary problems, and shows that discipline is a major problem regardless of years of experience, sex of teacher, or subject taught.

2083. **Brockman, Edwin G.** Factors relating to the administration of schools in Ringgold county, Iowa. Master's, 1935. Colo. St. T. C.

2084. **Brown, Leo Francis.** Township school lands and township school funds in Missouri. Doctor's, 1935. Missouri. 190 p. ms.

2085. **Cardwell, Jesse F.** A comparative study of the effect of equal classroom advantages upon individual differences in achievement. Master's, 1935. Okla. A. and M. Coll.

Describes a controlled experiment involving 218 students to determine whether individual differences are increased or decreased when students of varying abilities are subjected to equal classroom advantages. Suggests that provision for individual differences can properly be made only through conscious effort on the part of the teacher to find them out and make provision for them by correct teaching methods.

2086. **Chen, Ting-Hsuan.** An analysis of functions of state boards of education. Master's, 1935. Stanford.

2087. **Clark, Roy.** A study of the non-high-school situation in the extreme southern counties of Illinois. Master's, 1935. Illinois.

*2088. **Conrad, Charles William.** Shall we unify the "dual school system" in Illinois? Master's, 1935. Northwestern. 179 p. ms.

Discusses the "dual school system" maintained in 500 communities in Illinois, and the unit system used in other-communities of the State. Finds that dual systems result in inefficiency because pride of office and jealousy of prerogatives tend to keep schools from cooperating for the common interests of their students; that they throw relatively too heavy a tax burden on the rural territory; and that they prevent proper articulation between the elementary and secondary divisions of the school system. Suggests that the school district system be reorganized so that the schools from the nursery school to the college level should be considered as one administrative unit.

2089. **Corbin, Charles E.** The attitude of high school pupils toward various methods of discipline. Master's, 1935. Purdue. 204 p. ms.

Attempts to discover pupil and teacher attitudes toward various methods of discipline in high school; to find out just how the various groups, schools, classes, sexes, and students and teachers differ; and to determine whether or not these differences are significant. Finds that students are fair in their convictions toward the offenses and penalties for them; in general they believe the items listed are offenses but are somewhat more liberal toward penalties than are teachers. Girls are more compliant than boys. Students from the different schools do not vary greatly in their ideas, due to the fact that students are prone to conform to and like the regulations in their school. Freshmen and sophomores have more rigid ideas toward discipline procedure than do the other classes.

2090. **Earl, Vera W.** The status of the high school dean of girls. Master's, 1934. Nebraska. 187 p. ms.

Analyzes the duties of the dean of girls in 80 schools in 26 States.

2091. **Elliott, Thomas Myron.** The powers and limitations of Nebraska school boards to contract. Master's, 1935. Southern California.

2092. **Entrekin, Othel Lowell.** What the people of Lee county know concerning certain phases of the public school system of Alabama. Master's, 1935. Ala. Poly. Inst. 42 p. ms.

2093. **Faust, J. F.** A study of certain general control officers and certain general control practices in fourth class school districts in Pennsylvania. Doctor's, 1935. Penn. State.

Analyzes reports of 387 interviews with board secretaries or other officers.

2094. **Ferrand, Richard Raymond.** Plan for reorganization of school in the town of Elma in Erie county. Master's, 1935. N. Y. St. Coll. for Teach. 41 p. ms.

2095. **Fleming, Robert L.** Schedule making and scheduling in large high schools. Master's, 1935. Ohio State.

*2096. **Freeby, Leroy E.** Optimal length of class periods. Master's, 1935. Penn. State. 44 p. ms.

Describes an experiment conducted at the Harris Township Vocational School, Boalsburg, Pa., in which during part of the year students in freshman English met daily in 20-minute class periods, and students in algebra I met daily in 60-minute class periods; during the spring semester the groups were reversed, with English periods of 60 minutes and algebra periods of 20 minutes. Finds that the 20-minute period is most economical, and in the second semester produces the greater achievement.

2097. **Fry, Levi.** School board practices in towns and cities of 2,500 to 7,500 in Texas. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 21)

Attempts to determine how closely school boards in Texas follow the general practices recommended by authorities in the field of educational administration.

2098. **Gilmore, Hugh Mack.** Principles of organization for the administration of public education in city school systems. Master's, 1935. Southern California.

2099. **Hagen, Alen L.** An analysis of administrative problems in the public schools of McPherson county, South Dakota. Master's, 1934. Minnesota. 137 p. ms.

Reveals a high percentage of foreign-born population, poorly trained teachers with a large amount of inbreeding and a heavy annual turnover, and impoverished schools and curtailed educational opportunities in the county, and a very acute problem of unequal tax burdens due to types of school districts.

2100. **Haydon, Richard Challice.** An administrative survey of the public schools of Prince William county, Virginia. Master's, 1935. Virginia.

2101. **Huggins, Thomas F.** Organization of public school publicity in Texas. Master's, 1935. Texas Tech. Coll. 108 p. ms.

Finds that public-school publicity depends upon free news items in the newspapers and upon funds secured from extracurricular activities; that it is an incidental activity with little organization for a definite program; that it depends to a great extent upon the initiative of the local editor rather than upon the school officials; and that schools in the smaller towns show more interest in school publicity than do those located in the larger towns and cities.

2102. **Jourdan, Caroline Christina.** The school and the community in an underprivileged city area. Master's, 1935. Yale.

*2103. **Kaner, Charles.** Public school publicity in the six leading newspapers of Boston, Mass. Master's, 1935. Boston Univ. 161 p. ms.

Measures the amount of space given to public-school publicity in one edition of each of the six leading newspapers from July 1933 thru June 1934, and compares the findings with those of B. M. Farley in his *What to tell the people about the public schools*. Shows that in both studies, the items in which the public was most interested received the least publicity in the newspapers, and that extracurricular activities, including athletics, received the greatest publicity and ranked last in public interest.

2104. **Klopp, N. Lee.** Social composition of the members of Pennsylvania's third and fourth class district boards of education. Master's, 1934. Temple. 108 p. ms.

2105. **Lightbody, E. G.** Devices and aids for routine management of the classroom. Master's, 1934. Nebraska. 60 p. ms.

2106. **Logan, Rufus T.** A survey of the educational administration and organizing of school districts in Brown county, Minnesota. Master's, 1935. Minnesota. 116 p. ms.

2107. **Moore, Wilden J.** Improvement of directed study through arrangement of individual study schedules. Master's, 1935. Cincinnati. 57 p. ms.

Compares study practices and attitudes of pupils before and after a reorganization of study hall administration in a high school enrolling 374 pupils.

2108. **Morris, Perry Sylvester.** A survey of pupil personnel in the Azusa city schools. Master's, 1935. Southern California.

2109. **Murfin, Robert E.** Factors affecting public achievement in Kit Carson county, Colorado. Master's, 1935. Colo. St. T. C.

2110. **Newsom, Alfred Dorr.** The relative efficiency of large and small schools in Glendale. Master's, 1935. Southern California.

2111. **Nilsen, William O.** A critical analysis of the administration of the Spring Grove, Minnesota, public schools with special emphasis on the activity of the alumni and the tuition area. Master's, 1935. Minnesota. 148 p. ms.

2112. **Parker, Robert A.** Disciplinary problems of teachers in public schools of Wisconsin. Master's, 1935. Wisconsin.

2113. **Patterson, Melvin Joseph.** The conformity of schoolroom practice in certain accepted principles of procedure. Master's, 1934. Kansas. 40 p. ms.

2114. **Powell, John Cleo.** Professional training for Texas school administrators. Master's, 1935. Texas.

2115. **Rathwell, Grace Katherine Grady.** Public school news in the Los Angeles press. Master's, 1935. Southern California.

2116. **Bope, Frederick.** Present economic forces and aspects of educational administration. Master's, 1935. Buffalo. 48 p. ms.

2117. **Boweton, John M.** The practicability of an accident benefit system for the public schools of Ohio. Master's, 1935. Ohio State. 58 p. ms.

*2118. **Schnopp, Jessie May.** A study of the assignment, with a plan for improving the teacher's ability in assignment making. Master's, 1935. West Virginia. 92 p. ms.

Based on a study of the literature on assignments, evolves a plan for evaluating the various types of assignments found in the Morgantown High School, the West Virginia University Demonstration High School, and the Morgantown Junior High School in the fields of art, biology, English, home economics, and the social studies. Compares the results of total scores in subject-matter fields with those of scores on separate items of the rating scale. Finds that the rating scale devised focusses attention on the assignment, suggests desirable characteristics, and points out deficiencies.

2119. **Schutte, Alfons.** The organization of the school system in the District of Columbia. Master's, 1935. Maryland. 58 p. ms.

Covers the relationship of the school system of the District of Columbia to the government of the District of Columbia and to the Federal Government. A detailed study of the administrative, supervisory, and instructional organization of the school system.

2120. **Sellers, David Kelly.** The purposes or values of, the problems of utilization of, and methods of utilization of instructional materials. Master's, 1935. Texas.

2121. **Shuman, Eva B.** Opportunities open to women as public school administrators. Master's, 1934. Nebraska. 111 p. ms.

Finds that approximately 25 percent of the county superintendencies of the United States are filled by women, that a number of State superintendencies are held by women, and that grade principalships and supervisory positions are shared by men and women, and that there are few opportunities in the field of city superintendency for women.

2122. **Smith, Warren.** A study of the secretaryship of third and fourth class districts of Pennsylvania. Master's, 1935. Temple. 147 p. ms.

2123. **Stephens, Mary Elizabeth.** Newspaper publicity for the public schools of Knoxville and Knox county. Master's, 1935. Tennessee.

2124. **Sturgis, Walter Beryl.** Changing theories and practices relative to school discipline. Master's, 1935. Indiana. 158 p. ms.

2125. **Thompson, Lewis William.** A study of the organization and administration of the schools of Wabasha county, Minnesota. Master's, 1935. Minnesota.

2126. **Tovey, Michael A.** Status of the public school administrators of Montana. Master's, 1934. Montana.

2127. **Watson, H. A.** School activities of local school trustees in Dekalb county, Alabama. Master's, 1934. Alabama. 51 p. ms.

2128. **Watson, Herbert James.** An administrative study of the schools of Goliad county, Texas. Master's, 1935. Texas.

2129. **Wingerd, Sheldon.** The delegation of authority to create and alter school districts. Master's, 1935. Wyoming.

2130. **Workman, John H. A.** The administrative reorganization of North Carolina public schools. Doctor's, 1935. North Carolina.

EDUCATIONAL LAWS AND LEGISLATION

2131. **Amerine, Arthur Truman.** Federal and state court decisions relating to education. Master's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of masters' theses, no. 17: 51-52)

Studies the function of the state, in education, constitutional limitations of a state control of education, compulsory attendance, exceptions to compulsory attendance, school districts, and school officers.

2132. **Dawald, L. Merton.** Oregon supreme court decisions relative to schools. Master's, 1935. Washington. 212 p. ms.

Analyzes school cases appealed to the supreme court of Oregon from 1868 to 1935, and shows the trends and tendencies in school cases to correspond with population growth, consolidation, and changing of the boundary lines of school districts.

*2133. **Elliott, Rolland R.** Some phases of school law as determined by supreme court decisions. Master's, 1935. Kansas. 117 p. ms.

Examines school laws dealing with high schools, and discusses the establishment of free non-resident high-school tuition in Kansas, county and community high schools, Barnes law high schools, rural high schools, and high-school extension and equalization of tuition.

2134. **Frack, George H.** Judicial interpretation of compulsory education. Master's, 1935. Ohio State. 71 p. ms.

2135. **Hake, Nelson Louis.** The Illinois non-high school law and its application in the counties of Union, Johnson, Pulaski, and Alexander. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 25)

Finds the general property tax antiquated and inefficient as a method of taxation for school purposes in Illinois; that there are too many small schools in these counties to provide an efficient standard of education without dependence upon the financial support which the non-high-school districts supply; and that the flexibility of the law permits unethical solicitation of tuition students.

2136. **Hecker, Lena B.** Constitutional status of education in Alaska. Doctor's, 1935. Iowa.

Traces the development of the constitutional status of education in Alaska from 1867 to date, and appraises the Federal and the Territorial school systems. Shows that the two systems of education have grown apart, that the Federal system has become decentralized with each of its six isolated and distinct district superintendents functioning as head of his district, and that the Territorial system has become centralized with the authority to manage and control it delegated by the legislature to the board of education which appoints the commissioner of education as the responsible head of all of its schools.

2137. **Kloak, Gladys Jeanette.** The legal basis for the control of the pupil by school officers in Ohio. Master's, 1935. Cincinnati. 73 p. ms.

Deals with legal problems concerning authority of the teacher to make and to enforce rules, discipline, attendance, and control of school children when not actually in classes.

2138. **Lilly, William Meharg.** The legal development of the extra-mural authority of the public school. Master's, 1935. Temple. 135 p. ms.

Finds that society is gradually taking command of education for its own purposes and basing its right to control the child upon a democratic philosophy, not upon the parental delegation of authority.

*2139. **Lindquist, John F.** Some phases of Kansas school law as interpreted by the state supreme court: a study of school district finances in three phases, warrants, bonds and taxation. Master's, 1935. Kansas. 161 p. ms.

Discusses finances in general, warrants, orders, bonds, and taxation, and reviews cases concerning taxation laws of school districts as decided by the State supreme court.

* 2140. **Linley, James Markham.** Supreme court decisions for the years 1931, 1932, and 1933 with respect to educational administration. Master's, 1935. Southern California.

2141. **Lynch, Thomas Charles.** The tort liability of the American public school. Master's, 1934. Washington. 114 p. ms.

2142. **Merritt, Harold I.** The effect of financial depressions upon mandatory salary legislation for teachers. Master's, 1934. T. C., Col. Univ.

2143. **Miller, Eugene.** Legal provisions for safety and efficiency of public school transportation in the 48 states. Master's, 1935. Ohio State. 100 p. ms.

2144. **Miller, Vincent Wingfield.** Legislative control of the school curriculum in the decade beginning January 1, 1924. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 52)

Shows that in the decade 1924-1934 there were enacted laws requiring the teaching of 111 subjects in the elementary schools of the various States, and 114 prescriptions concerning the high-school curriculum. Data indicate that legislative control is giving way to control by curriculum committees composed of experts technically trained.

2145. **Minowitz, Herbert S.** The legal basis for the teaching contract in New York, as determined by court decisions and recent legislative changes. Master's, 1935. Coll. of the City of N. Y. 82 p. ms.

Examines the teachers' contractual status in the State of New York by analyzing the decisions rendered by the courts of the State, and discusses the trends in recent legislative changes, particularly in the period 1928 to 1934.

2146. **Peterson, J. L.** Constitutional provisions relating to the appointment of the public school fund in Alabama. Master's, 1935. Alabama. 67 p. ms.

*2147. **Preston, Everett C.** Principles and statutory provisions relating to recreational, medical, and social welfare services of the public schools. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 141 p. (Contributions to education, no. 661)

Studies the legal authorization for recreational, medical, and social welfare services in the public schools throughout the country, stressing particularly the nature and extent of the service, persons for whom it is to be provided, provisions for making it effective, the mandatory or permissive nature of the service, the agency by whom it is to be provided, and provisions for cooperation between agencies supplying the service.

2148. **Regier, Aaron J.** A study of the functioning of the teacher certification laws and regulations in Kansas, 1933-34. Doctor's, 1935. Kansas. 320 p. ms.

Studies the academic and professional preparation of 4,926 senior and 1,385 junior high school teachers of Kansas, 1934-35. Finds that the present Kansas teacher-certification laws and regulations do not function, and that a large percentage of teachers are not adequately prepared to teach the subjects assigned to them.

2149. **Remaley, J. W. Crane.** The powers of school boards in pupil exclusion from the public schools. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 191-95)

Analyzes the issues and the bases of the decisions of the courts concerning the legal rights of school boards involving cases of non-admission, suspension, or expulsion of pupils

from the public schools as determined by these decisions. Finds that in supporting their decisions, the courts appear constantly to have considered the welfare of the school system and the rights of the student; that their decisions are not affected by geographical considerations; and that there has been little variation in the trends in the decisions over a period of 100 years.

2150. **Rhodes, Harley Nicholas.** Trends in legislative provisions for adequate school revenue. Master's, 1935. Nebraska.

*2151. **Richards, Hugh S.** Wisconsin State laws regulating entrance into the professions. Master's, 1935. New York. 49 p. ms.

Analyzes the licensing laws of Wisconsin as applied to architecture and civil engineering, attorneys, chiropody, chiropractic, clergy, dentistry, librarians, massage and hydrotherapy, medicine and surgery, optometry, osteopathy, pharmacy, public accountancy, teaching, and veterinary. Includes data on the educational qualifications of persons for different grade positions in the professions, which should be of interest in educational and vocational counseling and curriculum building.

*2152. **Risen, Maurice L.** Legal aspects of separation of races in the public schools. Doctor's, 1935. Temple. Philadelphia, 1935. 142 p.

Attempts to determine the issues pertinent to separation of races in the public schools, that have been legislated upon by lawmaking bodies, or adjudicated by the higher courts of the United States and the several States, and enumerates and summarizes the legal principles laid down by the courts in their decisions.

*2153. **Russell, Marion D.** Laws and regulations concerning state certification of teachers in high schools and junior high schools. Wellesley, Mass., Wellesley college, 1935. 19 p. ms.

2154. **Sander, Elmer Edward.** An analysis of the legal provisions for school consolidation. Master's, 1935. Indiana. 53 p. ms.

2155. **Seamons, Harry W.** Legal provisions and court decisions in Pennsylvania relating to the religious program of the Pennsylvania State college. Master's, 1934. T. C., Col. Univ. 59 p. ms.

*2156. **Simmons, Ira Fred.** The private chartered educational institutions of Tennessee. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 7 p. (Abstract of Contribution to education, no. 148)

Attempts to establish the legal powers and limitations of private educational corporations; to trace the development of the legal processes through which these powers and limitations have been derived in Tennessee; to ascertain the types and numbers, and to evaluate the effectiveness of the private educational institutions that have been chartered at different periods in the history of the State; and to suggest legislation to correct some of the abuses of the chartering privileges as it applies to educational institutions.

*2157. **Spannuth, Miles M.** Some legal responsibilities and liabilities of boards of school directors as determined by Pennsylvania courts of last resort. Master's, 1935. Penn. State. 76 p. ms.

Discusses the legal entity of the school district, the general powers and duties of the school corporation and its relation to the State and citizen, specific powers and duties of the school corporation, its liability through its board of school directors, and the liability of the officers and members of the school board.

*2158. **Stern, Ray L.** Legal aspects of bid procedures in the awarding of school contracts. Master's, 1935. North Dakota. 81 p. ms.

Treats of contracts calling for services or materials, such as building or construction contracts, contracts for repairing, improving, furnishing, equipment, supplies, textbooks, busses, and fuel as shown by general school statutes and supplements from all of the States of the United States.

2159. **Stewart, Owen M.** A study of the state school codes for the construction of school buildings. Master's, 1935. Colo. St. T. C.

*2160. Thompson, James M. The effect of supreme court decisions upon education in Idaho. Master's, 1935. Idaho. 77 p. ms.

Studies the effect of supreme court decisions on the State board of education, board of county commissioners, district school boards, school officials, teachers, school districts, school finance and funds, elections and meetings.

2161. Underwood, Clarence Lazear. Constitutional and legislative enactments for elementary and secondary free schools in West Virginia. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 231-37)

Traces the evolution of the school system from the time West Virginia was admitted as a State into the United States, the evolution of the present elementary and high-school curricula, and the unit of administration through its different stages to the present county unit.

2162. Vandermaast, Alvin Dgar. The legal authority of the Iowa public school. Master's, 1935. Southern California.

*2163. Witherington, Aubrey Milton. Legal trends of in-service training of public school teachers. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 9 p. (Abstract of Contribution to education, no. 138)

Determines the legal trends of the various means and devices provided for the training of teachers in service from 1911 to 1933, and indicates the authorities responsible for the administration of these means and devices.

*2164. Young, John James. The legal bases for the teaching of social science in the public schools of the United States. Doctor's, 1935. New York. 175 p. ms.

Finds that legislation in all States requires or limits social science teaching, that organizations and groups have been active in working for laws of this kind, that the school system is under lay control and that there is reluctance on the part of the public to give control of the curriculum to educators.

SCHOOL FINANCE

2165. Adams, Colonel Richmond. A history of the permanent common school fund of California. Master's, 1935. Stanford.

2166. Armstrong, W. H. Study of the development and administration of the equalizing fund in Mississippi. Master's, 1935. Louisiana.

2167. Arthur, Robert Lloyd. Public school debt in third class school districts, Allegheny county, Pennsylvania. Master's, 1934. Penn. State.

2168. Barber, Anson B. The relation of size to cost in Missouri high schools. Master's, 1935. Colo. St. T. C.

*2169. Belcher, Gilmer Lee. The public school debt of Kentucky. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 12 p. (Abstract of Contribution to education, no. 141)

Gives a complete picture of school indebtedness in all public-school districts of Kentucky except Louisville; shows the ability of the State to finance education in relation to the school indebtedness; and proposes a practical and workable policy which will amortize the school debt and provide funds for future capital outlay needs.

2170. Bernard, Milo M. Corporate wealth as a source of school support in Tillman, Cotton, and Jackson counties, Oklahoma. Master's, 1935. Oklahoma. 99 p. ms.

Shows that the corporate wealth in the school districts of three counties is responsible for the inequalities in ability and in effort to support schools, and in State aid received.

2171. **Blankenship, Don J.** Maintenance costs of high-school commercial department equipment. Master's, 1935. Iowa.

2172. **Bolin, A. Judson.** Financing public education in Delaware. Master's, 1935. Maryland. 127 p. ms.

2173. **Boyington, Chester Jay.** The cost of government and the support of education for Los Angeles county, California. Master's, 1935. Southern California.

2174. **Bradley, B. J.** Unit cost of education in the Moore'sville-Belle Mina school, Limestone county, Alabama. Master's, 1934. Alabama. 84 p. ms.

2175. **Bryan, Albert L.** Public service wealth as a source of income for school support in Comanche, Greer, and Kiowa counties, Oklahoma. Master's, 1935. Oklahoma. 68 p. ms.

†2176. **Cammack, James W., jr.** Protecting public-school funds in Kentucky. Lexington, University of Kentucky, 1935. 216 p. (Bulletin of the Bureau of school service, vol. 7, no. 4)

Presents an historical review of legal provisions for bonding persons handling public funds from 1792 to 1934; discusses present legal-requirements for protecting school funds; analyzes bonds executed by public-school treasurers and depositors; discusses the new financial accounting system as a safeguard, and the bonding of State college officials.

2177. **Casely, William E.** A study of the accounting for extracurricular moneys in Wisconsin high schools. Master's, 1935. Wisconsin.

*2178. **Chism, Leslie L.** The economic ability of the states: being a study of the ability of the various states to raise tax revenue under a plan of taxation based on the model plan of state and local taxation, with special reference to the relative ability of the states to support education. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1936. 169 p.

Presents a technique for measuring the relative ability of the States to raise tax revenue for the support of education and applies this technique to the various States, using the best available economic data, to determine their relative ability to finance education.

2179. **Clark, Byron M.** Unit costs in Kansas high schools. Master's, 1935. Colo. St. T. C.

2180. **Copeland, William C.** Income and expenditures of the public schools of Caddo county, Oklahoma. Master's, 1935. Oklahoma. 157 p. ms.

Analyses the sources of revenue and the expenditures of all the public schools of Caddo County for the year 1933-34 and finds vast inequalities in ability and in effort to support schools.

2181. **Cramer, Vinton I.** A study of the population—wealth index of the first-class cities of Kansas and its relation to the public educational program 1910-1930. Master's, 1935. Kansas. 36 p. ms.

*2182. **Dally, Charles Franklin.** Corporate wealth in Oklahoma as a basis of common-school support. Doctor's, 1935. Oklahoma. 228 p. ms.

Attempts to determine whether districts with corporate wealth are wealthier than districts without it; whether the inequalities in education are made greater by corporate wealth; and whether the district has the sole claim to the corporate wealth within its borders, or whether the State is justified in taxing this wealth and in using the funds to equalize the effort to support and to improve the quality of the educational offering throughout the State. Finds that the district system in Oklahoma is antiquated and no longer best serves the needs of the children; that it would be an almost impossible task to equalize the educational offering among the 4,816 districts of the State and an economic waste to do so; that the granting of State aid to weak schools has not

solved their problems; and that educational expenditures have decreased greatly since 1930, but that the educational load has increased.

2183. **Davis, Donald P.** Bases for a state plan for administration of indebtedness of school districts in Pennsylvania. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 87-94)

Investigates current practices and cost of the administration of temporary and bonded indebtedness in the 2,586 school districts of Pennsylvania for the school year ending July 3, 1933; analyzes the school laws of all of the States relative to the legal provisions covering the administration of indebtedness in the various school districts of each State, and proposes a new law limited to the elements that function primarily in the cost of administration of temporary and bonded indebtedness of all different classes of school districts in Pennsylvania.

2184. **Delabar, Leander B.** The collection and custody of the principal sources of public-school revenue in Illinois. Master's, 1935. Iowa.

2185. **Diercks, Arthur P.** Administration of funds in Minnesota for the support of public elementary and secondary education. Master's, 1935. N. D. Agr. Coll. 125 p. ms.

2186. **Dodson, Pickett James.** A comparison of per capita costs of and ability to support schools in Texas cities of more than 2,500 population, 1930-1931 and 1931-1932. Master's, 1935. Texas.

*2187. **Duffey, Hugh Sisson.** The effect of reduced expenditures on the amount and quality of educational service. Master's, 1935. George Washington. 57 p. ms.

Discusses the lines of retrenchment effected in three cities, their effect on the amount and quality of educational service in these cities, and develops a technic for studying the subject more extensively. Studies the effects of salary reductions, reduced personnel, discontinued types of service, subject elimination from the curriculum, and reduced expenditure for supplies, and for repairs of buildings and equipment.

2188. **Evans, Charles, jr.** School bond defaults in the state of Oklahoma. Master's, 1935. Oklahoma. 200 p. ms.

2189. **Frankhauser, Edwin T.** The accounting of extracurricular finances of the Ohio schools which hold membership in the North central association. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 271-72)

Determines current practices in the accounting of extracurricular finances in certain Ohio high schools and compares present practices with a simplified system of accounting.

2190. **Fawcett, Will Mahlon.** How school boards may finance their school housing needs. Master's, 1935. Stanford.

2191. **Fincher, Melbourne Elijah.** A comparative study of school finance for Fort Stockton, Texas. Master's, 1935. Texas.

2192. **Fisher, Paul.** Salary schedules for non-certificated personnel of governing boards of education. Doctor's, 1935. Southern California.

2193. **Freeman, Harold Samuel.** A study of the expenditures in public-school systems in South Dakota maintaining accredited high schools, 1931-32. Masters', 1934. Minnesota. 211 p. ms.

2194. **Gilliland, F. H.** State workmen's compensation insurance as applied to public-school employees in North Dakota. Master's, 1935. Iowa.

2195. **Gilmore, Carl Evart.** A comparative study of methods of financing interscholastic athletics in small union high schools. Master's, 1935. Southern California.

2196. **Gleason, Fred S.** A documentary compilation of the units of measure in school finance used in administering the public schools. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 273-74)

Finds that the Federal Government uses five bases in making grants to the several States for public elementary and secondary education, and that 15 different bases are used by the states in granting aid to local districts of which the school census is the chief basis used.

2197. **Grunwald, Emil Edward.** A comparison and analysis of county government and public school expenditures in Meade county, South Dakota, 1920-1934 inclusive. Master's, 1935. Nebraska. 84 p. ms.

Shows that the average yearly increase in county government expenditures during the 15-year period is 3.5 percent, while the average yearly increase in school expenditures is 0.9 of 1 percent for the same period. School costs were lower in 1934 than in 1920, but enrollment in schools has increased in number from 1,806 to 2,737.

2198. **Guiles, Roger E.** Financial status of rural schools. Doctor's, 1935. Wisconsin.

2199. **Hergert, Paul.** The methods of raising revenue for school purposes in California, New York, and Colorado. Master's, 1935. Western St. Coll. 39 p. ms.

2200. **Herrell, Samuel L.** A suggested technique for estimating the valuation of school districts dependent upon temporary forms of wealth. Master's, 1935. Kans. St. T. C., Pittsburg. 59 p. ms.

Studies intensively a consolidated school district with half of its valuation in coal-mining property, which will probably be off the tax rolls when the "strip mines" have been "worked." Recommends that complete assessment data be gathered; the wealth of the district be classified as mining property, farm land, city property, and personal property; the permanence of each class of wealth be estimated; school enrollment data be gathered and estimate made of future trends; an educational program be planned which will be as adequate as possible considering future decreases in population and wealth; and that school bonds be retired before shovels and other mining equipment leave the district.

2201. **Heyl, Harold William.** A survey of internal school finances. Master's, 1935. Southern California.

2202. **Hinshaw, Charles.** The state permanent school fund of Kansas. Master's, 1935. Colo. St. T. C.

2203. **Hood, Ralph S.** Economies in the operation of the all-year school in the third-class districts in Beaver county, Pennsylvania. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 278-79)

Attempts to evaluate the all-year school operating in Allquippa and in Ambridge, Beaver County, Pa.; to show the relationship between net enrollment, assessed valuation, real valuation, and bonded indebtedness in the eight districts studied; to determine the actual economies in the two districts as the result of the all-year school; to show possible economies in the six districts where the all-year plan is not in operation; and to determine what percentage of the total school budget could be saved as a result of the all-year school.

*2204. **Jacob, Walter.** The consolidation of purchasing effort of individual school districts. Doctor's, 1935. New York. 298 p. ms.

Studies the purchasing methods used in business circles, selects the elements which could be used in school buying, and analyzes the major component parts of the purchasing procedure.

2205. **Johnson, Charles Sale.** A study of the comparative costs of physical education and other subjects in the secondary schools of Fresno, California. Master's, 1935. Southern California.

2206. Jones, Arthur James, jr. Cost of instruction in the high schools of eight Nebraska counties. Master's, 1934. Nebraska. 75 p. ms.

Finds that the trend in cost of instructional services, auxiliary agencies and maintenance of plant was downward; the cost of capital outlay was uniform; and that of fixed charges was sporadic.

†2207. Joyal, Arnold E. An application of a technique for computing the amount of new state aid required to equalize educational opportunity at selected expenditure levels in Colorado. Denver, Colo., University of Denver, 1935. 10 p. ms.

2208. Kiser, Warren T. A comparative study of existing systems of school finance in Colorado, Indiana, North Carolina, Delaware, and Florida for the purpose of discovering new sources of school revenue that may be used in Colorado. Master's, 1935. Western St. Coll. 57 p. ms.

2209. Kraft, Arthur W. School bonded indebtedness in Montana. Master's, 1934. Montana.

*2210. Lagerberg, Matt. Financial survey of schools of McKenzie county, North Dakota. Master's, 1934. North Dakota. 160 p. ms.

Gives a brief history and description of the county, compares the effort put forth by various districts to maintain schools, discusses the sources of income for schools and classifies land for assessment. Recommends consolidating schools, and doing away with 1-teacher schools, and improving the roads of the county to make it possible to transport the pupils to the consolidated schools at a lower cost than is now possible.

2211. Land, John N. Distribution of costs in the public schools of Hamburg, Pa. Master's, 1935. Pennsylvania. 57 p. ms.

Finds that auditorium and industrial arts costs are too high, and that pupil-hour cost of English, social studies, and mathematics are too low.

2212. Lang, Harold A. A study of the budgets of state departments of education. Doctor's, 1935. Washington. 180 p. ms.

Studies the financial status of the 48 state departments of education and finds a lack of uniform standards, variations in expenditure per pupil and staff member by department, and need for greater cooperation.

2213. Lincoln, Roger C. Evolution of the public-school bonded debt of Pennsylvania, 1920 to 1932. Master's, 1934. Temple. 66 p. ms.

*2214. Lockwood, Edward J. An analysis of costs saved in the District of Columbia public schools due to the operation of its summer schools. Master's, 1935. George Washington. 30 p. ms.

Studies the records of the elementary, junior high school, and senior high school pupils for the school year 1934-35, and shows that the pupils who attended summer school did as well the following semester as did the pupils who did not go to summer school, and that there was a real monetary saving in the operation of the summer schools as well as more efficient teaching of the children, and that these schools justified themselves by keeping the regular schools freer from duplication of teaching and re-teaching with all that that can mean to children, to teachers, and to classes within a school.

2215. Loveless, John Enos. The cost of collecting taxes in the school units of Ontario county. Master's, 1935. N. Y. St. Coll. for Teach. 98 p. ms.

2216. Lowenberg, Lee. Tax delinquency in Fayette county, Iowa, school districts. Master's, 1935. Iowa.

2217. Luse, Frank H. Statutory limitations of school bond issue. Doctor's, 1935. Wisconsin. 35 p. ms.

*2218. McCully, C. Harold. The cost of education in Weld county compared with the costs of other functions of government. Master's, 1935. Colo. St. T. C. 35 p. ms.

2219. **McDill, Homer Kester.** A comparison of the cost of education in small and large schools in Nebraska. Master's, 1935. Nebraska. 65 p. ms.

Tests the validity of the beliefs that small schools have a larger per pupil cost than do larger schools and that meeting the requirements of the higher accreditation groups causes a higher per-pupil cost in the smaller schools than it does in the larger. Shows that per-pupil costs are higher in small elementary and high schools than in large schools of the same types.

2220. **McDonald, D. M.** Expenditures for textbooks in the Orville school during the year 1934-35. Master's, 1935. Alabama. 53 p. ms.

2221. **McEachen, Howard Donald.** Some defects in the property tax as a source of school funds. Master's, 1935. Nebraska. 130 p. ms.

2222. **McKain, Neil D.** A survey of rising public-school costs, Spokane, Washington, 1875-1932. Master's, 1934. Montana.

2223. **McKemy, Harvey Montgomery.** An analysis of the present methods of apportioning elementary school funds in Arizona. Master's, 1935. Southern California.

2224. **Madden, Myron C.** Funding bonds in the independent school districts of Oklahoma in 1933. Master's, 1935. Oklahoma. 102 p. ms.

2225. **Medsker, Frank Olan.** A study of the new school revenues as provided by the Indiana general assembly by the Acts of 1933. Master's, 1935. Indiana. 32 p. ms.

2226. **Merke, Charles H.** An analysis of receipts and expenditures of certain transport school districts in Wisconsin. Master's, 1935. Wisconsin.

2227. **Minor, Hugh L.** Income and expenditures of the white dependent schools of Oklahoma in 1933-34. Master's, 1935. Oklahoma. 145 p. ms.

Analyzes the valuations, income, and expenditures of the dependent schools in the 77 counties of Oklahoma for one school year.

2228. **Monical, Joseph Lewis.** A financial survey of Gila county. Master's, 1935. Arizona. 192 p. ms.

2229. **Moreland, Ray M.** A comparative study of tuition practices in Colorado. Master's, 1935. Western St. Coll. 44 p. ms.

Studies 98 districts in Colorado for the year 1934-35 to ascertain the practice with regard to tuition charges and finds that there is no uniformity in tuition charges in the districts of Colorado, the amount varying from \$5 to \$10 per month in high schools and \$3 to \$7 and over in grade schools. There is no relation between the amount charged and the school cost per pupil. In one high school the tuition was \$2.50 per month while the cost amounted to \$10.

2230. **Morgensen, Edward Hansen.** Trend of school costs in California. Master's, 1935. Stanford.

2231. **Morris, Emmet L.** Budgetary control in Iowa town schools. Master's, 1935. Iowa.

2232. **Nelson, John Arthur.** Plan for federal aid to education. Master's, 1935. Nebraska. 310 p. ms.

Studies federal equalization of educational opportunity for public elementary and secondary schools of the United States.

2233. **Newman, Henry Clyde.** The effect of state aid on Indiana public schools. Master's, 1935. Cincinnati. 50 p. ms.

Applies criteria developed by Ayres for the evaluation of school systems to Indiana cities and towns-receiving and failing to receive state aid since 1921.

2234. **Odom, P. E.** Unit costs of instruction in Logansport high school for the year 1931-32. Master's, 1935. Alabama. 46 p. ms.

2235. **Oldfather, Orville H.** Cost of education per unit of achievement in elementary schools. Master's, 1935. Arizona. 46 p. ms.

2236. **Ott, Glenn E. and Shenk, Clayton K.** The cost of public education in districts of the fourth class in the state of Pennsylvania for the fiscal year 1930-31. Master's, 1934. Temple. 331 p. ms.

2237. **Peters, P. E.** Some current opinions regarding the issue of state versus federal control as related to Federal aid for public education. Master's, 1935. Alabama. 54 p. ms.

2238. **Peterson, Gerald Reinholt.** A survey of present practices in financing athletics in the small high schools of California. Master's, 1935. Southern California.

2239. **Phillips, David E.** The finances of the schools of Jefferson county. Oklahoma. Master's, 1935. Oklahoma. 183 p. ms.

Indicates in detail the effect of inequalities in wealth among the schools of Jefferson County on the work of the schools, and recommends the county unit for administrative and taxing purposes.

2240. **Price, William Evans.** Financial retrenchment in New Jersey secondary schools, 1926-1933. Master's, 1935. St. T. C., Upper Montclair. 42 p. ms.

Studies four communities of each of six types to discover the amount and results of financial retrenchments. Finds that per pupil costs were cut 18 percent; maintenance was drastically reduced; salaries were reduced except in the case of manual training teachers subsidized by the State; textbook expenditures were cut, in some communities 50 percent; operation costs remained constant; new school construction was adequate to provide for increased enrollment. Conditions in New Jersey closely paralleled those in other States. Misdirected retrenchments indicate a need for more adequate system of State subsidy and school support.

2241. **Prince, Frank C.** Unit costs in educational expenditure. Master's, 1934. Nebraska. 45 p. ms.

2242. **Rathbone, Albert J.** Administration of the five percent limitation on school budgets in California. Master's, 1935. California.

2243. **Read, Harold Nash.** Educational achievements in returns at different expenditure levels in Nebraska grade schools. Master's, 1934. Nebraska. 33 p. ms.

Attempts to determine the relationship between the learning of pupils and the salary, experience, tenure, and training of the teacher, and finds that the training of the teacher is the only significant influence in obtaining higher pupil achievement.

2244. **Reiterman, Carl.** Classification and certification of school expenditures. Doctor's, 1935. California.

2245. **Richards, Alvin S.** Variation in educational costs, curricular offerings, and professional personnel in relation to school revenue and assessed valuation in a group of fourth class school districts in Montgomery county for the school year 1933-34. Master's, 1935. Pennsylvania. 50 p. ms.

Shows that public-school units with high-school organizations cannot be administered economically so far as instruction costs are concerned with grades averaging as low as 14 pupils per grade; State appropriations should be distributed on a more equalized per district pupil basis; districts should be drawn up and financed so as to afford greater equality in curricular offerings; and districts should be large enough to be able to employ full-time qualified teachers for every subject in the program of studies.

2246. **Schroedermeier, Alvin George.** The cost of district school bonds for 16 counties in northeast Kansas, 1910-1935. Master's, 1935. Kansas. 80 p. ms.

Discusses district school bond programs, bond payments, cost of bond programs, rural high-school bond programs, debt costs and instructional costs, and the cost of debt service compared with the ability to pay as established by the income of agriculture.

2247. **Schwartz, Leonard Carylton.** A study of the cost of collecting school taxes in Chautauqua county, New York. Master's, 1935. N. Y. St. Coll. for Teach. 100 p. ms.

2248. **Simmons, Cleavie Cleone.** A study of the development of rural school aid in Texas from 1915 to 1935. Master's, 1935. Texas.

2249. **Smith, George Earl jr.** The relation of the general property tax to school costs in a second class city. Master's, 1935. N. Y. St. Coll. for Teach. 74 p. ms.

2250. **Snuggs, W. P.** How should the Morgan county board of education apportion funds to Decatur? Master's, 1935. Alabama. 59 p. ms.

2251. **Sokol, Alexander K.** A study of the effect of decreased budgets upon public schools in Massachusetts. Master's, 1935. Mass. St. Coll. 50 p. ms.

Shows that budgets have been cut, cost of education per pupil has decreased 10 percent from a 10-year average, teaching staffs have been greatly reduced causing a serious teacher unemployment problem, salaries have been cut and increments discontinued, and appropriations for equipment and supplies have been cut causing a serious handicap to efficient teaching. Federal aid is being used in some systems to supplement educational appropriations.

2252. **Stokesbary, Maurice Ralph.** Personnel cost survey of the Alhambra city schools. Master's, 1935. Southern California.

2253. **Strickland, Evert C.** A financial survey of Clark county school districts showing implications of the Foundation program. Master's, 1935. Ohio State. 92 p. ms.

Compares the various items of expenditures included in the estimates of the Foundation program for the county with like items in expenditures for 1930 and 1934.

2254. **Sullivan, James Carlos.** State practices with respect to taxation for the support of schools. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1935: 71)

Finds that 45 states still depend chiefly or partly upon general property taxes for school support; the most generally employed additional taxes are income, sales, and alcoholic beverage taxes.

2255. **Taylor, Dunn L.** A comparison of instructional costs of physical education and other subjects in the senior high schools of Utah. Master's, 1935. Southern California.

2256. **Terry, Newell.** A study of trends in school support in Dickinson county, Kansas, during the years 1925-26 to 1934-35, inclusive. Master's, 1935. Kansas. 173 p. ms.

2257. **Turner, Maurice A.** An evaluation of the state systems of legal limitation of school bonded debt in the United States. Master's, 1935. Indiana. 127 p. ms.

2258. **Williams, James Henry.** Sources and apportionment of public school revenue in Texas. Master's, 1935. Southern California.

2259. **Witt, Ivy Randolph.** Financial survey of Post public schools. Master's, 1934. Texas Tech. Coll. 57 p. ms.

Compares Post schools with other schools as to total expenditures, instructional costs on the basis of teachers' salaries, and subject costs.

2260. **Young, Leil L.** The ability of California to support public education. Master's, 1935. California.

2261. **Zaneis, Kate Galt.** A proposed plan to reorganize and refinance the public schools of Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Studies the present district unit plan of organization of the public schools as employed in Oklahoma since statehood, and the present plan of financing the schools. Recommends a county unit plan adapted to the needs of the state, together with a plan of finance for its support.

RURAL EDUCATION

2262. **Adrian, Mrs. Etta Lillian.** A comparison of accredited and non-accredited schools of Travis county, Texas. Master's, 1935. Texas.

2263. **Barnard, William Herschel.** A comparison of the achievement of boys and girls who attend short and long term rural schools in three north Alabama counties. Doctor's, 1935. Indiana. 82 p. ms.

Finds that on subject-matter tests pupils in the long term schools made significantly higher scores than those attending the short term schools; that there were no significant differences between the two groups of pupils in scores on the mental tests; and that retardation of pupils attending the short term schools was cumulative in effect, that is it was greater in the sixth grade than in the fifth, and greater in the fifth grade than in the fourth.

2264. **Bishop, Benjamin John.** A survey of the pupils enrolled in the Perry rural schools from 1920 to 1935 for the purpose of meeting the practical arts needs of the community. Master's, 1935. Ohio State. 65 p. ms.

Analyzes data obtained from the graduates and withdrawals of the Perry rural high school, Morrow county, Ohio, from 1920 to 1930 to determine the adequacy of the practical arts course. Finds that the courses offered were inadequate to meet the vocational needs of the community.

2265. **Bloss, Mattie Irene.** The problems of teachers in one-room rural schools. Master's, 1934. Nebraska. 38 p. ms.

2266. **Curtis, Claude Davis.** An administrative survey of the public schools of Blount county. Master's, 1935. Tennessee.

2267. **Decker, Biron Ertel.** The purpose, plans, classification and arrangement, and methods of judging a rural community vocational school fair. Master's, 1934. Penn. State.

2268. **Harman, Allen C.** A community unit of administration for Montgomery county schools. Master's, 1934. Temple. 94 p. ms.

Studies the 64 school districts of Montgomery County, Pa., and finds that the reorganization of the schools on a community basis would make for a more efficient and economical administration and supervision of schools.

2269. **Hodnett, Virdie Christopher.** History of rural education in Texas, 1900-1935. Master's, 1935. Texas.

2270. **Huff, Milton Claude.** Improvement of articulation between rural school and high school. Master's, 1935. Nebraska. 117 p. ms.

2271. **Juckett, Edwin A.** An analysis of the clerkship in central rural school districts. Master's, 1935. N. Y. St. Coll. for Teach. 60 p. ms.

2272. **McCormick, Mamie J.** An educational survey of rural school pupils, Pettis county, Missouri. Doctor's, 1935. Missouri. 100 p. ms.

2273. **Puette, Raymond V.** A study of the economic history and of the educational needs of the territorial rural schools, Kodiak area. Master's, 1935. Washington. 72 p. ms.

Finds that the Russian methods of the native people of Kodiak area were, in many respects, superior to those of the United States; that the principle of democracy has not been feasible in Alaska; that too much freedom has bred improvidency; and recommends that the people be taught to conserve the fishery resources, and that the schools be improved.

*2274. **Smith, Allan Alexander.** Current instructional problems of rural teachers. Doctor's, 1935. North Dakota. 224 p. ms.

Analyzes data on instructional problems of 302 rural teachers in Carlton County, Minn., Douglas County, Wis., and Grand Forks County, N. Dak., and finds that most of the problems center around the individual pupil, and that teacher-training courses should be made more objective and useful and should be brought into closer coordination with what is expected and demanded of teachers, that prospective teachers should have more practice teaching experience in the rural school, and that teacher-training institutions should maintain closer relationships with their teachers in the field.

*2275. **Webster, Wayne Crippen.** Pupil achievement in one teacher schools using the traditional and alternated types of daily program: a controlled experiment. Master's, 1935. Penn. State. 45 p. ms.

Describes an experiment conducted in the Bridgewater township 1-teacher schools in Susquehanna County, Pa. Shows that the children taught by the alternating program showed a greater measurable gain in the subjects tested except health, than did the children taught by the traditional program.

*2276. **Whaley, W. C.** A study of the comparative achievement of pupils from one and two room rural schools and from city graded schools in East Fairmont high school. Master's, 1935. West Virginia. 52 p. ms.

Pairs, on the bases of intelligence quotient, sex, and chronological age, children from 1- and 2-room rural schools with city children from city graded schools. Measures their achievement at the end of their high-school course by teachers' marks in some subjects, and by their scores on the Sones-Harry high-school achievement test in other subjects. Data indicate that the two groups were practically equal in all subjects except mathematics and natural science, in both of which the rural groups were superior. Rural children choose more courses in mathematics and science, and city children choose more courses in English and social science.

CONSOLIDATION

2277. **Adams, Howard L.** A proposed plan of redistricting for 10 districts in Linn county, Kansas. Master's, 1935. Kans. St. T. C., Pittsburg. 52 p. ms.

Shows how educational opportunities might be improved and school costs equalized by annexing nine small rural school districts to a neighboring high-school district and providing a system of bus transportation.

2278. **Amidon, Russell Chapman.** Possibilities for reorganizing rural elementary education in Wright county, Iowa. Master's, 1935. Iowa St. Coll. 66 p. ms.

2279. **Arnold, Lester I.** A proposed larger school unit for an area in Clinton county, New York. Master's, 1935. N. Y. St. Coll. for Teach. 59 p. ms.

*2280. **Ash, Columbus L.** A proposed plan for the reorganization of public schools in Section 2, Harrison county, West Virginia. Master's, 1934. West Virginia. 55 p. ms.

Surveys the educational, economic, and geographic conditions of this locality, and presents plans for the reorganization and consolidation of schools in order to equalize educational opportunity for the children; discusses school buildings and the financing of the suggested consolidation of schools in the community.

2281. **Billingsley, Littleton Council.** Proposed plan for the reorganization of the schools of Angelina county, Texas. Master's, 1935. Texas.

2282. **Bloom, Edward Franklin.** Proposed plan for operation of schools of Morrow county, Oregon, under county unit law. Master's, 1935. Washington. 84 p. ms.

*2283. **Carter, Randolph L.** School centralization and pupil transportation with special reference to the state of Florida. Doctor's, 1935. Peabody, Nashville, Tenn., George Peabody college for teachers, 1935. 12 p. (Contribution to education, no. 162.)

Surveys the unconsolidated schools in Florida; studies the centralization movement in the State; compares the advantages of small schools with those of larger, centralized schools; studies transportation problems as they relate to school centralization; and establishes principles that may serve as guides in centralizing schools.

2284. **Clem, Remy Leland.** A plan for redistricting Red Willow county, Nebraska. Master's, 1935. Nebraska. 72 p. ms.

2285. **Cullers, Elmer W.** Consolidation as a means of improving schools in Archer county, Texas. Master's, 1935. Texas.

2286. **Dickson, Samuel Bryan.** A plan for the reorganization of the schools of Kaufman county, Texas. Master's, 1935. South. Methodist, 78 p. ms.

2287. **Dopp, Frank C.** Rural education in Rock county. Master's, 1935. Minnesota. 145 p. ms.

Surveys rural education in Rock county for the years 1920-1935, and recommends the reorganization of the schools into a county unit which would equalize educational opportunity in the county, and provide a better educational system with no increase in cost to taxpayers.

2288. **Eastman, Harry J.** Reorganization of the schools of Jasper county, Iowa, on the county unit plan. Master's, 1935. Iowa.

2289. **Eastwood, James A.** A suggestion for the reorganization of the elementary school system of Linn county, Kansas. Master's, 1935. Kansas. 117 p. ms.

2290. **Fuller, Fred Eugene.** Possibilities for reorganizing rural elementary education in Black Hawk county, Iowa. Master's, 1935. Iowa St. Coll. 123 p. ms.

2291. **Fullmer, Merrill F.** A proposed plan for the reorganization of the public schools in Hancock county, Illinois. Master's, 1935. Iowa. 117 p. ms.

*2292. **Gaumnitz, Walter Herbert.** The central rural school district of New York: a satisfactory unit of school administration. Doctor's, 1935. George Washington. 270 p. ms.

Examines critically the laws and the principles of school administration under which the central rural school districts of New York were inaugurated, and evaluates the results of this form of school organization, and attempts to determine to what extent this form of school administration could be successfully employed elsewhere. Finds that this system has brought to the rural communities a graded program of elementary education, a complete 4-year program of secondary education, special efforts to care for the needs of the junior high school grades, various auxiliary school services, a modern school plant and equipment, an improved corps of teachers, greater and more regular attendance, transportation of pupils wherever necessary, better school supervision, and many other educational improvements.

2293. **Hathaway, Arthur H.** Logan county school consolidations desirable under the Foundation program. Master's, 1935. Ohio State. 77 p. ms.

Discusses the Traxler-Kiefer-Matthews law, commonly called the Foundation program, and suggests the expansion of some school districts and the elimination of others.

2294. **Hawke, Walter E.** History and prognosis of the centralization of schools in Clark county, Ohio. Master's, 1934. Wittenberg.

2295. **Hawks, William Jewell.** Effects of equalization plans in Los Angeles county. Master's, 1935. Southern California.

2296. **Hayes, John M.** Plan of school district reorganization for Marshall county. Master's, 1935. Iowa.

2297. **Hefley, Theodore Robert.** Possibilities for reorganizing rural elementary education in Warren county, Iowa. Master's, 1935. Iowa St. Coll. 71 p. ms.

2298. **Hickman, John A.** Recent changes in the distribution of high schools in the county districts of Ohio. Master's, 1934. Ohio State. 67 p. ms.

Determines the changes in the number of high schools, size by enrollment and teachers, type of schools, and relative location of high schools in the county districts of Ohio.

2299. **Hills, Carroll A.** School district organization and finance in Ogle county, Illinois. Master's, 1935. Iowa. 81 p. ms.

2300. **Hook, Robert McDonald.** Consolidation, an aid in education. Master's, 1935. Virginia.

Finds that consolidation has been an aid to public education in Halifax County, Va.

2301. **Jones, Clinton Lemin.** A handbook for superintendents and coaches. Master's, 1935. Nebraska. 80 p. ms.

Investigates factors pertinent to the establishment of cooperative school areas particularly in Custer and Saunders Counties, Nebr., and shows that school costs may be reduced by eliminating costly small units.

2302. **Kaser, Louis J.** A county unit plan of school administration for eight counties in New Jersey showing the educational advantages to the schools and the savings to the taxpayers. Doctor's, 1935. Rutgers.

2303. **Kerr, David E.** A survey of the educational inequalities of the elementary schools of Labette county, Kansas, which come under the supervision of the county superintendent of public instruction. Master's, 1935. Kans. St. T. C., Pittsburg. 113 p. ms.

Surveys 106 schools including 10 graded schools located in third class cities, 39 1-room schools recognized by the state as standard and accepted schools and 57 1-room common schools, as to physical plant, educational conditions and financial factors for the school year 1934-35.

2304. **King, James W.** The reorganization of the schools of Union county, Oregon. Master's, 1935. Oregon.

2305. **Lawrence, Bertram Isaac.** Some fundamental considerations concerning reorganizing school units in Missouri. Doctor's, 1935. Missouri. 200 p. ms.

2306. **Lewis, V. P.** Super-consolidation of Greene county (Ohio) schools. Master's, 1935. Ohio State. 70 p. ms.

Finds that the county unit is the most satisfactory means of providing equality of opportunity in high schools for rural children.

2307. **Lockridge, Lowell.** Possibilities for reorganizing rural elementary education in Adair county, Iowa. Master's, 1935. Iowa St. Coll. 81 p. ms.

2308. **Manus, George.** A proposed reorganization of the rural schools of Stephenson county, Illinois. Master's, 1935. Iowa. 181 p. ms.

2309. **Miller, A. R.** A critical survey of the school district organization in Golden Valley county, North Dakota, with proposed plan of reorganization on the county unit basis. Master's, 1935. Minnesota. 182 p. ms.

2310. **Miller, Earl William.** A plan of reorganization of Isabella county schools (Michigan). Master's, 1935. Mich. St. Coll. 78 p. ms.

2311. **Mills, H. P.** Study of the growth of the consolidation of rural schools in Mississippi. Master's, 1935. Louisiana.

2312. **Moore, James Cecil.** Reorganization of school districting in Limestone county, Texas. Master's, 1935. Texas.

2313. **North, Burton.** Possibilities for reorganizing rural elementary education in Franklin county, Iowa. Master's, 1935. Iowa St. Coll. 70 p. ms.

2314. O'Brien, George H. A study of the advisability of consolidation of the Oregon situation. Master's, 1935. Wisconsin.

2315. Oliver, Ivan P. Educational inequalities in Jack county, Texas, and a proposed plan for consolidating school districts. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 56-57)

Shows financial inequalities of education in Jack county, and outlines a plan of consolidation whereby educational advantages may be equalized.

2316. Olson, Oscar Henry. A reorganization of Calaveras county schools. Master's, 1935. Stanford.

2317. Owen, Robin H. A study of school consolidation in Virginia. Master's, 1935. William and Mary. 147 p. ms.

2318. Pifer, Elmer Cyrus. Larger local units of school administration: a plan to provide more equalized educational opportunity for rural districts in Jefferson county, Pennsylvania. Master's, 1934. Penn. State.

2319. Poet, Seth Ellsworth. A county unit plan for the schools of Fremont county, Colorado. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 60)

Compares the present district system of education used in Fremont County with the proposed county unit plan, and finds that the county unit plan would be feasible, that it would more nearly equalize educational opportunity for elementary school pupils and extend the possibility of high-school education to over a third more pupils of secondary school age, and that the cost is not out of proportion to the quantity and quality of the educational program offered.

*2320. Reishus, Knut P. B. A study of school district reorganization in Polk county, Minnesota. Master's, 1935. North Dakota. 97 p. ms.

Studies, in an attempt to equalize educational opportunities for rural and city school pupils, the curricula of the two types of schools, the relative amount of time given to recitation in the major subjects in the schools, and the subjects offered in town schools which are not offered in rural schools, participation in state aid, inequalities in enrollments in the two types of schools, teacher training, cost of education, attendance of rural and town pupils in high schools, and accessibility of schools. Recommends the reorganization of the schools of the county on the county-unit plan.

*2321. Rice, W. G. A report of the survey of the consolidated school system of South Middleton township, Cumberland county, Pennsylvania. Master's, 1935. Penn. State. 143 p. ms.

Presents a social survey of South Middleton Township, discusses the history of the schools before and after consolidation, enrollment, transportation, organization and administration, teaching staff, teachers' salaries, the financing of the schools, extracurricular activities, and school libraries.

2322. Roberts, Bernard Orlando. A proposed plan for the reorganization of the schools of Morgan county. Master's, 1934. Ohio State. (Abstract in Ohio State university. Abstracts of masters' theses, no. 17: 35-36)

Surveys the elementary and secondary schools of Morgan County, and proposes a plan of reorganization that would eliminate all 1-room rural schools, and the consolidation of some elementary and secondary schools.

2323. Roberts, Boland. A reorganization of the Jessamine county schools. Master's, 1935. Kentucky. 143 p. ms.

Surveys the school system of Jessamine County, Ky., emphasizing the distribution of school population, distribution and adequacy of present school buildings, adequacy of equipment and supplies, elementary and high-school enrollments and attendance, pupil progress, school costs, and training and experience of teachers. Points out the defects and inequalities in the existing system and proposes a reorganization program providing for consolidation, transportation, building, and repair.

2324. **Shaffer, Christian Otis.** A proposed reorganization of the public schools of Hays county, Texas. Master's, 1935. Texas.

2325. **Shedd, Harry P.** Possibilities for reorganizing rural elementary education in Woodbury county, Iowa. Master's, 1935. Iowa St. Coll.

2326. **Simons, Paul J.** A survey of consolidated schools in South Dakota. Master's, 1935. Iowa.

2327. **Spring, Carl Chaffee.** The effect of annexation upon Los Angeles county school systems. Master's, 1935. Southern California.

2328. **Stewart, Guy Harvey.** A proposed plan of reorganization of the schools of San Augustine county, Texas. Master's, 1935. Texas.

2329. **Stone, William Jesse.** An administrative survey and proposed plan for reorganization of the schools of Montague county, Texas. Master's, 1935. Texas.

2330. **Stoner, C. M.** Possibilities for reorganizing rural elementary education in Henry county, Iowa. Master's, 1935. Iowa St. Coll.

2331. **Strattan, J. Maurice.** Investigation of the possibilities of a county unit plan of school administration in Montgomery county, Pennsylvania. Master's, 1934. Temple. 105 p. ms.

Finds that a general reorganization of the school districts of the county is needed, that due to the unorganized conditions, children have been subjected to an unfair and widely discriminate program.

2332. **Swingle, Solomon L.** Super-consolidation of the public schools of Ohio. Master's, 1935. Ohio State. 76 p. ms.

2333. **Tillotsen, B. F.** The reorganization of the schools of Boone county. Master's, 1935. Iowa.

2334. **Warren, Challis Henry.** Reorganization of public education in Madison county. Master's, 1935. Kentucky. 97 p. ms.

Surveys the present school system of Madison County, Ky., emphasizing the resources and population of the county, elementary and high-school enrollments, elementary and high-school plants, location and distribution of schools, and school attendance; points out the inequalities existing under the present system and sets up a program for consolidation and transportation for the improvement of the schools of the county.

2335. **Watkins, Benjamin Thomas.** An evaluation of the program of school consolidation in Southampton county. Master's, 1935. Virginia.

2336. **Zehner, Peter H.** A study of the rural and town elementary schools of Routt county, Colorado. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstract of these for higher degrees, 1935: 79-80)

Compares existing conditions in rural and town schools as to pupils, teachers, curriculum, finances, libraries, extra curricular activities, building, and physical equipment, and recommends the use of the county unit plan of organization.

TRANSPORTATION

2337. **Jackman, Melvin Franklin.**—A plan for increasing the efficiency of pupil transportation in Nebraska consolidated schools. Master's, 1934. Nebraska. 74 p. ms.

Surveys critically, the efficiency of bus transportation in the consolidated schools in Nebraska to determine ways of increasing safety of operation and of decreasing operating cost and cost of maintenance.

2338. **Kester, Gordon J.** An analysis of the non-taxing rural transport districts of Wisconsin, 1933-34. Doctor's, 1935. Wisconsin.

2339. **King, James Garfield.** A comparison of contracted and district owned school transportation systems in Washington. Master's, 1934. Washington. 90 p. ms.

2340. **Knight, Ulys Grafton.** School bus' transportation in Wise county, Texas. Master's, 1935. South. Methodist. 92 p. ms.

2341. **McKeand, James Monroe.** The legal regulation of school transportation in Indiana. Master's, 1935. Indiana. 78 p. ms.

SUPERVISION AND SUPERVISORS

2342. **Bertram, Joseph F.** A program of supervision for the Elkhart Lake high school 1932-1935. Master's, 1935. Wisconsin.

2343. **Blake, Sister M. Concepta.** The supervisory function of the Catholic elementary school principal. Master's, 1935. Catholic Univ. 39 p. ms.

Finds, from answers to a questionnaire sent to Catholic elementary school principals in 18 states, that there is need of supervision by the principal who in many cases carry such a heavy teaching load that they have little time for supervision.

2344. **Brimhall, Elias Rae.** A proposed plan of supervision for the rural schools of Arizona. Master's, 1935. Arizona. 95 p. ms.

2345. **Dimmitt, L. M.** The status of the educational leadership in the State of Washington. Master's, 1935. Washington, 62 p. ms.

Studies the training and experience of superintendents.

2346. **Dodd, Wendell Shoemaker.** Duties and functions of school superintendents in small school systems. Master's, 1934. Nebraska. 107 p. ms.

2347. **Duggan, Thomas Emery.** A survey of county supervision in Kansas. Master's, 1935. Kans. St. T. C., Pittsburg. 57 p. ms.

Analyzes replies to a questionnaire from 74 of the 105 county superintendents in Kansas relative to distribution of county superintendents' time, methods, objectives, outcomes, and greatest needs of county supervision as expressed by the county superintendents.

2348. **Edwards, Carl Eugene.** A comparative analysis of the county supervisory programs in Ohio school districts. Master's, 1935. Ohio State. 50 p. ms.

2349. **Ellis, Alvin Edward.** The training and other essential qualifications necessary for an efficient superintendent of schools. Master's, 1935. Arizona. 84 p. ms.

*2350. **Gilland, Thomas McDowell.** The origin and development of the power and duties of the city school superintendent. Doctor's, 1934. Chicago. Chicago, University of Chicago press, 1935. 279 p.

Discusses the administration of schools before the employment of a superintendent, the powers and duties which were first assigned to him, his duties with respect to the establishment of a graded system of schools, his duties and responsibilities in organizing a program of supervision, and his responsibilities for building and finance programs.

2351. **Gish, Alva Edwin.** An analysis of the qualifications and present status of the superintendents of Idaho. Master's, 1935. Washington. 91 p. ms.

*2352. **Gotschall, John Harold.** The development of the union superintendency system of school supervision in Massachusetts. Master's, 1935. Boston Univ. 91 p. ms.

Presents a history of the union superintendencies from 1888 to 1935, discusses the laws relating to union superintendencies, certification of union superintendents, their qualifications, duties, salaries and tenure, and changes in superintendency unions.

2353. **Hickman, John E.** The legal status of the superintendent of schools in Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Compares the administrative practices and conditions of school superintendents in Oklahoma with the legal status of the superintendent of schools in other states. Finds that neither the state nor the municipality has defined the legal status of the superintendent of schools, and suggests that the contract should definitely define the powers and duties of the superintendent of schools in Oklahoma.

2354. **Hooper, Laura.** A case study in supervision. Doctor's, 1935. Yale.

2355. **Lindberg, Edwin Oliver.** A personal history of 39 men who were superintendents 25 years ago. Master's, 1935. Nebraska. 97 p. ms.

2356. **Long, Arthur Howard.** The changing status of the office of county superintendent in Ohio. Master's, 1935. Ohio State. 110 p. ms.

Finds that the office of the county superintendent in Ohio has become more significant and dignified, the laws relating to the office have been clarified and the duties of the office made more definite, the superintendents appointed are younger and better trained than formerly, and when compared with the county superintendents in five adjacent states, the Ohio superintendents rank high.

2357. **Lundahl, Arthur W.** A survey of the status and the work of county superintendents. Master's, 1935. Minnesota. 124 p. ms.

2358. **Maupin, Mary.** The efficiency of supervision and instruction in the white elementary schools of Vicksburg, Miss. Master's, 1935. Virginia.

2359. **Naish, Charles.** Present aspects of the district superintendency in western New York State. Master's, 1935. Buffalo. 66 p. ms.

2360. **Oberholtzer, J. Roy.** The functions of department heads of social studies in the secondary schools of Pennsylvania. Master's, 1935. Pennsylvania. 97 p. ms.

Finds that department heads have little responsibility with administrative affairs within their department such as rating, hiring, promotion, demotion, or dismissal of teachers.

2361. **Rainey, William Lindsey.** The use of the bulletin as a device in supervision. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 294-95)

Finds that the purpose of the bulletin is to present to the teacher constructive suggestions for the betterment of procedure; that it is used in connection with personal classroom supervision and is discussed in a faculty conference; that it is issued at irregular intervals; and that opinion is divided as to whether or not bulletins could be used to better advantage in a large system.

2362. **Redit, Edith.** Teachers' appraisal of rural school supervisor's work in California. Master's, 1935. California.

*2363. **Reller, Theodore Lee.** The development of the city superintendency of schools in the United States. Doctor's, 1934. Yale. Philadelphia, 1935. 339 p.

Presents facts concerning the city superintendency of schools in the United States during the nineteenth century as shown by a study of original sources for a number of cities of 100,000 population or more, and studies the men who filled the office of city superintendent in these cities.

2364. **Rogers, Murphy P.** State supervision of elementary schools: The development, present activities, and a program for the future service of the elementary division of the state department of education of Louisiana. Doctor's, 1935. T. C., Col. Univ.

*2365. Schroeder, Elroy H. A comparison of the county superintendency and the city superintendency of the largest city in each county in North Dakota. Master's, 1935. North Dakota. 111 p. ms.

Compares the county superintendency and the city superintendency as to their history; the teaching certificates and degrees held and amount of teaching and supervising done; the training; the number of board members, teachers, pupils and schools under their supervision; the number and type of assistants employed; salaries; and turnover in county and city superintendencies. Shows that the county superintendency is on a relatively low professional basis, and that the city superintendency has a definite advantage over the county superintendency in all of the fields studied.

2366. Slight, Earl Ford. Supervision of high schools in third class districts of Montana. Master's, 1934. Montana.

2367. Smith, James E. jr. An administrative survey of the second supervisory district of Albany county. Master's, 1935. N. Y. St. Coll. for Teach. 71 p. ms.

2368. Trabert, John Earle. Professional and community relations of the superintendent's wife. Master's, 1934. Nebraska. 70 p. ms.

*2369. Voelker, John M. The diocesan superintendent of schools: a study of the historical development and functional status of his office. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1935. 117 p.

Surveys briefly the scope of diocesan school organization, traces the history of the office, and analyzes current activities of superintendents. Indicates trends, and recommends changes in practice.

2370. Vrooman, Melburn Clarence. A plan of centralization in supervisory district number one of St. Lawrence county. Master's, 1935. N. Y. St. Coll. for Teach. 73 p. ms.

2371. Weigel, Herman Frederick. Why superintendents lose their jobs. Master's, 1935. Nebraska. 97 p. ms.

Attempts to discover why superintendents lose their jobs and to set up criteria to serve as guides in making the tenure of the superintendent more secure.

PRINCIPALS

2372. Bliss, George C. The elementary school principal's individual conferences. Master's, 1935. California.

2373. Coffman, E. O. Status of the county high school principal in Tennessee. Master's, 1934. Alabama. 94 p. ms.

2374. Conner, Warren C. Salaries of rural high school principals in Kansas between 1929 and 1934. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 11)

2375. Dotts, Cecil Kenneth. Distribution of the teaching principal's time. Master's, 1935. Hawaii. 80 p. ms.

2376. Gephart, E. Irvin. The participation of the high-school principal in the community activities of the cities and exempted villages of Ohio. Master's, 1935. Ohio State. 90 p. ms.

2377. Graves, E. Boyd. A study of the implications of supervisory principles. Master's, 1935. William and Mary. 58 p. ms.

*2378. Groye, Harry A. The status of supervising principals in Pennsylvania school districts having approved junior-senior high schools with enrollments of more than 300. Master's, 1935. Penn. State. 40 p. ms.

Analyzes replies to a questionnaire received from supervising principals in 86 districts in Pennsylvania giving the training and experience, administrative and supervisory duties of the principals, compares their supervisory duties with those of the county superintendents.

2379. **Hartman, Elmer J.** Certain aspects of the principalship as viewed by city superintendents. Master's, 1934. Nebraska. 116 p. ms.

Differentiates the powers and responsibilities of the principalship from those of the superintendency.

2380. **Kane, Claude A.** Time distribution of the elementary school principals of Colorado. Master's, 1935. Colo. St. T. C.

2381. **Lawson, Douglas E.** Duties of the high-school principal. School executives magazine, 54: 338-39, July 1935. (Southern Illinois state normal university.)

2382. **Marshall, Jessica.** What preparation for a principalship? Master's, 1934. T. C., Col. Univ. 85 p. ms.

2383. **Miller, Benjamin Franklin.** The status of the junior high school principal in Texas. Master's, 1935. Texas.

*2384. **Prior, Willard F.** The junior high principal of New York state. Master's, 1935. Syracuse. 88 p. ms.

Analyzes replies to a questionnaire received from principals of 61 of the 89 accredited junior high schools of New York State, discussing the types of schools reporting, the title given to the school head, the age, sex, experience, and training of the principals replying.

2385. **Rice, Thomas W.** Status of elementary teaching principal in New Jersey. Master's, 1935. T. C., Col. Univ. 26 p. ms.

Analyzes 77 replies to a questionnaire showing the number of rooms in the school, rooms in use, school population, number of teaching hours, critical problems facing principals, and the amount of office relief.

2386. **Zaborowski, Sister M. Theodoretta.** The Catholic elementary school principal. Doctor's, 1935. St. Louis. 258 p. ms.

Presents a questionnaire study of training, experience, tenure, age, activities, growth in service, and special problems of 397 principals of Catholic elementary schools.

SCHOOL MANAGEMENT

ATTENDANCE AND CHILD ACCOUNTING

2387. **Anderson, Chester H.** The age-grade distribution, attendance, progress, and elimination of Moore, Norman, and Lexington, Oklahoma. Master's, 1935. Oklahoma. 95 p. ms.

Compares retardation in two cities and a consolidated district within the same county, and finds that the progress of children in school is directly related to their attendance.

2388. **Carlson, Francis G. C.** A study of the underlying causes of absence in a junior high school. Master's, 1935. Wittenberg.

2389. **Darby, Olin Earnest.** An analysis of non-attendance in the Horace Mann junior high school. Master's, 1935. Southern California.

2390. **Deitrich, Carrie Margaret.** A study of non-attendance in a junior high school. Master's, 1935. Southern California.

2391. **Gardner, John R.** Truancy and non-attendance in the Salt Lake City junior high schools. Master's, 1935. Utah. 137 p. ms.

2392. **Gordon, Leslie Oral.** A study of the comparable factors of attendance service in the Los Angeles and San Diego city schools. Master's, 1935. Southern California.

2393. **Hatch, Chester S.** Personnel accounting in Colorado school systems. Master's, 1935. Colo. St. T. U.

2394. **Huntington, Ira Leo.** Attendance areas applied to Jasper county, Indiana. Master's, 1935. Indiana. 151 p. ms.

2395. **Hyde, Lafayette.** A study of absence and tardiness of boys in high school. Master's, 1935. Southern California.

2396. **Irwin, James LaVergne.** Recent trends in compulsory school attendance. Master's, 1935. Nebraska. 99 p. ms.

Attempts to present recent tendencies in compulsory school attendance. Shows that the present tendencies are to lengthen the period of compulsory education; to increase annual required school attendance; require more education for exemption and labor permits; provide transportation for pupils not within walking distance of school; require public relief for needy children and subject them more to the school attendance law; that industry has lost its interest in child labor and is employing adults; home life of children is being improved; school is showing vital interest in the individual child; courts of the United States are protecting rights of children in regard to school attendance; and that there is a growing feeling against compulsory education and towards making the school fit the needs of all the pupils.

2397. **Noall, Irvin S.** Administration of compulsory school attendance. Doctor's, 1935. California.

Finds that seasonal labor demands, economic need, and failure in school work were the chief causes of attendance difficulty; that schools providing coordination service and special classes for late students enrolled all but a fraction of 1 percent of the school population from 6 to 18 years of age; that where these services were discontinued, the attendance situation became serious; that home visitation, placement, employment supervision, and social case procedure are essential features in a program of child accounting and school attendance to 18.

2398. **Payne, V. C.** Age at which children may enter and leave public schools with special reference to Alabama. Master's, 1935. Alabama. 69 p. ms.

2399. **Thomas, Paul.** The administration and organization of selected California city school attendance departments. Master's, 1935. California.

2400. **Walker, C. F.** The effectiveness of punishment and case study or remedial procedures in handling tardiness. Master's 1935. Ohio State. 85 p. ms.

Describes an experiment conducted in 5 West Virginia high schools using various remedial procedures in dealing with tardiness. Finds that case study and personal conferences are more effective remedial procedures in reducing tardiness than various types of punishment.

2401. **Walsh, Joseph Hartt.** Organization and administration of school attendance in Wisconsin communities under 5,000. Master's, 1934. Minnesota. 129 p. ms.

CLASS SIZE

2402. **Squires, Rollin Arthur.** An investigation of the practicability of large classes. Master's, 1934. Nebraska. 74 p. ms.

2403. **Stewart, David H.** The development of classroom procedures for teaching large classes in secondary schools. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 203-210)

Describes an experiment conducted in the Beaver, Pa., high school in which records of pupils in large classes were compared with the records of former pupils who had been taught in small classes. Finds that large classes in history, English, biology, and algebra can be taught efficiently by the subject plan; that large classes made possible lower per pupil cost of instruction, higher average teachers' salaries, and better utilization of the building without lowering the standard of work in the classes.

CLASSIFICATION AND PROMOTION

2404. **Clark, Charles M.** Classification and attendance of the children of Okfuskee county, Oklahoma. Master's, 1935. Oklahoma, 93 p. ms.

Finds that the rural schools have about 60 percent of their children retarded, the city schools about 35 percent. In every comparison the accelerated children have the best record of attendance, the normal children the next best, and the retarded children the poorest record of attendance.

2405. **Gunning, Ira Curtis.** The relation of aptitude to academic progress. Master's, 1935. Oklahoma, 45 p. ms.

Describes an experiment in which the Ohio State University psychological test was given in December 1934, to the students of the University of Oklahoma, and the scores of this test for the freshmen together with their first semester grades, made it possible to compare their aptitude scores with their academic progress in the University of Oklahoma, and shows that the distribution of freshman aptitude scores is approximately normal; that the freshman aptitude scores in the various schools deviate considerably from a normal distribution; that the distribution of grades for the class as a whole and for each school is far from a normal distribution; that freshman failure and retardation are exceedingly high; and that women make better grades and also slightly higher aptitude scores than men.

2406. **Kolbe, Laverne Evangeline.** Methods of measuring promotion rates of colleges. Master's, 1935. Ohio State, 95 p. ms.

2407. **Miller, Douglas B.** Relative efficacy of annual and semi-annual promotions. Doctor's, 1935. California.

Compares the annual and semi-annual plans of promotion as employed in public elementary and high schools in California as shown by tendencies in the use of the two types of promotion, factors of organization and administration, effect of promotional plan on pupil progress, high-school and college course opportunities available to fall and mid-year entrants, and differences in mental ability of children in fall and mid-year groups. Finds more advantages favoring the semi-annual plan than the annual plan of promotion.

2408. **Shook, Kenneth C.** Age-grade study of the Lorain city schools. Master's, 1935. Ohio State, 150 p. ms.

2409. **Spearman, George Henry.** Causes of non-promotion of low first-grade pupils in the public schools of California. Master's, 1935. Stanford.

EXAMINATIONS

2410. **Allisina, Anthony A.** The validity of state eighth grade examinations in predicting high school success. Master's, 1935. Washington, 39 p. ms.

2411. **Ashby, Wallace T.** Objective tests over a college textbook in argumentation and debating. Master's, 1935. Iowa.

2412. **Benshoof, Howard.** The cluster type examination in American government. Master's, 1935. Iowa.

2413. **Block, Ethel.** Objective media for measuring abilities other than copying in typewriting. Master's, 1935. Iowa.

2414. **Bush, Sister M. Jerome.** An empirical investigation to assign weights to the possible responses in a true-false examination when "guess" or "do not guess" directions are given. Master's, 1935. Fordham, 76 p. m.

- Determines the weights to be assigned to the number of items correct, wrong, and omitted in a true-false examination, when the examination is given with the directions "guess" and when it is given with the directions "do not guess." Sets up 100 questions on elementary United States history in a completion form and two true-false forms, and administers them to 600 eighth-grade pupils. Finds that the "do not guess" directions give more reliable scores than "guess" directions.
2415. Conner, Dean Wetherbee. A trade test in printing. Master's, 1935. Pittsburgh. (Abstract in University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 268-69)
2416. Ebel, Robert L. The cluster type test in high-school physics. Master's, 1935. Iowa.
2417. Fields, W. J. A testing program in a county high school. Master's, 1935. Tennessee.
2418. Goldberg, Woolf. A study of the examinations of the Carnegie foundation in the Teachers college of Temple university. Doctor's, 1935. Temple.
2419. Heilman, J. D. Report on the 1934-35 cooperative testing program of the Colorado high schools and higher institutions of learning. Greeley, Colorado state teachers college, 1935.
2420. ——— Report on the 1934-35 testing program of the teachers college personnel association. Greeley, Colorado State teachers college, 1935. ms.
2421. Horn, Ivan. An achievement test in first year algebra. Master's, 1934. Ind. St. T. C. 172 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 181, July 1935)
- Prepares an achievement test in first-year algebra to be used in the state high-school mathematics contest, sectional and final, for the school year ending in 1934.
2422. Hughes, C. Glenwood. Comparative studies of English scores made in Carnegie examinations at Temple university in 1930 and 1932. Master's, 1934. Temple. 90 p. ms.
2423. Kessler, Earl Ross. A critical study of 12 regents board examinations in plane geometry. Master's, 1934. Penn. State.
2424. Leith, J. D., and Russell, H. H. Prognostic testing in freshman English. Grand Forks, University of North Dakota, 1935.
2425. Lundholm, Harold. Achievement testing in high-school mathematics. Doctor's, 1935. Iowa.
2426. Lytle, Irvin Ross. A study of the value of the national farm mechanics information test. Master's, 1934. Penn. State.
2427. McKinley, S. W. A scale for measuring musical achievement. Master's, 1935. Western St. Coll. 34 p. ms.
2428. Maguire, Josephine (*Sister Mary Joan*). An objective measurement of the appreciation of poetry. Master's, 1934. Washington. 72 p. ms.
2429. Mewhinney, Erma B. A prognostic test of stenographic ability. Master's, 1935. Ind. St. T. C. 93 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 192-93, July 1935)
- Constructs and evaluates a test of stenographic ability.
2430. Moore, H. W. Practical objective auto mechanic trade test. Master's, 1934. Alabama. 56 p. ms.

2431. Neu, Arthur H. An analysis of the responses made to the questions in the 1935 Ohio scholarship contest. Master's, 1935. Ohio State. 125 p. ms.

Analyzes the correct answers, errors, and omissions to each of 319 questions given by a sampling of the 412 seniors who took the test. Finds that the questions were valid for separating the good from the poor students, that the 16-year-old pupils were usually best and the 19-year-old pupils were usually poorest; that boys excelled girls in all subjects except English in which the girls excelled; that boys have greater mastery of science; that mathematics is the most difficult subject for both sexes; and that the multiple-choice and matching type of test were satisfactory.

2432. Norswing, Gudmund T. W. A critical study of the 1934 state board (Minnesota) examination in Latin first year. Master's, 1935. Minnesota. 178 p. ms.

2433. Paul, John B. Final examination practices in teachers colleges. Cedar Falls, Iowa State teachers college, 1935. 8 p. ms.

2434. Pocklington, Frank W. An experimental study of a logical cluster type test in general science. Master's, 1935. Iowa.

2435. Quay, Mark H. Prognostic test for elementary bookkeeping. Master's, 1934. Temple. 86 p. ms.

2436. Rizzo, Nicholas D. The predictive value of the Minnesota reading examination. Master's, 1935. Kansas. 24 p. ms.

2437. Rose, Nellie Barbara. An analysis of the results of the general scholarship tests for high school seniors in mathematics for Franklin county participants (1933, 1934, 1935). Master's, 1935. Ohio State. 124 p. ms.

Finds that the pupils showed weaknesses in following directions: in the laws and use of signs in algebra; in the use of decimals and percentage; in the knowledge and application of the laws of fractions; in the ability to square integers; to extract square root; to manipulate denominate numbers; to solve radical equations; to handle formulas; to add, subtract, multiply, and divide; to solve algebraic equations; and to solve problems.

2438. Stout, Norman S. The construction of an achievement examination for junior high school science. Master's, 1935. Colo. St. T. C.

2439. Tamagni, Joseph H. Study of the science scores in the Carnegie examinations of 1930-32 in Temple University. Master's, 1934. Temple. 89 p. ms.

2440. Wettleton, Mabel H. An analysis of the usefulness of single items tests for diagnosis of student difficulty in English usage. Master's, 1935. Minnesota. 66 p. ms.

Analyzes the results of a test of pronoun case uses given to 341 seventh, eighth, ninth, tenth, eleventh, and twelfth grade pupils in university high school to ascertain the extent to which single item tests are useful in diagnosing student knowledge of the nominative and accusative case uses of personal and relative pronouns, and to discover the extent to which single examples of a general principle of language are adequate in determining a student's mastery of that principle.

EDUCATIONAL AND VOCATIONAL GUIDANCE

2441. Ackley, Willard E. An experimental study of the effect of educational guidance on a selected group of sophomores. Master's, 1934. Bucknell. 77 p. ms. (Abstract in: Bucknell journal of education, 10: 16, October 1935)

Studies the effect of a program of educational guidance upon a group of academic problem pupils in the sophomore class of Sunbury, Pa., high school. Compares a control group and an experimental group in terms of student mortality, subject failure, quality credits, and improvement on a home-made objective English test. Finds that the guidance program was of value to the members of the experimental group.

2442. **Brown, Oran I.** A survey of vocational choosing. Master's, 1935. Ind. St. T. C. 43 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 187-88, July 1935)

Attempts to determine at what age successful men and women chose their vocations; how long after becoming interested in it the person entered it; why the various vocations were chosen; and if the ninth grade is the logical time to make a vocational choice in order to become successful in later life. Finds, from interviews with 1,977 successful men and women that most of them were over 30 years of age; that men enter vocations about 2 years later than women; and that many of the persons interviewed entered their vocations after reaching 30; that interest in the vocation, remuneration, accident, and family tradition were the reasons given for choice of vocation, in the order listed; and that the ninth grade is too soon to expect an individual to choose a life work.

*2443. **Burt, Frank Allen.** Certain results of the job counseling service of the Boston Y. M. C. A. Master's, 1935. Boston Univ. 127 p. ms.

Gives a brief history of the job counseling service maintained by the Huntington Avenue branch of the Boston Y. M. C. A. since 1932, for young men between the ages of 18 and 35 to help them understand themselves better, especially with reference to vocational assets and liabilities; to aid them to better understand economic and social conditions; to bring about a sense of heightened morale and social and vocational acceptability; to aid them to better their job-finding techniques; and to help them build up their health. Analyzes replies to a questionnaire received from 105 of the men using the service in 1932 and early in 1933.

2444. **Carlson, Gustave E.** Vocational and educational guidance in 353 Wisconsin secondary schools. Master's, 1935. Wisconsin.

2445. **Cass, Wilbur David.** A suggested program of pre-college guidance. Master's, 1935. Nebraska. 109 p. ms.

Organizes a program of pre-college guidance for junior-senior high schools having a total enrollment of from 150 to 500 pupils, to give information to students about college and guide the proper students toward college.

2446. **Clark, Harold Glenn.** Curriculum guidance of high-school pupils through printed programs of study. Master's, 1935. Southern California.

2447. **Clawson, Mrs. Everett R.** Present practices and trends in vocational guidance in junior and senior high schools. Master's, 1934. Fla. St. Coll. 178 p. ms.

2448. **Coke, Rawlins S.** Developing a guidance program at Steuben junior high school, Milwaukee, Wis. Master's, 1935. Wisconsin.

*2449. **Colbert, Edward Borromco.** The status of guidance in the larger secondary schools of Massachusetts. Master's, 1935. Boston Univ. 127 p. ms.

Finds that in Massachusetts approximately one-third of the secondary schools enrolling more than 500 pupils, give some form of guidance, and that a more definite guidance program is needed in the senior and 4-year high schools; that the guidance program should be made more systematic by using such techniques as the group guidance class, home-room period, and individual counseling through the personal interview; that the program should be made more scientific by using objective tests and questionnaires and by keeping accurate personnel records, using exploratory and tryout courses, and by using trained counselors to interpret the data; that better organization of vocational guidance is needed; and that guidance organization should be simplified, especially in regard to the number and combinations of guidance functionaries.

†2450. **Cunliffe, Rex B.** Trends in vocational guidance. New Brunswick, N. J., Rutgers university, 1935. 52 p. (Rutgers university bulletin, vol. 12, no. 1. Studies in education, no. 8)

Discusses newer objectives in vocational guidance, occupational analysis, the teaching of occupations, counseling, placement, and follow-up.

2451. **Davis, Burton Elsworth.** Guidance and counseling in the junior high school. Doctor's, 1935. Southern California.

2452. **Davis, John Enoch.** Guidance in senior high schools of Fairfield county. Master's, 1935. Ohio State. 110 p. ms.

2453. **Dils, Elmer Earl.** An experiment with a course in home guidance in Belmont junior high school. Master's, 1935. Wittenberg.

2454. **Erickson, N. E.** Some factors in vocational guidance. Master's, 1934. Montana. 161 p. ms.

2455. **Farnsworth, Mary S.** A handbook on vocational guidance. Master's, 1935. Montana.

2456. **Fox, John G.** A study of certain aspects of the pupil guidance programs in California high schools. Master's, 1935. Southern California.

2457. **Garrett, Harley Fremont.** Guidance in a small school for orphans. Master's, 1935. Stanford.

2458. **Hutson, P. W.** Selected references on guidance. School review, 43: 540-46, September 1935. (University of Pittsburgh)

2459. — Testing the guidance program. Nation's schools, 15: 21-23, June 1935. (University of Pittsburgh)

2460. **Kammeyer, Ray A.** A study of socio-economic background, intelligence, attendance, vocational choice, and achievement of high-school students in relation to guidance. Master's, 1934. Wittenberg.

2461. **Kantor, Killian.** The organization and administration of vocational and educational guidance in the secondary schools of South Dakota. Master's, 1935. South Dakota. 81 p. ms.

2462. **Kirby, A. Gilbert.** A guidance survey and program for the high schools of Madison county, Ohio. Master's, 1935. Ohio State. 104 p. ms.

2463. **Le Suer, Bruce L.** The occupational inventory as an aid to the employment or guidance interview. Master's, 1935. Temple. 82 p. ms.

Analyzes the replies of 590 boys and young men who responded to the occupational preference blank.

2464. **Li, Hsiu Fen.** Leisure-time guidance. Master's, 1935. Stanford.

2465. **Macgowan, Margaret.** An investigation of factors influencing choice of occupation as revealed in 95 selected biographies and autobiographies of Americans published 1925 to 1930. Master's, 1935. Southern California.

2466. **McKenzie, Mary E.** A study of the guidance problems of the ninth grade of Conshohocken high school. Master's, 1935. Temple. 83 p. ms.

Studies the intellectual and educational status and the socio-economic background of the ninth-grade pupils of the Conshohocken, Pa., high school in an effort to decide the necessity for vocational classes or a vocational school.

2467. **Mathews, George Mason.** Vocational guidance program for Seventh-day Adventist academies. Master's, 1935. Denver. 98 p. ms.

Reveals the extent to which vocational guidance has been carried on in Adventist academies during the 5-year period of 1930-1934 by a questionnaire sent to the academies which were operated during this period.

2468. **Mejak, Heliodore Norbert.** A guidance program for the Catholic high school. Master's, 1935. Catholic Univ. 59 p. ms.

Shows the need of guidance in the Catholic school, its aims and methods, what can be done in the matter of organized guidance by drawing up the elements of a program, and suggests a program with statements of aims, methods, and principles.

2469. **Miller, L. Hortense.** A study of an educational counseling plan as used in northeast junior high schools, Kansas City, Missouri. Master's, 1935. Kansas. 155 p. ms.

2470. **Moloney, Sister Mary Genevieve.** Counseling and guidance in Catholic schools. Master's, 1935. Denver. 50 p. ms.

2471. **Owen, Claude.** An examination of the sources, amount and primary effectiveness of some of the tangible phases of guidance procedure in a secondary school district. Master's, 1935. Southern California.

*2472. **Richardson, Bernice Mary.** Certain problems concerning the vocational interests of high school girls. Master's, 1935. Syracuse. 60 p. ms.

Studies the reactions and interprets the feelings of 200 high-school graduates as to their vocational preferences and employment. Finds that the girls who had found employment were more practical, showed greater leadership ability, were more attractive, and had more initiative than the unemployed girls.

2473. **Roddy, J. Stockton, jr.** School adjustments to meet individual needs. Master's, 1935. Pennsylvania. 83 p. ms.

Presents a critical analysis of the special guidance service for mentally superior and mentally inferior pupils in the Norwood elementary schools for the school years 1931, 1932, and 1933, and finds that special guidance teachers are needed for pupil improvement, and that special guidance service makes it possible for certain pupils to carry regular work and to continue school activities successfully and stimulates pupils to do better work.

2474. **Rowe, Earle C.** A study of a technique to improve certain personality traits in junior high school pupils by a method of guidance and counselling. Master's, 1935. Wittenberg.

2475. **Shaw, Samuel S.** A study of the guidance movement in Pennsylvania. Master's, 1934. Temple. 150 p. ms.

Gives a brief history of the guidance movement, discusses the preparation and training of teachers for guidance, and shows that the scope of counselling has widened from vocational guidance to include every type of guidance, that clinics have been established, that colleges have offered more courses, and that economic conditions are preventing normal development in this field of education.

2476. **Sparks, Clara M.** Boys' and girls' problems as a basis for an education guidance program at Lincoln community high school, Lincoln, Illinois. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 69-70.)

Shows the scope of education guidance program which the boys' and girls' problems demand of the high school, and gives specific illustrations of the use of these problems as discussion materials in the teaching of social and family relationships in the department of home economics.

2477. **Stovall, Elizabeth E.** The development of vocational guidance in secondary education, 1922-1932. Master's, 1935. Smith. 113 p. ms.

Traces the relationship of vocational guidance to changes in secondary education and to measurement and personnel developments, the origins of the vocational guidance movement, and activities of the National Vocational Guidance Association.

2478. **Thralls, Z. A.** Effective pupil guidance: how a study of economic geography contributes to one's ability to cope with the economic world. Business education world, 16: 21-25, September, 1935. (University of Pittsburgh)

2479. **Van Atta, Ernest A.** A program of educational guidance for the seventh, eighth and ninth grades of the Hancock county, Ohio, schools. Master's, 1935. Ohio State. 120 p. ms.

2480. Webster, Robert Davis. A survey of the guidance activities in the secondary school of Norwood, Ohio. Master's, 1935. Cincinnati. 170 p. ms.

Points out values and weaknesses in the guidance program of a city junior-senior high school on the basis of school records and other data.

2481. Whitfield, Ruth Imo. An investigation of guidance in relation to re-organized secondary curricula. Master's. 1935. Southern California.

2482. Wightwick, M. Irene. The function of interest in educational and vocational guidance. Master's, 1934. T. C., Col. Univ.

EXTRACURRICULAR ACTIVITIES

2483. Amick, William Robert. An analysis of the traits of junior 4-H club leaders. Master's, 1935. Purdue. 47 p. ms.

Finds from a study of 252 junior 4-H club leaders that they tend to be superior to the average high-school pupil in general intelligence, emotional stability, pattern setting or extroversion, and in dominance and that they tend to be significantly less self-sufficient than most high-school pupils. Shows that girls acting as junior leaders seem to be slightly superior to high-school pupils in general and to boys acting as junior leaders.

2484. Angene, Lester Elwood. A program of extracurricular activities related to the English studies. Master's, 1935. Ohio State. 148 p. ms.

Evaluates current offerings in the extracurricular activities related to the English studies in the light of the objectives of English and secondary education. Finds that dualism between the curricular and the extracurricular activities is responsible for many of the principal weaknesses of both the curriculum and the activities themselves, and that the extracurricular activities should be fused with an enlightened English curriculum.

*2485. Baldwin, Sadie Louise. Civic values in social science clubs. Master's, 1935. Boston Univ. 138 p. ms.

Discusses the objectives of the junior high school social science club, weaknesses in the organization and administration of the clubs in the New England States, and describes the objectives and organization of a traveller's club, and of a stamp club.

2486. Barna, George. A study of some problems in the administration of extracurricular activities. Master's, 1935. Buffalo. 84 p. ms.

2487. Brown, Le Roy. The status of science clubs in Alabama and other Southern States. Master's, 1935. Alabama. 80 p. ms.

2488. Cripe, Florence. Mathematics clubs. Master's, 1935. Wisconsin.

2489. Datta, Rebecca. A critical survey of extracurricular activities in Negro secondary schools. Master's, 1935. Arizona. 115 p. ms.

2490. Eaton, O. R. Assembly programs. Doctor's, 1935. Wisconsin.

2491. Ewart, Alfred P. A study of extracurriculum activities programs in certain small high schools of Indiana, and a proposed extracurriculum activities program for the DeMotte high school. Master's, 1935. Ind. St. T. C. 102 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 190-91, July 1935)

Studies the extracurricular practices in 491 small high schools having an enrollment of from 50 to 150, in grades 9 to 12, inclusive.

2492. Fisher, Victor Lee. Club organization of Central high school, Evansville, Indiana, who belongs and why. Master's, 1934. Ind. St. T. C. 61 p. ms.

(Abstract in: Indiana state teachers college. Teachers college journal, 6: 181-82, July 1935)

Analyzes data secured from personal interviews with the 26 club sponsors, and from questionnaires given to the 1,575 students, and from office records of scholarship and citizenship ratings. Finds that most of the club sponsors are appointed by the principal, and that they sponsor clubs in the subjects in which they teach; that less than half of the students belong to clubs; that the chief reason for joining clubs is to gain information or training in the worthy use of leisure time; and that the average scholastic grade of the club members was 82.2 percent while that of non-club members was 77.6 percent.

2493. Flanagin, Raymond J. The reaction of pupils to club activities in the junior high school. Master's, 1934. Nebraska. 114 p. ms.

2494. Freeman, Sherman H. Extracurricular activities in small secondary schools. Master's, 1935. Southern California.

2495. Guild, Elliott William. An analysis of adult-member socialization in the San Francisco Young men's Christian association. Doctor's 1935. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1934-35: 103-106)

Traces the origin and development of various objectives of the Y. M. C. A., and the relative success of the association in San Francisco, and discusses the reactions of the secretaries and of the adult members to the educational, religious, social, and physical programs.

2496. Haddock, Ruth. Latin club program material. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 275-76)

2497. Hiatt, Victor C. A syllabus for training of commercial teachers in extracurricular activities. Master's, 1935. Iowa.

2498. Hooper, Bernece Hadden. A comparative study of programs in three national clubs for girls. Master's, 1935. Southern California.

2499. Hudgens, Edward B. A study of extracurricular activities with reference to 256 Tennessee high schools. Master's, 1935. Tennessee.

*2500. Jones, Galen. Extracurricular activities in relation to the curriculum. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1935. 99 p. (Contributions to education, no. 667)

Analyzes data secured from 269 senior high schools in 45 States, the District of Columbia and the Canal Zone on journalistic, music, and athletic activities, speech arts, clubs, student council, assembly, and the home room. Shows that the progressive secondary school uses the whole life of the school for educative purposes without concern as to whether the desirable outcomes are the result of curricular or extracurricular activities.

2501. McCall, Luther Clark. A study of extracurricular activities in the intermediate grades of Oklahoma schools. Master's 1935. Okla. A. & M. Coll.

Finds that a total of 106 extracurricular activities are practiced in the 50 elementary schools studied; that 47 percent of the schools carry the activities in school hours; that 92 percent of the principals or superintendents favor extracurricular activities.

*2502. Machin, Gardner. Participation in non-athletic extracurricular activities. Master's, 1935. George Washington. 27 p. ms.

Describes an experiment conducted with students in the last 2 years of the five white senior high schools of Washington, D. C., in an attempt to determine whether the extracurricular activities of these schools meet the needs of all of the students or of only a part; whether a relationship exists between participation in extracurricular activities and college plans, age, and sex; and what types of activities are most popular. Data indicate that there was a tendency for the students who participated in extra-

curricular activities to exceed the nonparticipants in youth and percentage of intention to go to college; certain schools are superior to the others in particular phases of their extracurricular program, but none seems to have a well-balanced program designed to meet the needs and interests of all of its students.

2503. **Maris, Anna Jane.** The organization and administration of Latin clubs in secondary schools of Indiana. Master's, 1935. Indiana. 124 p. ms.

2504. **Miller, Harry C.** The effect of participation in extracurricular activities on the scholarship of pupils in the ninth grade of the Collingswood, New Jersey, high school. Master's, 1934. Temple. 117 p. ms.

Studies the records of 3 ninth-year classes (1931-33) whose records were complete and who carried 4-5 full-time subjects in connection with activities in the student council, athletic clubs, track, debating, dramatics, and department clubs. Finds the differences in scholastic attainment of boys and girls who participated in extracurricular activities from those who did not too small to show any effect on scholastic standing.

2505. **Monson, Albert B.** The effect of participation in Boy Scout work on school records, leadership, participation in student activities, and development of character. Master's, 1935. Minnesota.

2506. **Northup, Lynn Weldon.** School trips and excursions as a factor in secondary education. Master's, 1935. Ohio State. 109 p. ms.

2507. **Phillips, Earl D.** The status of assembly programs in smaller Iowa high schools. Master's, 1935. Iowa.

2508. **Rauch, Vern H.** Centralized control of the extracurriculum. Master's, 1935. Colo. St. T. C.

2509. **Rhoads, Edna M.** The conformity of certain groups of 4H club leaders and girls to standards of the applied art staff of Iowa State college. Master's, 1934. Iowa St. Coll. 120 p. ms.

Attempts to determine what phases of the study of color need further emphasis in the girls' 4H home furnishing clubs in Iowa.

2510. **Ritter, Deckard.** Five years of directing extracurriculum creative writing in a college. Doctor's, 1935. New York. 69 p. ms.

Describes a project covering 5 years with selections from student writing.

2511. **Strawbridge, Lena Belle.** Leadership situations in clubs of high school, business, and industrial girls. Master's, 1934. T. C., Col. Univ.

2512. **Thompson, Clarence Charles.** A proposed plan of extracurricular activities for small high schools. Master's, 1935. Nebraska. 64 p. ms.

2513. **Verner, C. L.** A study of extracurricular activities in Alabama high schools of the Southern associations. Master's, 1935. Alabama. 49 p. ms.

2514. **Wahlstrom, Catherine Lee.** A study of leadership and programs for Camp Fire girls. Master's, 1935. Southern California.

2515. **Wells, Christine K.** A study of some controversial issues concerning the assembly. Master's, 1935. Colo. St. T. C.

2516. **Wood, Lisle.** Extracurricular activities in the rural high school. Master's, 1935. Buffalo. 91 p. ms.

FAILURES

2517. **Collins, Joseph H.** A study of failure among pupils of superior ability in a junior high school for Negroes. Master's, 1935. Minnesota. 153 p. ms.

Finds that unfavorable home conditions under which the pupils of the failing group lived was a contributing factor of major importance to the unsatisfactory school work done by them.

2518. **Harris, Beecher.** Non-promotion of pupils in the Berkeley schools. Master's, 1935. California.

2519. **Keene, Mrs. Edith Bouslog.** Counseling the failing high school girl. Master's, 1935. Indiana. 115 p. ms.

2520. **Lafferty, Harry M.** A study of high-school failures as they exist in the senior high school of Austin, Texas. Master's, 1934. Texas.

*2521. **Pucko, Roman Frank.** Five case studies of arithmetic failures. Master's, 1935. Boston Univ. 94 p. ms.

Deals with diagnostic and corrective procedures in the fundamentals of arithmetic as shown by a study of two children referred by the Judge Baker guidance center, and three children referred by the principal of the Shurtleff School in Chelsea, Mass.

2522. **Reynolds, Lelah M.** A study of the failures in the first grades in the Berkeley, California, schools. Master's, 1935. California.

*2523. **Smith, Ellison Matthew.** A study of failures in the Chattanooga junior high schools. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 9 p. (Abstract of Contribution to education, no. 140)

Attempts to determine some of the causes of the high percentage of failures, especially of the great variance in the percentages of pupils failed by the teachers, in English and mathematics, in the ninth grade of the 7 junior high schools of the Chattanooga school system in the 1932-33 session.

*2524. **Walker, Margaret M.** A study of high-school failures. Doctor's, 1935. Temple. Philadelphia, Pa., Temple university, 1935. 113 p.

Studies previous investigations of failure in order to determine the causes, prevalence, seriousness, and the extent to which remedial measures may be applied, and compares data on two groups of students in the 10A grade of a Philadelphia high school as to their mental, social, emotional, economic, and physical status. One group of students was failing in at least two subjects, and the other group was doing satisfactory work. Shows that native limitations, social maladjustments, economic handicaps, lack of a vocational incentive, physical disabilities, and emotional instability are associated with failure. The use of the case study method reduced failure from 42 to 25 percent in a 2-year period.

MARKS AND MARKING

2525. **Altenburg, Myrlen B.** Relation between marks in ninth-grade social studies and marks in other high-school subjects. Master's, 1935. Iowa.

2526. **Becker, Lester M.** A comparison of the second semester grades of pupils who have had a one semester course in interpretative bookkeeping with those of pupils who have had a regular bookkeeping course. Master's, 1935. Iowa.

2527. **Bell, George D.** The home and its effects on school marks in Rosedale junior-senior high school. Master's, 1935. Wichita. 49 p. ms.

2528. **Blamey, Kenneth L.** A study of the grading systems as applied to the industrial arts and vocational-industrial school shops. Master's, 1935. Penn. State.

*2529. **Bobbitt, J. Sterling.** An evaluation of home study as measured by teachers' marks in the Spanishburg high school. Master's, 1935. West Virginia. 55 p. ms.

Describes a rotating experiment extending over four 5-week periods, in which 104 students in grades from 7 to 12 were used in the experiment. Data indicate that the amount of time spent on home work by the students of this high school was of no value as measured by teachers' marks. Trends indicate that home study should be stressed in teaching algebra and plane geometry, and that emphasis should be placed on work in class in connection with biology and general science.

2530. Brock, Jewell. A study of the Amarillo senior high school chemistry grades and their relation to the freshman college chemistry grades. Master's, 1934. Texas Tech. Coll. 37 p. ms.

2531. Brown, Kenneth. An investigation of the relation between conduct and school marks and intelligence quotients. Master's, 1935. Kans. St. T. C., Emporia. 35 p. ms.

2532. Burkholder, Forest Dale. An experiment in changing the marking system used for pupils in ninth grade algebra. Master's, 1935. Ohio State. 50 p. ms.

Attempts to determine the effect of the marking system on progress in mastering subject matter. Finds that pupils who received the traditional letter marks made greater progress than those who received the modified marks, satisfactory and unsatisfactory.

2533. Carroll, Mary Kathryn. An objective plan of grading physical education for high-school girls. Master's, 1935. Southern California.

2534. Crichfield, F. Willard. A study of the correlation between musical talent test scores and arithmetic marks for pupils in grades 5, 6, 7, and 8. Master's, 1935. Ind. St. T. C. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 185, July 1935.)

Analyzes marks made on tests of musical talent, mathematics, and music reading in grades 5, 6, 7, and 8 of the Center Township School, LaPorte, Ind. Finds the relationship between musical talent and mathematical ability too small to be of predictive value.

2535. Davis, Vera. A study of the relationship between high-school marks and college success as measured by college marks and entrance examinations. Master's, 1935. Kans. St. T. C., Emporia. 56 p. ms.

2536. Farr, Jessie V. A study of certain factors influencing the grades of ninth-grade honor pupils in Virgil junior high school, Los Angeles. Master's, 1935. Southern California.

2537. Halvorsen, Henry O. The relationship of grades in academic and industrial arts subjects in a junior high school. Master's, 1935. Southern California.

2538. Hancock, Charles Cavanaugh. A study of college records of Corona high school graduates. Master's, 1935. Southern California.

2539. Hawk, William McClure. Comparison of marks given according to sex of teacher and student and the effect of a changing faculty personnel on marks. Master's, 1935. Cincinnati, 33 p. ms.

Analyzes the relationships between the high-school marks given 455 students and the factor of sex.

2540. Hazard, John Stafford. Prediction of scholastic success by intelligence tests and school grades. Master's, 1935. Loyola. 110 p. ms.

Compares the predictions of success of 397 high-school pupils from marks in subjects and intelligence test scores and shows tentative critical index points in intelligence and subject marks for success in high-school work.

2541. Hill, Robert A. The predictability of college success based on high school records. Master's, 1934. Temple. 59 p. ms.

Studies the high-school and college records of members of the February 1932, June 1932, and February 1933 graduating classes of Temple University, and finds that the individuals studied did approximately the same quality of work as students in college as they did when high-school pupils.

2542. Hodgkins, Edith May. Some sociological aspects of teachers' marks. Master's, 1935. Southern California.

2543. **Horsey, Idella J.** A study of the predictive value of Central, Eastern, McKinley, and Western high school records in relation to college success at the University of Maryland. Master's, 1934. Maryland. 21 p. ms.

Shows that the high-school record of a student from one of these high schools is as valid a criterion for predicting college success as is the high-school record of a student from another of these high schools. Eastern and Western students make better marks in college than they do in high school. The marks of Central and McKinley students are poorer in college than in high school.

2544. **Hosman, Arley Lee.** Comparative ranking in geometry marks on high-school transcripts and college-entrance examination, at Kansas state teachers college of Pittsburg, September, 1934. Master's, 1935. Kans. St. T. C., Pittsburg. 37 p. ms.

Compares the records on certain portions of the college-entrance examinations of the 250 freshmen who had studied geometry in high school with those of the 50 who had no geometry in high school. Finds that the "geometry" students scored significantly higher in all eight comparisons.

2545. **Leonard, Clarence H.** The influence of interest and school marks upon student-rating of teaching. Master's, 1935. California.

2546. **Lewis, Clarence Osceola.** How does the use of negative grade points affect probation at Howard university? Master's, 1935. Howard. 99 p. ms.

2547. **Livingston, Edward H.** A proposed plan for the reorganization of the marking system in the secondary schools. Master's, 1935. Ohio State. 145 p. ms.

2548. **Lyon, Jared T.** The relation between marks in ninth-grade science and marks in other high-school subjects. Master's, 1935. Iowa.

2549. **McDill, George H.** The relation between marks in ninth-grade English and marks in other high-school subjects. Master's, 1935. Iowa.

2550. **Martin, Gladys V.** A correlation of high school student marks in commercial mathematics and first and second year bookkeeping. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 11: 281-82)

Finds from a study of the marks in commercial mathematics and bookkeeping of pupils in the Dormont High School and the South Hills High School that final marks in commercial mathematics can not be used to predict the probable success of students in bookkeeping.

2551. **Mason, Clinton Carmack.** Predicting college achievement from high-school scholastic records and quality of high-school instruction. Doctor's, 1935. Texas.

2552. **Maucker, J. W.** Relationship between college marks and various measures of high-school achievement. Master's, 1935. Iowa.

2553. **Norris, L. Maude.** Effect of knowledge of grades upon achievement of high-school girls in physical education. Master's, 1935. Iowa.

†2554. **Paul, J. B.** The grading system, graduation standards, and requirements for permission to carry an excess schedule in certain of our colleges and universities as revealed by a study of catalogs. Cedar Falls, Iowa state teachers college, 1934. 4 p. ms.

2555. **Bittershausen, August W.** The value of seventh-grade marks in predicting later academic success. Master's, 1935. N. Y. St. Coll. for Teach. 66 p. ms.

2556. **Rowland, Roy Herman.** Consistency of elementary school marks awarded according to a standardized marking system. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 64-65)

Attempts to determine the degree of relationship among marks awarded pupils on a standardized basis, at various stages of educational maturity, in the elementary schools of Breckenridge, Tex. Shows a significant relationship between teachers' ratings of the same pupils at all grade levels and between teachers' ratings and objective test scores.

2557. **Schwitalla, Sister M. Loyola.** The effect of coaching for study habits upon teachers' marks of high school students. Master's, 1935. St. Louis. 48 p. ms.

Describes an experiment with 68 control and 75 experimental students on influence of coaching in study habits on scholastic success.

2558. **Smith, Lucius.** The status of marking in Negro colleges. Bluefield, W. Va., Bluefield state teachers college, 1935. 40 p.

Analyzes 62 replies to a questionnaire received from Negro colleges in 18 States from New Jersey to Texas. Finds that among the better colleges there is a definite trend toward the letter-division marking system; and that there is as yet no marking system which is reasonably accurate and reliable.

2559. **Smith, Wilbur Franklin.** The results of the introduction of a marking system based on standard units. Master's, 1934. Duke. 78 p. ms.

Reports teachers' and pupils' attitudes toward a marking system based on standard units which was introduced in a small school system.

2560. **Snyder, John Wesley.** A study of conduct rating in a city elementary school of eight grades. Master's, 1935. Cincinnati. 88 p. ms.

Studies conduct reports in an elementary school enrolling 600 pupils, in relation to scholarship, health, sex, and other variables.

2561. **Thompson, H. B.** Study of certain aspects of high-school and college marks in chemistry. Master's, 1934. Alabama. 30 p. ms.

2562. **Tudor, Mary Lois.** A study of high-school marks by sex groups and mental ability levels. Master's, 1935. Southern California.

2563. **Van Ogle, Artaban.** A critical examination of current proposals and experiments relating to school marks. Master's, 1935. Southern California.

2564. **Wertz, Theodore Howard.** Study of the scholastic records made in certain state teachers college graduates at the University of Alabama. Master's, 1934. Alabama. 27 p. ms.

2565. **White, Frank S.** Relation of intelligence and teachers' marks. Fairmont, West Virginia, State teachers college, 1935.

2566. **Wrinkle, W. L.** School marks, why, what, and how? Educational administration and supervision, 31: 218-25, March 1935. (Colorado State teachers college.)

REPORTS AND RECORDS

2567. **Barbour, James Richmond.** A study of pupil, parent, and teacher attitudes concerning reports to parents. Master's, 1935. Southern California.

2568. **Biggs, James Kenner.** The construction and administration of State school attendance registers. Master's, 1935. Texas.

2569. Colyer, Clyde. A comparative study of the score cards used by State departments in scoring rural schools in the United States. Master's, 1935. Kans. St. T. C., Emporia. 75 p. ms.

*2570. Dodd, John William. The superintendent's report to the board of education in New York state. Doctor's, 1935. New York. 158 p. ms.

Attempts to determine the phases of management or administration of schools which are of the greatest interest to board members; to assemble information concerning current practice regarding the time and method used by superintendents in villages and cities of New York state to give the board of education systematic information to satisfy these interests; and to suggest techniques for applying the data.

*2571. Hangen, Anna E. An objective evaluation of the graphic versus the numerical presentation of cumulative personnel data. Master's, 1935. Penn. State. 69 p. ms.

Compares the graphic with the numerical methods of recording personnel data on student records at the Pennsylvania State College. Finds that the graphic form presents a disadvantage in ease and speed of recording, and in accuracy. Shows that the individuals participating in the study tended to prefer the numerical form for many reasons.

*2572. Hanson, Lawrence W. School records and reports. Master's, 1935. North Dakota. 106 p. ms.

Analyzes data secured from school record and report forms as used in 36 schools, school record and report forms as published by 16 publishing companies, report cards of 33 schools, standards and required reports of 22 States, and articles and writings of educators dealing with school records and reports, omitting financial records and reports and records of supplies. Finds that each school should keep permanently cumulative pupil record cards, census record cards, and cumulative teacher records, and that the number and type of temporary records and reports kept will depend on the size of the school system.

2573. Hare, Donald Eugene. A system of records and reports for financial and property accounting in small school systems. Master's, 1934. Nebraska. 76 p. ms.

2574. Holmes, Mrs. Harley. Study of Michigan school reports to parents. Master's, 1935. Albion. 113 p. ms.

Analyzes report forms used by 70 counties and 72 villages and cities, and finds a wide diversity in opinion and practice relative to the reports.

2575. Holstine, Garold D. The attitudes of parents as a basis for pupil progress reports in high school. Master's, 1935. Iowa.

2576. Hoyt, Esther Louise. The evolving of school reports to parents. Master's, 1935. Ohio Univ. 122 p. ms.

2577. Moore, J. B. Developments toward uniformity in public-school finance accounting systems. Master's, 1935. Alabama. 43 p. ms.

†2578. National committee on standard reports for institutions of higher education. Financial reports for colleges and universities. Chicago, Ill., University of Chicago press, 1935. 285 p.

Discusses: Characteristics and functions of institutional accounting, annual reports, subsidiary statements, statements of auxiliary enterprises and organized activities relating to instructional departments, statements for internal use, and classification of accounts.

2579. Patterson, Vernon D. An analytical study of superintendents' annual reports to their boards of education in the second-class cities in Iowa. Master's, 1935. Iowa.

2580. **VanScoten, Roy Louis.** A study of guidance records in Pennsylvania high schools. Master's, 1935. Ohio State. 66 p. ms.

2581. **Wattles, Loy.** The public relations function of the superintendent's annual report. Master's, 1935. Illinois.

2582. **Wood, Relendes C.** An analysis of superintendents' annual reports to the boards of education in the first-class-cities in Iowa. Master's, 1935. Iowa.

RETARDATION AND ELIMINATION

2583. **Brainard, Alanson David.** A study of the effectiveness of non-promotion in elementary schools. Master's, 1935. Nebraska. 121 p. ms.

Studies the status of non-promotion in Article VI elementary schools in Nebraska to determine the relation of non-promotion to difficulty of instruction, and finds that only 4 schools out of 173 have no retardation. Retardation may be eliminated without affecting the average achievement or variability of the instruction group.

2584. **Edmondson, J. R.** Study of eliminations from a school in Reform, Alabama. Master's, 1934. Alabama. 55 p. ms.

2585. **Hatfield, Carson A.** Expulsion, suspension, and detention of students. Doctor's, 1935. Wisconsin.

2586. **Lerner, Sadie H.** The factors accompanying the withdrawal of third-term students from the Seward Park high school—September 1932, to June 1933. Master's, 1935. Fordham. 35 p. ms.

Finds that no single factor operated as a cause of withdrawal, but the factors of overage and failure tended constantly to accompany withdrawal.

2587. **McVey, Catherine Glafcke.** A study of repetition in relation to retardation. Master's, 1935. Southern California.

2588. **Paparozi, Frank A.** A study of pupil elimination from Garfield high school, 1929-1935. Master's, 1935. St. T. C., Upper Montclair. 71 p. ms.

Finds that pupils leave high school to go to work because of economic necessity, from lack of interest, from lack of parental enthusiasm toward secondary education. Recommends evening high schools, vocational high school, possibly for the county; and revision of the curriculum to meet the needs of the community.

2589. **Robbins, Perry F.** Some causes of high-school mortality. Master's, 1935. Colo. St. T. C.

2590. **Saywell, Edith Louise.** A study of the reasons why girls withdraw from school with suggestions for a practical one year course in home economics to meet their needs. Master's, 1934. Wisconsin.

Analyzes replies to a questionnaire received from 254 pupils leaving Cleveland, Ohio, schools before graduation. Discusses age at withdrawal, reasons for withdrawal, subjects liked best in school, subjects proving most valuable after leaving school, and phases of home economics proving most valuable. Suggests a course in home economics to be offered in the tenth grade to pupils who are reasonably sure they will not finish high school.

2591. **Schaeffer, Sister M. Elaine.** Pupil retardation in the elementary schools of the School Sisters of Notre Dame in St. Louis and vicinity. Master's, 1935. St. Louis. 68 p. ms.

Studies retardation in 23 schools chiefly by examination of age-grade status and finds retardation not so serious in these schools as in public or other private schools in the vicinity or in other districts of the United States.

2592. **Stafford, Cecil.** A study of drop-outs from the Wilson junior high school, Muncie, Indiana. Master's, 1935. Indiana. 62 p. ms.

STUDENT SELF-GOVERNMENT

2593. Campbell, William L. Student council activities of the secondary schools in the Middle Atlantic states and Maryland association. Master's, 1935. Temple. 115 p. ms.

Studies 79 private schools and 72 public schools reporting student council activities.

*2594. Decker, J. Clarence. Student participation in school government in the junior high schools of New York state: a study of status. Master's, 1935. Syracuse. 125 p. ms.

Studies the growth, organization, and supervision of student-government organizations, and their duties and activities as reported by 498 junior high schools of New York State. Finds that in 87 percent of the schools studied, student participation is encouraged, assisted, or required, and that in the majority of the schools reporting, teachers and principals cooperate with the students in their activities.

2595. Gear, Anna M. A study of the student council of the Holyoke high school. Master's, 1935. Smith. 103 p. ms.

Considers the student council of the Holyoke High School in connection with the growth and development of student participation in government in the secondary school as an effective means of citizenship training. Shows that the regulation and control of the extracurricular activities of the school will provide an opportunity for pupils to practice good citizenship and to learn how to meet their obligations as citizens of tomorrow.

2596. Jones, Ralph Elmer. Pupil participation in government in the small high schools of Kansas. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 38)

2597. Leake, Leslie Robert. The functions of the student council in high school. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 44)

Shows that student councils should prepare the student for membership in democratic institutional life, aid in the emancipation of youth from adult authority, give opportunity for the development of the natural tendency of young people to form groups, aid in the guidance of youth, and should be an important factor in the development of ethical character; they should take an important part in the administration of the school, and should further the cooperation of the students with the social civic agencies outside the school. Finds that the student councils in the Colorado high schools are fulfilling these purposes except in the matter of guidance, and in furthering the cooperation of the students with social civic agencies outside the school.

2598. March, Lucile. Institution, administration and evaluation of a plan of student government in a representative junior high school. Master's, 1935. South Dakota. 66 p. ms.

2599. Nielsen, Frances Nofziger. Critique of student government in the light of present-day philosophy of education. Master's, 1935. Southern California.

2600. Odell, Theodore. The organization of cooperative student government in the senior high schools. Master's, 1935. California.

2601. Woods, Ellis Walker. A study of student government in Negro accredited high schools. Master's, 1935. Kans. St. F. T. C., Pittsburg. 89 p. ms.

Finds that 54 of the 76 accredited Negro high schools studied had some form of student government; gives the types of organization, objectives, and devices used for achieving these objectives.

TEXTBOOKS

2602. Allen, Clie. Workbook in fundamentals of speech for high-school pupils. Master's, 1935. Louisiana.

2603. Anderson, Thomas. Changes in the content of basal readers for the seventh and eighth grades. Master's, 1934. Duke. 75 p. ms.

Analyzes the content of 16 basal readers published during the period 1918-1925, and of the same number published during the period 1927-1934, to determine the extent to which modern aims of reading instruction have influenced their content. Shows that the authors of textbooks realize the need of more work-type material, and that the aims of reading instruction set up by experts are gradually influencing the content of seventh- and eighth-grade readers.

2604. Andrews, David Wilber. Rating of English textbooks for fifth and sixth grades. Master's, 1935. Ohio State. 90 p. ms.

2605. Bain, Verne Dale. A study of the character education material of elementary school textbooks. Doctor's, 1935. Washington. 223 p. ms.

2606. Baker, Elmer F. Mathematical skills involved in the solution of problems in *An introduction to physical science*, by Carl W. Miller. Master's, 1935. Iowa.

2607. Baker, Leroy J. A critical analysis of mathematics textbooks for use in the ninth grade. Master's, 1935. Illinois.

2608. Black, Clair Wile. A comparison of textbook series in junior high school mathematics. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 263-64)

Compares two types of series as to space devoted to each topic; as to extent of development of particular topics, chiefly those of algebra; and as to recurrence of certain topics in subsequent materials, and shows little difference between the two series in percentage of space given to the major division of subject matter, in the extent of logical development of topics, or in the integration of topics.

2609. Blomquist, Olaf. A critical study of German textbooks in secondary education for the years 1825 to 1900. Master's, 1935. Illinois.

2610. Boehm, Sister Agnese. Critical study of the biographical content of high-school chemistry textbooks (1834-1931). Master's, 1935. Notre Dame. 102 p. ms.

2611. Brand, Philip. A comparative study of the treatment of the causes of the World War in secondary school textbooks of England, Germany, neutral powers, and the United States. Master's, 1935. Coll. of the City of New York. 161 p. ms.

Analyzes the similarities and differences in the treatment of the causes of the World War in 12 American, 10 British, 7 German, and 11 neutral power textbooks. Finds that the American and British books tend to present facts, leaving the reader to form the conclusions, the German books absolve Germany of all responsibility for the war.

2612. Brewer, John. *Speaking with a purpose*—a textbook for high schools. Master's, 1935. Kans. St. T. C., Emporia. 111 p. ms.

2613. Cantrell, Martha Gertrude. The agreement in grade placement of topics in arithmetic textbooks. Master's, 1935. Oklahoma. 64 p. ms.

Finds that textbook commissions have no definite standards by which to evaluate or choose an arithmetic textbook, that such standards would be useful, and that analyses of grade placement by competent authorities would be of great assistance to commissions.

*2614. Carroll, Anna Beatrice. The analysis of the geometric formulas found in certain first year algebra texts. Master's, 1935. Boston Univ. 115 p. ms.

Analyzes formulas in 10 texts published from 1925-1934, taking only one book from any publishing house. Shows that the texts vary in the formulas which they use, as well as in their number and treatment.

2615. Case, Keith E. A textbook in elementary debate. Master's, 1935. Colo. St. T. C.

2616. **Chan, Lan Ching.** Psychological analysis and evaluation of 10 selected series of American and Chinese elementary readers. Master's, 1935. Albion. 274 p. ms.

Evaluates 5 American and 5 Chinese readers used in the first three grades, as to vocabulary, illustrations, and general make-up of the books.

2617. **Elder, Bessie Florence.** An analytical and comparative study of the pictures included in certain junior and senior high school geography textbooks. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 270-71)

Analyzes 5,670 pictures in three groups of eight texts published between 1910 and 1933. Shows a tendency to increase the number and size of pictures and to use more of the type which adheres to the modern interpretation of the subject of geography.

2618. **Fife, William Lawrence.** A study of the content of textbooks in American history in junior and senior high schools. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 272-73)

Analyzes the three text books used most frequently in the junior high schools, and the three used most frequently in the senior high schools of cities of more than 50,000 population.

2619. **Galleher, Lillian G.** An analytical study of the content of language textbooks and courses of study for the primary grades. Master's, 1934. Colo. St. T. C.

2620. **Gibson, Evan Keith.** Some trends in world history as shown by an analysis of world history textbooks. Master's, 1935. Washington. 72 p. ms.

2621. **Gilbreath, Mrs. Myrtle Ellen.** An analysis of 25 textbooks in occupational information. Master's, 1935. Indiana. 110 p. ms.

2622. **Haworth, Nathan Riley.** Cost of textbooks in three school systems of north Georgia. Master's, 1935. Ala. Poly. Inst. 39 p. ms.

Discusses the cost of privately purchased textbooks to 1,080 students in grades 1 to 7 and 475 pupils in senior high school in the three textile towns of Nelson, Canton, and Flowery Branch, Ga., and finds the cost per elementary pupil was \$1.77 and per high-school pupil was \$4.13.

2623. **Henderson, I. Joyce.** An analysis and evaluation of current high-school composition textbooks. Master's, 1935. Southern California.

2624. **Herbers, Sister Benigna.** Comprehension difficulties in third-grade readers. Master's, 1935. Iowa.

2625. **Hewlett, Arthur E.** The overlap of health education subject matter in health education, general science, and biology textbooks. Master's, 1935. Iowa.

2626. **Hinker, Landis Allen.** Formulation of criteria by which textbooks in spelling may be evaluated. Master's, 1935. Okla. A. & M. Coll.

Formulates 28 criteria to be used in evaluating textbooks in spelling, and rates two current texts in order to illustrate the application of the criteria.

2627. **Hirons, Irene M.** A study of problem types in five recent third, fourth, and fifth grade arithmetics and of the reaction of children to the different types. Master's, 1935. Loyola. 587 p. ms.

Analyzes 4,204 arithmetic papers from test composed of 23 conventional problems and 25 "imaginative" problems in grades 3-8, inclusive, and finds the latter to be more difficult than the former.

2628. **Holloway, Otto.** Costs of textbooks in rural schools of Franklin county, Alabama. Master's, 1935. Ala. Poly. Inst. 32 p. ms.

Covers expenditure for textbooks privately purchased for 1934-35 of 798 children in grades 2 to 6 and 708 children in grades 7 to 12 in the schools of Franklin County, Ala. Shows that the average cost of textbooks in the elementary schools was \$1.53 per pupil despite the fact that 30 percent of the needed textbooks were missing. The average cost of the textbooks per pupil enrolled in the high school was \$2.96 even though the pupils lacked 20 percent of their needed textbooks. These costs indicate that privately purchased textbooks are much more expensive than State-owned textbooks.

2629. **Hughes, Perva Margaret.** An analysis and evaluation of reading materials in 10 first-grade readers. Master's, 1935. Kans. St. T. C., Pittsburg. 74 p. ms.

2630. **Jones, Juliet Armstrong.** An evaluation of recent general science texts and courses of study. Master's, 1934. Virginia.

2631. **Kann, Sister Ruthmary.** Analysis of multiplication of fractions and mixed numbers in four textbooks. Master's, 1935. Iowa. 51 p. ms.

2632. **Keirnes, Geneva E.** Teachers' personal evaluation of elementary English textbooks. Master's, 1935. Colo. St. T. C.

2633. **Kindle, Ethel Eletha.** Civic attitudes in textbooks published since 1927. Master's, 1935. Cincinnati. 100 p. ms.

Analyzes civic attitudes in 87 textbooks in history, geography, civics, social studies, and reading published since 1927, and compares findings with those reported by Pierce in 1930.

2634. **Kloster, T. A.** An analysis of 9 general science textbooks, commonly used in the northwest, for the purpose of determining the science background a teacher should have to teach general science as represented by these books. Master's, 1935. N. D. Agr. Coll. 76 p. ms.

*2635. **Larson, Vanner Timothy.** The treatment of United States-Latin American relations in United States history textbooks on the high school level since 1898. Master's, 1935. George Washington. 92 p. ms.

Attempts to outline the field of United States-Latin American relations from 1823-1934; to show teachers the importance and extensiveness of the subject matter which have been omitted from some high-school textbooks; to discuss the term Latin America; and to show to what extent the field is actually covered in the history textbooks on the high-school level as regards space and subject matter. Analyzes 52 United States history textbooks published from 1898 through 1934. Recommends that greater emphasis be placed on United States-Latin American relations in the high-school textbooks.

2636. **Lawson, Douglas E.** The content of language textbooks. Elementary English review, 12: 57-59, March 1935. (Southern Illinois state normal university)

Analyzes the content of 35 language texts to determine the agreement among authors on grade placement, objectives, and drill in the mechanical elements of language study for grades below high school. Finds practically no agreement among authors of elementary language texts as to what, when, or why to teach mechanical elements in grammar.

2637. **Ludwig, Huber A.** The overlapping of the content of high-school and college texts in chemistry. Master's, 1935. Minnesota. 142 p. ms.

2638. **Moodie, Ruth Andrews.** Reading materials used in the public schools of the Hawaiian Islands, 1820-1934. Master's, 1934. Hawaii. 116 p. ms.

2639. **Morton, Clifford Motin Harrison.** An analysis of texts in school supervision. Master's, 1935. Indiana. 121 p. ms.

2640. **Myer, P. G.** Expenditures for textbooks by the senior high school pupils of Anniston, Alabama, for the year 1934-35. Master's, 1935. Alabama. 41 p. ms.

2641. Neeley, Nathan G. A comparative study of the vocabularies of widely used first readers. Master's, 1935. California.

2642. Nunn, George Virgil. Costs of textbooks for certain city high schools in Alabama. Master's, 1935. Ala. Poly. Inst. 44 p. ms.

Studies the cost of privately purchased textbooks used by 2,377 senior high school students and 244 junior high school students in three city high schools in Jefferson county, Ala. Shows that the average cost per pupil of textbooks for senior high school students in 1934-35 was \$3.93, and for junior high school students was \$3.67. Finds that 334 students were furnished books by relief agencies, making a total of 2,954 pupils involved in the study. Shows that approximately 11½ percent of the student body would have had no books except for relief agencies; and that per capita costs of privately owned and purchased books is much greater than state-owned texts, as shown by comparison of data on cost of textbooks in Alabama with national figures.

2643. O'Hara, Marguerite Barbara. A survey of the presentation of valence in the textbooks on high-school chemistry. Master's, 1934. Penn. State.

2644. Oldham, Oscar Frasier. A comparative analysis of five books on methods of teaching industrial arts. Master's, 1935. Okla. A. & M. Coll.

Attempts to select a suggestive list of the fundamental contents of a basic textbook on methods of teaching industrial arts, and to determine the best single textbook available to use in this course.

2645. Patrie, Lawrence Augustus. An analysis of the ninth grade general science textbooks most extensively used in New York state. Master's, 1935. N. Y. St. Coll. for Teach. 22 p. ms.

2646. Petersen, Anna M. The significance of revisions in junior high school American history textbooks. Master's, 1935. Iowa.

2647. Peterson, Mrs. Floride Speer. The changes in objectives and materials in geography textbooks since 1850. Master's, 1935. Texas.

2648. Porter, Lilly. Analysis of the Alabama state adopted book in high-school chemistry. Master's, 1934. Alabama. 64 p. ms.

2649. Powell, Harriet A. An analysis of materials and tests in the field of general science. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 292-93)

Analyzes tests and the major content divisions of general science textbooks published between the years 1928-1933.

2650. Reys, Sister Lidwina. Comparative study in terms of principles of science, of the high-school laboratory manuals of biology published since 1926. Master's, 1935. Notre Dame. 96 p. ms.

2651. Rowntree, Jennie Irene. Handbook of child guidance for parents and teachers. Seattle, University of Washington bookstore, 1934. 81 p. (University of Washington)

2652. Rucker, Dorothy D. A study of original exercises in 15 plane geometry textbooks. Master's, 1935. Ind. St. T. C. 94 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 185-86, July 1935)

Finds that the original exercises are becoming a more important part of the content of the plane geometry textbooks, and that the 15 textbooks studied conform quite generally to the recommendations made by authorities in the field of mathematics with respect to the placing of emphasis on topics which the leaders have chosen as important.

2653. Silberstein, Paula E. The theory of the assembled texts: a critique. (A short journey through the works of the critics of the bibliographical school of Shakespearean criticism.) Master's, 1934. T. C., Col. Univ.

2654. **Simmons, Maitland Pearce.** Changing conceptions in general science textbooks, 1911-1934. Master's 1935. St. T. C., Upper Montclair. 114 p. ms.

2655. **Smith, Marvin F.** An evaluation of elementary bookkeeping texts. Master's, 1935. Ind. St. T. C. 68 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 194-95, July 1935)

Ranks 9 elementary bookkeeping texts used in the public schools, and finds little choice between the lowest-score book and the highest-score book.

2656. **Solem, Lyl E.** An evaluation of junior high school reading textbooks in the light of social change. Master's, 1935. Colo. St. T. C.

2657. **Soltau, Grace Zimmerman.** An analysis and comparison of texts for a college music appreciation course. Master's, 1935. Washington. 110 p. ms.

2658. **Spangler, May C.** Trends in food buying as shown in textbooks for the senior high school level. Master's 1935. George Washington.

2659. **Spratt, Blanche Maeda.** The adaptability of the song material of the modern music textbook to the adolescent boy. Master's, 1935. South Dakota. 107 p. ms.

2660. **Sullivan, Evelyn Kevill.** An analysis of the content of composition texts. Master's, 1935. Southern California.

2661. **Tallyn, William E.** A critical study of the aims and content of representative textbooks in modern European history for secondary schools of the United States. Master's, 1935. Illinois.

2662. **Teal, Hal C.** An analysis and comparison of the topical emphasis in high-school chemistry texts and tests. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 302-303)

Analyzes the 9 most widely used high-school texts in chemistry, and 11 tests of high-school calibre and available in published form for use by teachers.

*2663. **Weaver, Jack.** An objective study of 10 introduction to business textbooks to determine their value as classroom textbooks. Master's, 1935. Syracuse. 126 p. ms.

Uses the 13 topics in the 1931 New York State syllabus, *Introduction to business*, as a basis for analyzing 10 textbooks on business training published between 1923 and 1932. Studies the content, make-up, questions asked at the end of the chapters, and vocabulary of the books, and ranks them for classroom use.

*2664. **Wheaton, Harvey Hitchcock.** An analysis of the content of 20 mechanical drawing texts prepared for use in the secondary schools. Master's, 1935. Boston Univ. 58 p. ms.

Records the items present in each of the 20 texts analyzed, without attempting to evaluate the items in either quality or quantity. Presents an extensive bibliography of texts for direct use or reference work, for teachers of mechanical drawing in the secondary schools.

2665. **White, Sister Mary Afra.** The grammar content of junior high school English textbooks. Master's, 1935. Colo. St. T. C.

SCHOOL BUILDINGS AND EQUIPMENT

2666. **Bergstrom, Arthur J.** A study of basket ball courts in an attempt to discover the optimum size for high-school games. Master's, 1935. Iowa.

2667. **Bostick, Ryburn Curtis.** Conformity in construction of school buildings in Texas with the state school-building law. Master's, 1935. Texas.

2668. Byall, Russell. *A Consumer's research in school supplies*. Master's, 1935. Kans. St. T. C., Emporia. 85 p. ms.

2669. Crink, Newell Phillip. *Office equipment for the small school*. Master's, 1934. Nebraska. 173 p. ms.

2670. Davis, Melvin Grant. *A case study and appraisal of functional adequacy of junior high school building planning*. Doctor's, 1935. Iowa.

Attempts to locate and describe mistakes in junior high school planning which later prevent the satisfactory functioning of the desired educational programs, by investigating 26 junior high school buildings located in communities from Cleveland to Denver, and by analyzing replies to a questionnaire check list sent to the teachers, superintendents, and to the architects who planned the buildings. Analyzes and discusses the criticisms of high frequency and crucial importance.

2671. Denning, John A. *Space allotment and facilities for physical education in small school systems*. Master's, 1934. Nebraska. 115 p. ms.

2672. Dunkelman, Ruby Smith. *Introducing beauty into Louisiana high-school home economics departments*. Master's, 1935. Louisiana.

†2673. Engelhardt, N. L., Reeves, Charles E. and West, Parl. *Survey data book and standards for operation and maintenance of physical plant in colleges and universities*. New York, Teachers college, Columbia university, 1935. 148 p. ms.

2674. Egerman, Walter E. *Variance in public-school building bids together with legal effects of award to other than the low bidder*. Doctor's, 1934. Pittsburgh.

2675. Fair, Mary Isabel. *A study of food costs for a girls' dormitory and a fraternity house at the University of Texas*. Master's, 1935. Texas.

2676. Fisher, Emerson C. *A case study of the functional adequacy of educational and structural planning of a school building*. Master's, 1935. Iowa.

2677. Fisher, R. J. *A school-building program for Northport, Alabama*. Master's, 1935. Alabama. 124 p. ms.

2678. Griffith, Cletus L. *A study of air conditions in schoolrooms and its relation to efficiency in typewriting*. Master's, 1935. Purdue. 44 p. ms.

2679. Grosseohme, William. *The home arts room for the small school*. Master's, 1934. Nebraska. 85 p. ms.

2680. Hageman, Henry John. *A science room for the small school*. Master's, 1934. Nebraska. 85 p. ms.

2681. Hawkins, Richard M. *Office management in Texas high schools*. Master's, 1935. South. Methodist. 88 p. ms.

Studies office space, clerical assistance, attendance records, permanent record systems, and management of extracurricular activity funds of 211 Texas high schools, and finds a general lack of adequate office facilities in smaller schools; the use of students as clerical assistants desirable; lack of adequate permanent record systems; extracurricular activity funds usually in charge of one individual.

2682. Holtz, Doris D. *A study of changes necessary in readjusting the school as a community recreation center*. Master's, 1935. Southern California. 192 p. ms.

Finds wide variation in the use of the school plant for community recreation purposes in California, and suggests changes in method, adjustment in leadership, adaptations in program, and modifications in facilities and equipment and in administrative organization necessary to make the school function more effectively as a recreation center.

†2683. **Holy, T. C.** Information on school plant insurance premiums and school property losses in Ohio for 1932 and 1933. Columbus, Ohio State university, 1935. 10 p. ms.

2684. **Hudson, Charles P.** Methods of administering shop supplies and equipment. Master's, 1935. Colo. St. T. C.

2685. **Jackson, Harry Randolph.** A study of home-made machinery for the purpose of equipping the small school shop. Master's, 1935. Indiana. 103 p. ms.

2686. **Johnson, Russell Samuel.** An inquiry into the status of swimming pools in the high schools of California. Master's, 1935. Southern California.

2687. **Kilhefner, Galen C.** Physics laboratory facilities of fourth class high schools of Pennsylvania. Master's, 1934. Temple. 198 p. ms.

Finds that most fourth-class district high schools are too small to provide adequate facilities for the physics laboratory; and that the best laboratories are those in which the physics instructor was allowed to select the equipment.

2688. **Klendworth, Orville Atwood.** The determination of what floor finish is the most durable and economical to use on maple wood floors in public-school buildings. Master's, 1935. Purdue. 39 p. ms.

2689. **Knight, Odon Stahlhut.** A chemical engineering laboratory for the University of Colorado, including the plan of a course of instruction and specifications for the laboratory equipment. Master's, 1935. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 42-43)

2690. **Leake, Harry W.** An appraisal of certain technical phases of school building planning. Master's, 1935. Iowa.

2691. **Love, George Aubrey.** Property accounting for smaller schools. Master's, 1935. Nebraska. 130 p. ms.

2692. **McAfee, George E.** Lighting conditions in 50 school drafting rooms of the Chicago area. Master's, 1935. Iowa St. Coll. 73 p. ms.

Includes the measurement of natural and artificial light available and a study of the factors affecting lighting efficiency, such as lighting fixtures, colors of walls and ceilings, size and location of windows, and the color and finish of room furniture. The effect of the pupils themselves upon the light available on the working plane was also studied.

2693. **Macdonald, Keith Alexander.** A survey of physical education equipment and facilities available in 73 percent of the accredited high schools of the state of Washington. Master's, 1935. Washington. 76 p. ms.

*Covers 205 out of 281 accredited high schools throughout the state of Washington and gives a clear picture of the conditions under which the high schools are operating their physical education program.

2694. **Masson, Louis.** A study of laboratory made apparatus for use in secondary school science. Master's, 1935. Buffalo. 54 p. ms.

2695. **Mates, James Wilson.** An analysis of current practices in the administration of high-school cafeterias in Pittsburgh, Pennsylvania. Doctor's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 178-83)

Discusses personnel, income and expenses, costs of capital outlay, purchase and storage of food and supplies, policies and practices used in the sale of food and candy, pupil utilization of cafeterias in relation to service, and the system of accounting in Pittsburgh school cafeterias.

2696. Oetting, Erich Richard. Fire insurance problems of the small schools. Master's, 1935. Nebraska. 127 p. ms.

2697. Otis, Nevin Lowell. Group insurance for the schools of Orange County. Master's, 1935. Southern California.

2698. Peterson, Benjamin B. A detailed analysis of school building standards as set forth in the various state school laws and building codes. Master's, 1935. Minnesota. 119 p. ms.

2699. Plummer, Louis E. A survey to determine building needs of the Fullerton junior college. Master's, 1935. Southern California.

2700. Pool, Maurice Steven. Procedures for lessening abuse of school property. Master's, 1935. Nebraska. 53 p. ms.

*2701. Reeves, Stanley Newman. Tests of quality for school equipment and supplies. Doctor's, 1934. Peabody. Nashville, George Peabody college for teachers, 1934. 52 p. (Abstract of Contribution to education, no. 135)

Discusses equipment and supplies used in public schools; available tests of quality for school equipment and supplies; and criteria for evaluating tests of quality for school equipment and supplies.

*2702. Reiersgord, Erwin N. The building and financial survey of the Saint Hilaire school district. Master's, 1935. North Dakota. 103 p. ms.

Surveys the building and financial conditions of the Saint Hilaire school district, and formulates a new program for refunding the bonds and for utilizing the building.

2703. Sanborn, William L. The cost, care, repair, and replacement of type-writing equipment in California high schools. Master's, 1935. California.

2704. Schroeder, Henry Adolph. Economies in the heating and ventilating of schoolrooms. Master's, 1935. Nebraska. 106 p. ms.

2705. Shute, Henry C. An investigation of fire insurance of public-school buildings of Colorado. Master's, 1935. Colo. St. T. C.

†2706. Smith, Henry Lester and Noffsinger, Forest Ruby. Bibliography of school buildings, grounds, and equipment, part 4. Bloomington, Indiana university, 1935. 216 p. (Bulletin of the School of education, Indiana university, vol. 11, no. 2)

2707. Smith, Robert W. A survey of classroom capacities, conditions, and utilization at Indiana state teachers college. Master's, 1934. Ind. St. T. C. 72 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 184-85, July 1935)

Finds that little has been done to standardize classrooms for institutions of higher learning; that at the Indiana State Teachers College there is a large amount of waste space due to the poor relationship of floor area, air space, and light conditions and area.

*2708. Stevens, B. F. Contractual and administrative principles in school property insurance. Master's, 1935. North Dakota. 123 p. ms.

Studies the practices of old-line insurance companies as to standard policy, extent of liability of insurer, notice and proof of loss subsequent to fire, adjusting the loss and recovery, and payment of premiums.

2709. Vaniman, Lawrence R. Manual training equipment in 46 Kansas high schools. Master's, 1934. Kansas. 104 p. ms.

2710. Welden, Charles Raines. A history of Alabama, sixteenth section lands. Master's, 1935. Ala. Poly. Inst. 99 p. ms.

Finds that much of the wealth in school lands was squandered through inadequate and careless administration.

2711. **Weldon, John Brewer.** Fire prevention and protection in the public schools in Nebraska. Master's, 1934. Nebraska. 99 p. ms.

*2712. **Weller, Gerald Morse.** State equalization of capital outlays for public school buildings. Doctor's, 1935. Southern California. 242 p. ms.

Develops a technique which will enable a state to equalize the school district tax load for financing capital outlays. Surveys present state practices in furnishing school building aid, and evaluates these plans. Applies the technique which has been developed to the state of California.

*2713. **Weyant, Walter B.** School building survey of Solvay, New York. Master's, 1935. Syracuse. 62 p. ms.

Analyzes trends in population growth, enrollments in the elementary and secondary schools, growth in numbers of nonresident pupils, location of present school buildings, Solvay's educational program, and discusses the financing of the proposed school building program.

2714. **Wilson, Alexander U.** The problem of making the school a center of community activities. Master's, 1935. Oklahoma. 103 p. ms.

Analyzes the community activities sponsored by a consolidated school in a district of about 2,000 people.

JANITORS

2715. **Amundson, Joseph P.** Custodial service in Wyoming schools. Master's, 1935. Wyoming.

Studies custodial service in Wyoming high schools by means of an objective score card.

2716. **Monaca, Mark.** Status of janitorial service in Montana public schools. Master's, 1934. Montana.

2717. **Royer, C. H.** The status of the public-school janitor in second-class districts of Pennsylvania. Master's, 1935. Temple. 167 p. ms.

2718. **Shotts, E. B.** Need for the training of janitors of school buildings in Alabama. Master's, 1934. Alabama. 38 p. ms.

SOCIOLOGY, EDUCATIONAL

2719. **Bankston, Gene Anthony.** A survey of the present status and proposed content of courses in family relationships. Master's, 1935. Southern California.

2720. **Beckham, Elma.** An experimental study of children's attitudes toward relief. Master's, 1935. Texas.

2721. **Belford, Joseph Kenneth.** Factors of leadership. Master's, 1935. Southern California.

2722. **Bernholz, Herman.** Character of birth and personality: an empirical inquiry into their possible relationships. Master's, 1934. T. C., Col. Univ.

2723. **Brand, Edward A.** The economic concepts of non-college people in a typical American community. Master's, 1935. Iowa.

2724. **Bunting, John Richard.** A preliminary survey of transient boys. Master's, 1935. Stanford.

2725. Carney, Mildred Marble. Life in the southern mountains: an essay in professionalized subject matter in American social history. Master's, 1934. T. C., Col. Univ. 37 p. ms.

Finds that the greatest needs are better educational facilities, better roads, and aid in utilizing the natural resources.

†2726. Chapin, F. Stuart. Contemporary American institutions: a sociological analysis. New York, Harper and brothers, 1935. 423 p. (University of Minnesota)

Part 1: An analytical approach to the social setting of institutions; part 2: Political economy of social institutions; part 3: Social economy of institutions, including the family, school, church, and social welfare agencies; part 4: Social institutions of the new deal, an example of leadership and planning in a machine age; part 5: Scientific approach to the study of social institutions.

2727. Chau, Sherman. The province of sociology, being a prolegomenon to the science of society. Doctor's, 1935. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 17: 207-15)

2728. Clinchy, Everett E. Some educational aspects of Protestant, Catholic, Jewish relationships in American community life. Doctor's, 1934. Drew. New York, John Day and company, 1934. 194 p.

Finds that the three religious groups are distinct culture groups, each with an urge for self-preservation and a drive for dominance, and that the school, the church, the family, and other educational forces in the community can create desirable intergroup attitudes and patterns.

2729. Coast, Louise. The knowledge and attitudes of the parents of pre-school children. Master's, 1935. Iowa.

2730. Cole, Marie Alice. An investigation of the activities of the kindergarten mothers' meetings in the Pittsburgh public schools. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 266-67)

*2731. Cook, David W. A history of public employment offices in the United States. Doctor's, 1935. New York. 204 p. ms.

Deals primarily with the development of municipal, state, and federal employment offices, and discusses, to some extent, such phases as the educational aspects of the movement, placements made, cost of such placements, and methods used.

2732. Fessenden, Seth. The significant factors which govern the success of employee-training programs. Master's, 1935. Illinois.

2733. Flotten, Joseph B. Racial prejudice toward the Negro in adolescent boys and girls. Master's, 1934. T. C., Col. Univ.

2734. Gabriel, Annie. A study of the attitudes of parents of adolescents. Master's, 1935. Iowa.

*2735. Gessford, Margaret. Social effectiveness and the leisure time activities of junior high school girls. Master's, 1935. George Washington. 44 p. ms.

Analyzes the ratings given by their teachers and their classmates to 177 ninth-grade girls in a large city high school. The leisure-time activities on which their social effectiveness ratings were based were: Attendance at movies, dancing, parties, preferences in social games, dates with boys, visiting friends, reading, writing of letters and poetry and keeping diaries, music lessons, athletic activities, listening to the radio, fooling around, home duties, clubs, autoing, religious organizations, and their preferences in social activities. Data indicate that the relationship between social effectiveness and leisure activities of the pupils studied is slight.

*2736. Gillen, Paul B. A comparison of the achievement of pupils whose families are aided by a relief agency with that of pupils whose families are not so aided. Master's, 1935. Johns Hopkins. 55 p. ms.

Compares the socio-economic status and achievement in reading, arithmetic, and English marks, history and geography of children in the 7B grade of a large junior high school in Baltimore, Md., whose parents were on relief at the time the study was made, whose parents had been on relief but no longer needed assistance, and whose parents had never been forced to ask relief. Data indicate that the children whose families were on relief or who had been on relief attended school as regularly, and received as good grades as did the children whose families had never been on relief.

2737. Greene, John Tom. Educational and vocational purposes of boys in C. C. C. camps and facilities for training. Master's, 1935 Ala. Poly. Inst. 107 p. ms.

Analyzes personnel records of 756 C. C. C. camp boys located at three camps in Alabama and finds that present educational program and length of time spent in C. C. C. camps were entirely inadequate to make a fundamental attack upon the educational problems of this group.

2738. Hagedorn, Ivan Henry. The church as an educational force in affecting social change. Master's, 1935. Temple. 63 p. ms.

2739. Hampel, Margaret Thelma. Social responsibilities of education. Master's, 1935. T. C., Col. Univ. 26 p. ms.

Studies the forces, tensions, and conflicts in our present society, and presents a social philosophy of a new social order.

2740. Harris, Rhys Calhoun. The administration of veteran rehabilitation. Doctor's, 1935. Texas.

2741. Harver, Frederic Fern. A comparison of the institutionalization of children of migrant and children of native parents in Harford county. Master's, 1935. Maryland. 34 p. ms.

Studies the records of 98 migrant girls and 45 migrant boys compared with the records of 139 native girls and 99 native boys in English, history, mathematics, and science.

2742. Heipp, Elsie. An analysis of cases of the unmarried mothers—Pittsburgh children's service bureau, 1930. Master's, 1934. Ohio State. (Abstract in: Ohio state university. Abstracts of masters' theses, no. 17: 17-18)

Analyzes the educational, social, and economic levels of 72 unmarried mothers in the files of a Pittsburgh social agency, and finds that dynamic family relationships appear to be largely responsible for the delinquency, while social and economic levels seem to be of secondary importance.

2743. Hessenauer, Ruth E. The museum in education, with special reference to programs in Ohio museums. Master's, 1935. Ohio State. 75 p. ms.

2744. Hilt, Edward David. Certain social and economic aspects of leisure time as exemplified in recent trends and approaches signifying a new era. Master's, 1935. Southern California.

*2745. Hilton, Esther M. A study of a group of adolescent girls whose sexual experience is symptomatic of emotional adjustment in order (1) to show how this behavior is related to the emotional needs whose roots lie in their life experience and (2) to show how these needs are intensified by environmental factors. Master's, 1935. New York. 163 p. ms.

Presents case records of six girls who were referred to one of several child-guidance clinics in different cities.

2746. Hoffman, Louis Edward. Present relationships of museums and public schools. Master's, 1935. Southern California.

2747. Höwerth, I. W. Heroism as a factor in education. Phi Delta Kappan, 18: 18-24, September 1935. (Colorado state teachers college)

2748. Johnson, Thomas H. A study of rural youth, 18 to 25, out of school and married. Master's, 1935. Ohio Univ. 88 p. ms.

2749. Jones, Ruth. The results of 12 weeks of intensive daily drill on the recognition of 80 errors of correct usage. Master's, 1935. Minnesota. 116 p. ms.

2750. Jordan, Helen M. Teaching family relationships at the high-school level. Master's, 1935. Ohio State.

2751. Keen, Forrest Mearl. The significance of group discussion in contemporary society. Doctor's, 1934. Ohio State. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, no. 17: 115-24)

Analyzes the nature of the group discussion process and the factors which determine its effectiveness as a method of social integration, and suggests that group discussion in the classroom be improved in order that children may develop the habits and attitudes of rationality, freedom, and cooperation.

2752. Kofod, Leon V. Changing racial attitudes; several suggested methods for social and religious workers desiring to cooperate in the task of interracial adjustment. Master's, 1934. T. C., Col. Univ.

2753. Kolb, J. H. and Brunner, Edmund deS. A study of rural society: its organization and changes. Boston, Houghton Mifflin company, 1935. 642 p. (University of Wisconsin. Teachers college, Columbia university)

Discusses the organization and structure of rural society, its people and their characteristics, agriculture, the functions and institutions, trends and policies of rural society.

2754. Konold, Albert Ewing. An analysis of the effect of the economic conditions of the home on school success. Master's, 1935. Southern California.

2755. Lewis, Mary Elizabeth. A study of the leisure-time activities of 100 white and 100 Negro men who were classified as "common" or "unskilled" laborers in 1933. Master's, 1935. Ohio State. 143 p. ms.

Recommends that the evening schools for adult education foster social and educational programs training for future use of leisure; that their homes be made attractive to induce laborers to stay in them; that churches organize classes of handcraft, literary societies, and religious clubs; and that commercial amusements be cleaned up morally and physically as they are the most popular places for spending leisure time.

2756. Liggin, Clyde A. A comparative study of the social attitudes of 500 colored junior high school students and 500 white junior high school students. Master's, 1935. Ind. St. T. C. 107 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 6: 191, July 1935)

Finds a high percentage of agreement between the two races as shown by analyzing their replies to a questionnaire of 100 questions on various social attitudes.

2757. Marley, Dorothy L. Personality traits of the adolescent girl. Master's, 1935. Wisconsin.

2758. Meese, Martha F. Social contrasts and adjustments of a population moving from the country to the city. Master's, 1934. T. C., Col. Univ.

2759. Meier, Barbara Katharine. A survey of the leisure-time activities and desires of the adult white population in Azusa. Master's, 1935. Southern California.

2760. **Moe, Kilmer Oscar.** Education as a factor in the social and economic progress of the Philippine Islands. Master's, 1935. Hawaii, 144 p. ms.

2761. **Moore, Luella.** The administration of the social welfare program in several typically foreign schools in Los Angeles city. Master's, 1935. Southern California.

2762. **Moran, Hugh Anderson.** Significant factors in the ancestry and social inheritance of leading Americans. Doctor's, 1935. T. C., Col. Univ.

Studies the lives of 63 persons elected to the American hall of fame from the standpoint of their heredity, social and economic status, education, religious and moral training.

2763. **Norris, George W.** The institutionalization of the youth of the third district of Anne Arundel county, Maryland. Master's, 1934. Maryland, 34 p. ms.

Determines, by means of a survey, the extent to which 225 male youths enter into existing institutions, the extent to which they are building new institutions and the classes and age levels of youth that are uninstitutionalized. Shows that all youths are institutionalized in school in the winter but that in summer many youths are practically uninstitutionalized.

2764. **Powell, Mary Elizabeth.** The history and organization of mothers' aid in Virginia. Master's, 1935. William and Mary, 121 p. ms.

2765. **Reid, Alice Clarinda.** The relationship of the children's memorial clinic and juvenile court of Richmond, Virginia. Master's, 1935. William and Mary, 96 p. ms.

2766. **Richmond, Eleanor B.** The relations of community institutions to delinquents committed from Johnson county to state institutions, 1928, 1929. Master's, 1935. Iowa.

2767. **Rosenheim, Helen.** A study of children's attitude toward law. Master's, 1934. T. C., Col. Univ.

2768. **Ryder, Mildred May.** State aid for children with special reference to California. Master's, 1935. Southern California.

2769. **Saylor, Louise.** A comparison of the educational achievements of relief and non-relief children in Frederick county, Maryland. Master's, 1935. Maryland, 17 p. ms.

2770. **Shanks, J. O.** Educational status of clients on the Federal emergency relief rolls of Latimer county, Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Finds that 93 percent of the total population of the county were on relief rolls; that 40 percent of the family-heads on the rolls are illiterate, and of the 5,463 individuals involved in the study, only 347 professional non-manual clients were listed. Shows a very low educational status in the county which can not be blamed on the depression, nor will future illiteracy be the fault of this depression.

2771. **Smith, Elizabeth Crain.** The transient family in Southern California: A study of 571 transient families dealt with by the Federal transient bureau in Los Angeles, 1933-34. Master's, 1935. Southern California.

*2772. **Smith, Enid Severy.** A study of 25 adolescent unmarried mothers in New York city. Doctor's, 1935. T. C., Col. Univ., New York city, Salvation army women's home and hospital, 1935. 97 p.

Presents a detailed case study of 25 adolescent unmarried mothers living at the Booth Memorial hospital, and compares data on these girls with answers of 100 Girl reserves to a questionnaire. Finds a lack of sex education in the public schools; a lack of preparation of teachers for sex instruction; a lack of adequate training of the adolescent for the wholesome use of leisure time, including guidance in boy-girl relation-

ships; and a lack of establishment of loyalties to ideals and in some cases a confusion as to what ideals should be followed. Suggests that secondary education be reorganized so as to provide for the development characteristic of the abundant life and suited to the interests of youth.

2773. Steenson, Elinore E. Some phases of social organization with resulting attitudes toward child life. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 11: 371-72)

2774. Stockton, Karp Leonard. Social and civic education of junior college youth. Master's, 1935. Southern California.

2775. Stout, Dorman Gladstone. Attitudes and beliefs of youth toward certain social institutions: a study of high school and college students in the Tennessee valley. Doctor's, 1935. Cornell.

Studies the attitudes and beliefs of 1,232 high-school seniors representing 42 high schools in Tennessee and 411 college students representing the student body of the State Teachers College, Johnson City, Tenn., as to the church, the law, the Constitution of the United States, and the family. Finds that the majority of the high-school seniors hold a favorable attitude toward the church, show moderate respect and indifference toward the law, are neutral with reference to the Constitution of the United States, and look with favor upon their family activities.

†2776. Thurow, Mildred B. Interests, activities, and problems of rural young folk. 1. Women 15 to 29 years of age. Ithaca, Cornell university, agricultural experiment station, 1934. 57 p. (Bulletin 617)

Presents a picture of the interests, activities, and problems of 300 unmarried young women living in the open country areas of Genesee County, N. Y.; discusses their leisure-time activities, reading interests, social, educational, and economic status, social activities, their attitudes toward rural life, marriage, their present community and their own homes, and their finances.

*2777. Trail, William Perry. A treatise on annuities and related subjects. Master's, 1935. George Washington. 149 p. ms.

†2778. Wheeler, Lester R. Changes in the dietary habits of remote mountain people since 1900. Journal of the Tennessee academy of science, 10: 167-74, July 1935. (Tennessee state teachers college, Johnson City)

Analyzes replies to a questionnaire filled out by children in the remote mountain schools, and studies actual dietaries kept for 7 days by 296 of these children under the supervision of the teachers.

†2779. ——— A study of the remote mountain people of the Tennessee Valley. Journal of the Tennessee academy of science, 9: 33-36, January 1935. (Tennessee state teachers college, Johnson City)

Studies the diet, size of family, types of houses, household equipment and furnishings, stock, barns and farm equipment, economic status, roads and transportation, medical care and health work, literacy, religious and social life, and children's games and toys as shown by the answers to a questionnaire filled out by the oldest child in each family represented above the third grade in mountain schools. Finds marked changes in the status of these people within the past 25 years.

2780. Woolbert, Richard L. The logic used in sociological case studies. Doctor's, 1935. Iowa.

RACIAL GROUPS, EDUCATION

2781. Adams, Flora A. Chinese student life at the University of Southern California. Master's, 1935. Southern California.

2782. Ammon, Solomon B. History and present development of Indian schools in the United States. Master's, 1935. Southern California.

2783. **Brebner, Edith Alice.** A first study of the Yakima Indians with particular reference to the effect of government supervision. Master's, 1934. Idaho.

*2784. **Brugger, Florence.** The Chinese-American girl: a study in cultural conflicts. Master's, 1935. New York. 265 p. ms.

Discusses the socio-psychological factors causing cultural conflicts in the lives of Chinese-American girls in a Chinese community in New York City, and presents several case studies of the girls in a girls' club.

2785. **Buckner, Herman A.** A study of pupil elimination and failure among Mexicans. Master's, 1935. Southern California.

2786. **Clay, Donice.** A study of art among Kiowa Indian school children. Master's, 1935. Okla. A. & M. Coll.

Analyzes the work of a group of six Kiowa Indian school children from the ages of 6 to 10, studying their drawings and the characteristics of their work which are inherited from tribal associations in contrast to those which they have acquired from their association with the whites.

2787. **Cook, Ruth Cathlyn.** The results of a remediation program, which used the activity unit technique on subject matter accomplishments and on certain attitudes of a group of third and fourth grade Indian children at the Red Lake school. Master's, 1935. Minnesota. 257 p. ms.

2788. **Dunklin, Laura Dolan.** A study of the intelligence of some Puerto Rican immigrant children in a first grade of a New York city school. Master's, 1935. T. C., Col. Univ. 33 p. ms.

Studies results of tests given to 35 first-grade children from Puerto Rico, who speak Spanish but not English.

*2789. **Edidin, Ben M.** Teaching Jewish community life. Doctor's, 1934. Buffalo. 340 p. ms.

Describes the working out of a course of instruction in Jewish community education for secondary school pupils.

2790. **Eggers, Florence F.** The Plains Indians and the policies of the Indian Bureau. Master's, 1935. Okla. A. & M. Coll.

Attempts to show the racial peculiarities of the Indians prior to the organization of the Indian Bureau, the effect of the land and financial policies of the government, the educational endeavors, industrial training, health conservation, and social reforms instituted from time to time.

2791. **Farrell, Willie Ewen.** Educational problems as confronted by the Quaker agents on the Kiowa and Comanche reservation 1869-1878. Master's, 1935. Okla. A. & M. Coll.

Shows that the Quakers managed to locate the Indians on their reservation, started farming operations, opened schools, stopped the capture of whites, but were unable to affiliate the Indians in the Indian Confederation or to christianize any great numbers of Indians.

*2792. **Franzblau, Rose N.** Race differences in mental and physical traits: studied in different environments. Doctor's, 1935. Columbia. New York, 1935. 44 p. (Archives of psychology, 177)

Attempts to determine whether there are any differences in intelligence between north and south Europeans when these groups are compared in their native habitat as well as in the United States. One group consisted of approximately 300 Danish girls over 12 years of age, coming from middle-class homes in the city of Copenhagen. A corresponding group of Italian girls from middle-class homes in Rome was chosen. The Italian-American group was chosen from the Italian population of New York City. The Danish American group was secured in Racine, Wis., and adjacent communities. All four groups were given the same intelligence and physical tests, and were questioned on their socio-economic status, and physical condition in the same terms. Data

indicate that there are no inherent race differences between the Danish and Italian racial groups. Age of puberty bears no noticeable relationship to subsequent physical build, to economic status as judged by father's occupation, to number of children in the family, or to cephalic index.

2793. Gold, Douglas. Intelligence and achievement of Blackfeet Indians. Master's, 1934. Montana.

2794. Gorton, Ernest F. Education among the Osage Indians. Master's, 1935. Okla. A. & M. Coll.

Finds that the educational progress of the Osages has been slow and discouraging, and that the records are incomplete.

2795. Harada, Koichi Glenn. A survey of the Japanese language schools in Hawaii. Master's, 1934. Hawaii. 165 p. ms.

2796. Herron, Francis Howard. The settlement: its contribution towards the Americanizing of the Mexican boy. Master's, 1935. Notre Dame. 47 p. ms.

2797. Hill, Harry Segner. The effect of bilingualism on the measured intelligence of elementary school children of Italian parentage. Doctor's, 1935. Rutgers. 220 p. ms.

Finds that Italian children who hear and speak Italian at home are not inferior to Italian children who hear and speak English at home on a verbal group test of intelligence.

2798. Hogan, Milo Arthur Van Norman. A study of the school progress of Mexican children in Imperial county. Master's, 1935. Southern California.

2799. Hansen, Harvey C. Scholastic achievement of Indian pupils. Doctor's, 1935. Oklahoma. 171 p. ms.

Describes an experiment in which examinations in seven common-school subjects in grades 1 to 8, inclusive, were given to 507 public-school white pupils, 529 public-school Indian pupils, and 516 boarding school Indian pupils. Finds that white children surpass the Indian in every subject except writing. However, 47.2 percent of the half-blood Indians exceed the mean score of the white pupils, and 38.6 percent of the full-blood Indians exceed the mean score of the white pupils.

2800. Lai, Kum Pui. The natural history of the Chinese language school. Master's, 1935. Hawaii. 169 p. ms.

2801. Payne, Lois Estelle. A brief history of the education of the Indians of Oregon and Washington. Master's, 1935. Stanford.

2802. Serisawa, Koko. A comparison of the American and Japanese pupils in the same high school. Master's, 1935. Southern California.

2803. Swinney, James Sidney, Jr. Development of education among the Choctaw Indians. Master's, 1935. Okla. A. & M. Coll.

Shows that the Choctaws were among the first tribes to establish schools under their own government, that they have always maintained a friendly and cooperative spirit toward neighboring tribes and the white man, that they have proven themselves capable of achievement equal to that of the average white man, and are found as leaders in many fields of work that affect the general welfare of the Indian race.

2804. Wilkinson, John Faulkner. The Papago Indians and their education. Master's, 1935. Arizona. 152 p. ms.

2805. Yee, Alyce Ako. A study of the development of language among bilingual children of Chinese ancestry in the city of Honolulu as measured by their use of English and Chinese words. Master's, 1935. Hawaii. 83 p. ms.

NEGROES, EDUCATION

2806. Anderson, William C. A study of the professional personnel in the colored schools of Baltimore city. Master's, 1935. Pennsylvania. 74 p. ms.

2807. **Beavers, Lillian Lydia.** A study of the intelligence, vocational interests and vocational possibilities of Negro junior high school girls. Master's, 1935. Cincinnati. 83 p. ms.

Reports relationships between abilities, interests, and vocational possibilities for 100 Negro girls in junior high schools of Atlanta, Ga.

2808. **Bennett, Henry W.** Tuskegee institute and its influence upon Negro education. Master's, 1935. Iowa.

2809. **Bowen, Margaret Davis.** Educational work of a national professional sorority of Negro college women. Master's, 1935. Cincinnati. 164 p. ms.

Analyzes 25 years of educational work by an organization of Negro college women, with special reference to scholarship awards, student loan funds, and fellowships.

2810. **Chapman, Joseph C.** The organization of 25 Negro high schools with respect to certain selected features. Master's, 1934. Northwestern.

*2811. **Chinnock, Eugenie.** The relation of some phases of home conditions to the school life of colored adolescent girls. Master's, 1934. New York. 101 p. ms.

Compares the broken and the unbroken home with the economic status of each in relation to the school progress and behavior of 500 colored adolescent girls in New York City. Data indicate that family unity affects the Negro girl's progress in junior high school, but that the economic status of the family has no bearing on it, whereas the economic status of the family affects school behavior, but family unity does not affect it.

2812. **Clark, Earl E.** A study of certain attitudes of Negro college students. Master's, 1935. Iowa.

2813. **Dixon, Robert S.** Education of the Negro in the city of New York, 1853-1900. Master's, 1935. Coll. of the City of N. Y. 99 p. ms.

Presents a connected story of the development of secular and academic educational opportunity from the primary through the grammar grades for Negroes in the city of New York from 1853-1900; examines principally the extent of opportunity offered by the public-school system; the opportunities offered by organizations outside of the public schools; various social factors which have been instrumental in determining the growth of such opportunities; and the contributions to this growth of men and women whose activity has been largely responsible for its extent and direction.

2814. **Drayton, Lillian Fuller.** Personal problems of adolescents in the basin area of Cincinnati. Master's, 1935. Cincinnati. 179 p. ms.

Classifies and discusses problems reported anonymously by 352 Negro adolescents in a junior high school located in a highly congested city area.

2815. **Evans, Caswell Alves.** A study of the effects of environment on intelligence test scores of seventh-grade Negro children. Master's, 1934. T. C., Col. Univ.

*2816. **Galloway, Clarence Wilbur.** A study of the vocational distribution of the graduates of Peabody high school, Petersburg, Virginia, for the period 1922 to 1927. Master's, 1934. Hampton. 35 p. ms.

Attempts to discover the vocational interests of Negro high-school graduates as shown by a study of the graduates of Peabody High School.

2817. **Greene, Harry W.** Educational and social background factors of prominent Negro leaders. Institute, West Virginia State college, 1935. 60 p. ms.

Printed under the title: The education of Negro leaders. School and society, 42: 134-36, July 27, 1935.

*2818. **Hawkins, Elmer Theodore.** Sex problems and the preparation for parenthood in Negro county high schools in Maryland. Master's, 1934. Hampton. 34 p. ms.

Analyzes the causes of Negro students leaving high school before graduation, and finds a need for both sex and parenthood education for boys and girls. Describes an experiment conducted in the Garnett High School in Chestertown, Kent County, Md., in which training for parenthood was correlated with various subjects of the curriculum.

2819. Jackson, Mattie Dalton. A study of excursions in a first grade with Negro children of limited ability. Master's, 1935. Cincinnati. 97 p. ms.

Reports the results of a series of planned excursions, in terms of skills, activities, and attitudes.

2820. Jenkins, Martin David. A socio-psychological study of Negro children of superior intelligence. Doctor's, 1935. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations, 3: 62-69)

Attempts to determine the incidence of Negro children of superior intelligence in a segment of the Chicago public schools; to determine the effect of racial composition on the intelligence test performance of Negro children; to determine the age and grade level of superior Negro children; and to determine in what respects superior Negro children conform to the general pattern of superior children studied by other investigators. Finds that large numbers of children of superior intelligence are unrecognized, that intelligence test performance of elementary school children is not a function of race, that superior Negro children can be found with about equal frequency at all ages and at all grade levels in the elementary schools of Chicago, and that superior Negro children exhibit the same characteristics that typify other racial groups of superior children.

2821. Lansdown, William Leroy. Effects on social adjustment and educational achievement of delinquent Negro pupils as a result of their transference from a mixed to a Negro school. Master's, 1935. Wittenberg.

2822. Lockwood, Helen V. Study of the St. Nicholas day nursery for Negro children: An institution for social welfare. Master's, 1934. Temple. 53 p. ms.

2823. Long, Claramae B. History of Negro education in New York city, 1701-1853. Master's, 1935. Coll. of the City of N. Y. 86 p. ms.

Traces the origin and development of education for Negroes in the city of New York together with the conditioning social backgrounds.

2824. Mack, Lola Lavender. The rise of Negro elementary education in West Virginia. Master's, 1935. Cincinnati. 126 p. ms.

Points out certain trends and desirable modifications in Negro elementary education in West Virginia.

2825. Martin, Lou Ethel Duggar. The effect of court decisions on Negro education. Master's, 1935. Howard. 116 p. ms.

2826. Mason, Harrison O. A study of the occupational opportunities for Negroes in the city of Dayton, Ohio. Master's, 1935. Wittenberg.

2827. Morris, Guy Pruden. Negro education in Virginia. Master's, 1935. Virginia.

Finds that Negro education in Virginia has made remarkable progress, but it is still not on a par with that of the whites.

2828. Pinn, Ray Demolay. A diagnostic study of the abilities and disabilities of Negro junior high school pupils in English composition, reading and arithmetic. Master's, 1935. Wittenberg.

2829. Porch, Marvin E. The main line Negro—a social, economic and educational survey. Doctor's, 1935. Temple.

2830. Riley, Mary Jackson. The development of secondary education for Negroes in the state of Tennessee. Master's, 1935. Howard. 54 p. ms.

Studies the educational provisions for secondary schools for Negroes in the state of Tennessee from 1806 to the present.

2831. **Shaw, Florence Heath.** A study of after-school classes in Negro high schools. Master's, 1935. Kans. St. T. C., Pittsburg.

Analyzes data based on a questionnaire answered by 60 principals in Missouri, Kansas, Texas, and Oklahoma, and finds 35 schools were holding after-school classes and 25 were not. Tables are given showing purposes of these classes, person in charge, length of period, frequency of meeting, activities, and effectiveness of the classes. Finds that the main purposes are to reduce absence and tardiness and to give remedial teaching and guidance.

2832. **Thompson, Mrs. Hortense Smith.** The status of Negro education in Liberty county. Master's, 1935. South. Methodist. 82 p. ms.

2833. **Walker, Clarence B.** A study of the achievements of Negro students on the freshman examinations at the Kansas state teachers college of Pittsburg. Master's, 1935. Kans. St. T. C., Pittsburg. 42 p. ms.

Analyzes data collected from tests given in September in 1932, 1933, and 1934.

2834. **Westmoreland, Edgar Paul.** A study of Negro public education in the state of South Carolina, with particular reference to the influences of the reconstruction period. Master's, 1935. Howard. 92 p. ms.

Studies the factors entering into the development of Negro education in South Carolina from 1830 to 1928.

2835. **Wilson, George Dewey.** Developments in Negro colleges during the 20 year period, 1914-15 to 1933-34. Doctor's, 1935. Ohio state. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, no. 17: 299-308)

Shows that during the 20-year period which witnessed the growth of collegiate enrollment from 1,643 students in 1914-15 to approximately 25,000 students in the school year 1933-34, only 6 new institutions were established, 3 of them being municipal colleges, 2 of which are junior colleges offering 2 years of college work, and that there have been 6 mergers involving 14 institutions; that the value of the plants has increased; that there has been a decrease in the amount of support received from private gifts; discusses the contributions of the various educational funds since 1920; the change from white presidents and mixed faculties to Negro presidents and all-Negro staffs.

EXCEPTIONAL GROUPS

2836. **LeFevre, Rene Paul.** Organization and administration of a special department for abnormal pupils in a certain junior high school. Master's, 1935. Stanford.

2837. **Sand, Oliver C.** A study of exceptional children. Master's, 1935. Wisconsin.

2838. **Smith, Mrs. Vernon Hightower.** A study of difficulties among opportunity pupils. Master's, 1935. Texas.

GIFTED

2839. **Wester, Lucile.** A study of accelerated high school pupils. Master's, 1935. California.

PHYSICALLY HANDICAPPED

BLIND AND PARTIALLY SEEING

2840. **Hamman, Grace C.** A survey of the problems of the visually handicapped. Master's, 1935. Hawaii. 208 p. ms.

2841. **Hill, Fred C.** A study of the education of the blind in Illinois. Master's, 1935. Illinois.

2842. **Newton, Florence Louise.** Sight-saving classes in the United States, their development and interpretation. Master's, 1935. Southern California.

2843. **Bautman, Arthur L.** Nature and extent of pupil maladjustment among the blind and partially sighted in the Wisconsin school for the blind, Janesville, Wisconsin. Master's, 1935. Wisconsin.

2844. **Scarberry, W. G.** Vocational training in residential schools for the blind. Master's, 1935. Ohio State. 119 p. ms.

DEAF AND HARD-OF-HEARING

2845. **Shaw, M. Oclo Miller.** An analysis and correction of the speech of the hard of hearing. Doctor's, 1935. Iowa.

2846. **Wiltbank, Robert C.** A survey of the personnel engaged in the education of the deaf in the United States. Doctor's, 1935. Pennsylvania.

CRIPPLED

*2847. **Burns, Anna Cecelia.** History of the treatment of crippled children in Massachusetts. Master's, 1935. Boston Univ. 155 p. ms.

Describes briefly the treatment of cripples in foreign countries; gives the history and present status of schools and institutions caring for and educating crippled children in Massachusetts.

*2848. **Kessler, Henry H.** The crippled and disabled: rehabilitation of the physically handicapped in the United States. Doctor's, 1934. Columbia. New York, Columbia university press, 1935. 337 p.

Discusses the social attitude toward the disabled, the problem of the disabled, the child cripple, the industrially disabled, the war disabled, the chronically disabled, the blind and partially seeing, the deaf and hard-of-hearing, and those with speech defects.

2849. **Randolph, Mrs. Betty Hays.** The crippled child in Colorado, with particular emphasis upon the treatment of his physical and intellectual needs. Master's, 1935. Denver. 93 p. ms.

Finds that a large percentage of children are crippled under the age of 6 years, and that 56 percent of the crippled children in Colorado, outside of Denver, are retarded in school and 17 percent have never been sent to school. Suggests the enactment of legislation requiring local school authorities to organize and maintain special class facilities for crippled children, to authorize state aid to local school districts providing education for crippled children; and suggests the establishment of scholarships in colleges for crippled students.

SPEECH DEFECTIVE

2850. **Austin, Pauline Sheppard.** The effect on personality adjustment of therapy for articulatory defects. Master's, 1935. Iowa.

2851. **Brown, Spencer.** An investigation of the relative frequency of stuttering on various speech sounds during oral reading. Master's, 1935. Iowa.

2852. **Duke, Lucile.** A study of the effect on speech of change of handedness. Master's, 1935. Iowa.

2853. **House, Enod.** Laterality factors in articulatory defectives. Master's, 1935. Iowa.

2854. **Kappler, Katherine G.** A statistical and experimental study of conditions associated with speech disorders. Master's, 1935. Temple. 178 p. ms.

2855. **Nutterville, Catherine.** Speech defects as a school problem. Master's, 1934. Montana.

2856. **Patten, Edith.** Experimental treatment of stuttering in young children. Master's, 1935. Iowa.

2857. **Shephard, Pauline Austin.** The effect on personality adjustment of therapy for articulatory defects. Master's, 1935. Iowa.

2858. **Sims, Ruth Lytle.** Techniques for the overcoming of speech defects in primary pupils. Master's, 1935. Okla. A. & M. Coll.

Sets up a program of speech correction for baby talk and stuttering, as found through observation and the use of the picture-sound test in the primary grades of the McKinley school of Ponca City, Okla. Attempts to point out the importance of speech correction from the economic and the social viewpoints, and the need for effective means and methods of measuring speech improvement.

2859. **Snow, Laura C.** A survey of speech defects in the grammar school district, Utah. Master's, 1935. Utah. 237 p. ms.

2860. **Strothers, Charles.** Temporal relations in the various symptoms of stuttering. Doctor's, 1935. Iowa.

MENTALLY RETARDED

2861. **Ashbrook, Mary Frances.** Educational and moral status of the girls in the Greensdale, Kentucky, reform school. Master's, 1935. Cincinnati. 112 p. ms.

Surveys the only state reform school for girls in Kentucky, based upon intelligence and educational tests and other data, and shows that mental tests indicate 58 percent of the inmates to be feeble-minded.

*2862. **Brill, Moshe.** A comparative study of the performance of adjusted and maladjusted mentally deficient boys on 22 tests and scales. Doctor's, 1935. New York. 146 p. ms.

Compares the performance of 50 adjusted and 50 maladjusted boys in a state institution for the mentally deficient, on 22 standardized tests and scales to determine how well each of the tests and scales used differentiates the socially adjusted mentally deficient from the socially maladjusted mentally deficient.

2863. **Caldwell, Verne Vincent.** An experimental study of the effect of reward and annoyance upon the immediate improvement in performance of hypophrenic subjects. Doctor's, 1935. Southern California.

2864. **Carson, Lois.** A study of some current practices in adjustment of school programs to meet the needs of pupils of below 70 IQ with special application to Glen Addie school of Anniston, Alabama. Master's, 1935. Alabama. 65 p. ms.

2865. **Davis, Helen E.** Survey of the deficiency population at University high school. Master's, 1935. California.

2866. **Heavenridge, Mrs. Ruth Knapp.** A history of special education for the mentally retarded in the Indianapolis public schools. Master's, 1935. Indiana. 65 p. ms.

2867. **Holbrook, Harold Lyman.** Educational implications of functional mental disorder. Doctor's, 1935. Yale.

2868. **Jackson, Roderic Verle.** An analysis of the special classes for the over-aged and under-privileged children in the Santa Barbara junior high school. Master's, 1935. Southern California.

2869. **Judelson, Samuel J.** A study of the physical ability of mentally retarded boys and girls, with an added comparison of the above performances with those of mentally normal boys and girls. Master's, 1934. Temple. 32 p. ms.

2870. **Kornfeld, Morris.** A study in special education. Master's, 1934. Temple. 118 p. ms.

Compares the educational achievement of 40 orthogenic backward children while they were enrolled in regular grades with their achievement when enrolled in special classes. Finds that the pupils who stayed longest in regular classes showed more favorable progress than in special classes, due largely to a lack of properly differentiated curriculum for special classes.

2871. Longwell, S. Geraldine. Influence of muscle training on birth-injured mentally deficient children. *Journal of genetic psychology*, 46: 349-70, June, 1935. (Vineland, N. J., Training school)

2872. Manne, Jack. A study of feeble-mindedness in a closely inbred mountain community. Master's, 1934. Virginia.

2873. Mayberry, Ora Ellen. The leisure time activities of adolescent girls with below average mentality. Master's, 1935. Okla. A. & M. Coll.

Studies the leisure-time activities of 60 adolescent girls in a special junior high school for underprivileged children to determine the responsibilities of the home economics teacher for developing more worth-while use of leisure time. Shows that the home economics teacher should develop proper attitudes, ideals, and practices in the wise use of the girls' leisure time, encourage cooperation on the part of the parents in providing opportunities for, and showing interest in the leisure-time activities of their daughters, and further the promotion of wholesome civic recreational centers for adolescent boys and girls.

2874. Page, James D. The relative occurrence of schizophrenic traits in schizophrenic, maniac-depressive, and normal individuals. Master's, 1934. T. C., Col. Univ.

2875. Patterson, Mary A. Incidence of mental disorder in relation to age, sex, education, and occupation as reflected by data collected at the Norristown state hospital and Philadelphia hospital for mental diseases. Master's, 1935. Temple. 90 p. ms.

Indicates that individuals of low educational or intelligence status are not so much more susceptible to mental disorders than are those of average or superior status. In the mental hospitals we find persons with all grades of intelligence, functioning in all planes of educational and occupational endeavor.

2876. Rafael, Nathan. A study of the physical and mental characteristics and social surroundings of an orthogenic backward group of children in a Philadelphia school. Master's, 1935. Temple. 97 p. ms.

Studies intensively the 44 orthogenic backward pupils in the two special classes of the Girard School, Philadelphia, Pa., and considers their physical endowment, mental characteristics, social tendencies, and family histories.

2877. Sharlip, Elvira B. K. The educationally maladjusted pupil. Master's, 1934. Temple. 84 p. ms.

Studies the pupils of the 7B-1 and 8A-1 academic group, and four nonacademic classes in the Shoemaker Junior High School in Philadelphia.

*2878. Wassmann, Katherine. A comparative study of mentally deficient children in regular and in special classes. Master's, 1935. George Washington. 41 p. ms.

Compares children in the special classes of Minneapolis, Minn., public schools whose IQs ranged from 65 to 80, with an equal number of children in the regular classes of the Minneapolis schools to determine what differences were apparent in the two groups in scholastic achievement, behavior, and extroversion-introversion traits at the beginning of the experiment, and to determine the relative progress of the two groups over a period of 1 year.

2879. Williams, William Andrew. The relative educability of a group of extremely retarded elementary school pupils—an analytical study. Master's, 1935. Purdue. 95 p. ms.

Analyses the learning ability of a group of 64 extremely retarded children in three elementary schools of La Fayette, Ind. Finds that as a group, these extremely re-

tarded pupils are educable. Individual differences as to degree of educability are marked. About one-third of the group was needlessly retarded; another third of the group could make normal progress with the aid of special instruction; the remainder of the group could, with extended special instruction and individual attention, be expected to master the fundamentals of the basic elementary school subjects.

2880. Zeiser, Margaret. An experiment in remedial instruction in Wilkes Barre, Pa. Master's, 1935. T. C., Col. Univ. 40 p. ms.

Compares a tutoring school with a regular special class and finds that better adjustment is made for mentally retarded children by tutoring and replacement in regular grades than by segregation in special classes.

SOCIALLY MALADJUSTED

2881. Barker, Robert Harvie. A social study of juvenile delinquency in Charlottesville and Albemarle county. Doctor's, 1934. Virginia.

2882. Burns, Anna V. Educational survey of state industrial home for girls at Chillicothe, Missouri. Doctor's, 1935. Missouri. 138 p. ms

2883. Caldwell, Ruth M. The special class children of the public schools in their social and industrial ramifications. Master's, 1934. Temple. 66 p. ms.

2884. Cameron, Donald N. Case studies of 20 youths in the Ferris industrial military school of Delaware. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 264-65)

Attempts to discover what delinquent factors resulted in the boys' commitment to the reform school, and what phases of treatment in the school may have resulted in the boys' adjustment; to consider how well they may be adjusted to their present status; and to interpret what agencies in society might have minimized the boys' tendencies toward delinquency. Finds that boys from homes of poor or foreign parents are more likely to be committed, and that there should be a periodic check on the health of each child, community supervised playgrounds and recreation houses, properly staffed child guidance clinics, supervised recreation, and organized boys' clubs.

2885. Cooper, Luther. The effect of social and economic maladjustment in the home upon pupil adaptation in the case of 44 Baltimore families. Master's, 1934. Maryland. 128 p. ms.

Finds that maladjusted pupils rank lower in standard intelligence and achievement tests; the majority fail sometime in their school work; illegitimate children compare favorably with legitimate; physical conditions such as sleep, play, nutrition are determining factors. Poor school adjustment presages poor social adjustment later; some mediating agency between the school and the economically maladjusted home is needed; teacher training should stress mental hygiene as a part of the training curriculum.

2886. Cutter, Beth Alfreda. Persistent truants in the Richmond schools; a study of 43 persistent truants in the Richmond public schools. Master's, 1935. William and Mary. 63 p. ms.

2887. Donato, Irma Diane. A statistical analysis of commitments to the Eastern Pennsylvania penitentiary from 1929 to 1930. Master's, 1935. Temple. 140 p. ms.

Compares the percent of distribution of crime by race; compares educational achievement and intelligence of group studied to the general population; and presents illustrative case histories. Shows that crime is closely associated with low intelligence, poor social and economic environment and with poor opportunities generally.

2888. Ellis, Douglas Barrow. Teachers' attitudes toward the behavior of pupils. Master's, 1935. Denver. 82 p. ms.

Attempts to determine to what extent teachers recognize behavior problems in children as symptomatic of a maladjustment which may become serious in their future development and adjustment as adults. Analyzes replies to 382 questionnaires listing 50 behavior traits taken from schedule B-4 of Wickman's *Children's behavior and teachers' attitudes*, answered by junior and senior high school pupils in Denver.

2889. Erbe, Fred O. The relation of community institutions to delinquents committed from Johnson county to state institutions, 1926-27. Master's, 1935. Iowa.
2890. Fisher, R. Warren. The relations of community institutions to delinquents committed from Johnson county to state institutions, 1930-31. Master's, 1935. Iowa.
2891. Gordon, Walton M. Some educational implications of juvenile delinquency. Master's, 1934. Hawaii. 70 p. ms.
2892. Hill, Arthur S. An investigation into the use of standardized case history materials in the treatment of school behavior problems. Doctor's, 1935. Wisconsin.
2893. Holden, Robert. A case study of disciplinary problems. Master's, 1935. Buffalo. 62 p. ms.
2894. Holmer, Esther. Truancy in the schools of Honolulu. Masters, 1935. Hawaii. 187 p. ms.
2895. Houtchens, H. Max. A study of mental conflict in delinquent and non-delinquent boys. Master's, 1935. Iowa.
2896. Howard, John C. The problem boy of adolescent age in the new type continuation school. Master's, 1935. Okla. A. & M. Coll.
Describes an experiment covering 2½ years work with problem boys, in which a flexible curriculum using individual instruction was employed. Shows that the principal reasons for an individual to become a problem boy were: Lack of interest in school, an inflexible curriculum, economic conditions and poor home environment, lack of guidance, mis-handling the boy as a disciplinary problem, and an inferiority complex.
2897. Kann, Lee. A study of juvenile delinquency in Iowa City. Master's, 1935. Iowa.
2898. Kephart, Newell C. Some effects of the correctional school environment on the delinquent. Doctor's, 1935. Iowa.
2899. Longmoor, Elsa Schneider. An ecological approach to the study of juvenile delinquency in Long Beach, California. Master's, 1935. Southern California.
2900. Lowry, Wallace Edwin. A survey of education in the Texas prison system. Master's, 1935. Texas.
2901. Maxwell, William Calvin. An investigation of boy delinquency in Long Beach, California, and its implications for the public schools. Master's, 1935. Southern California.
- *2902. Moore, Joseph Ernest. A comparative study of delinquent and dependent boys. Doctor's, 1935. Peabody. Nashville, Tenn., George Peabody college for teachers, 1935. 10 p. (Abstract of Contribution to education, no 164)
Studies 152 delinquent boys between the ages of 14 and 18 years from the Tennessee State Training and Agricultural School, and 157 dependent boys of the same age range from the Tennessee State Industrial School of approximately the same race, nationality, social status, and educational opportunity. Data indicate that neither chronological age nor educational achievement is related to intelligence in either group of subjects; that both groups of boys were normal or slightly above normal on mechanical aptitude; that both groups were retarded educationally in terms of chronological age, the median amount of retardation being approximately 2 years for the dependents and 5 years for the delinquents; that in both groups the brightest children are achieving much less than would be expected of them from their mental ability; that the personality maladjustment of the delinquent group was much higher than for the dependent group.

2903. **Murphy, Carolyn.** The relations of community institutions to delinquents committed from Johnson county to state institutions, 1932, 1933. Master's, 1935. Iowa.

2904. **Phillips, Joseph.** Prevention of crime and juvenile delinquency. Master's, 1934. T. C., Col. Univ.

2905. **Robinson, Alice.** The post-school history of 40 problem boys. Master's, 1935. Temple. 159 p. ms.

2906. **Rutenberg, Edward A.** An investigation of 500 inmates of the Eastern state penitentiary. Master's, 1934. Temple. 80 p. ms.

Studies the racial, educational, social, religious, and economic background of the inmates.

2907. **Schlosser, F. F.** Study and treatment of maladjusted students in grades and high schools. Doctor's, 1935. Wisconsin.

2908. **Simmons, Sidney M.** Relationship of psychiatric diagnosis to specific crimes. Master's, 1934. T. C., Col. Univ.

2909. **Smallenburg, Harry Walter.** Selection, segregation and training of behavior problem boys in Los Angeles. Master's, 1935. Southern California.

2910. **Spangler, H. Avanelle.** The role that low intelligence plays in delinquency. Master's, 1935. Iowa.

2911. **Spellman, Viola F.** An historical and critical survey of delinquency in the elementary schools of New York city—1907 to 1934. Master's, 1935. Fordham. 54 p. ms.

Finds the remedy to delinquency in a close cooperation of the family with the school and all available city institutions.

2912. **Watson, Perley M.** The organization and administration of a public school for predelinquent boys in a large city. Doctor's, 1935. Western Reserve. (Abstract in: Western Reserve university. The graduate school news, 3: 4, September 1, 1935)

Describes the Thomas A. Edison School for Boys in Cleveland, which trains children showing definite evidences of school maladjustment or incipient antisocial tendencies, but whose conduct has not advanced beyond the initial stages of delinquency. Finds that of the 1,010 former pupils, 66.7 percent have given society no further trouble, and in most cases were engaged in useful occupations, that in 3.8 percent of the cases the results are still uncertain, and that 29.5 percent have later been committed to correctional institutions.

2913. **Wheeler, Lester B.** The young criminal. Tennessee teacher, January 1935. (Tennessee state teachers college, Johnson City)

Presents a quantitative study of delinquency, lists the causes of delinquency, and offers a plan for its prevention and treatment.

2914. **Wilson, Ruth Thayer.** Delinquency areas in San José. Master's, 1935. Stanford.

2915. **Zuck, Paul L.** A study of the care and disposition of juvenile delinquents in Montgomery county. Master's, 1935. Temple. 184 p. ms.

LIBRARIES

2916. **Bergen, Beatrice.** Are library reports source material for the study of college libraries? Master's, 1934. T. C., Col. Univ.

2917. **Brown, Jasper Leroy.** A study of the library system in the Highland Park schools. Master's, 1935. Michigan.

2918. **Byrnes, Hazel Webster.** The library movement in the United States: social and economic trends indicating the purpose and growth of the library in a democracy. Master's, 1935. T. C., Col. Univ. (Abstract in: Franklin lectures, 1: 48-68, July, 1935)

Discusses the religious character of libraries in the 1700's, subscription libraries, the formation of state libraries, the Library of Congress, school libraries since 1837, the state public library law of 1851, early tax-supported public libraries, library conferences, township libraries of 1835, state library commissions since 1880, Melvil Dewey and the library movement, the county life movement, traveling libraries, children's libraries and library rooms since 1890, the development of modern school libraries since 1890, growth of public libraries since 1890, special libraries since 1908, library extension activities from 1914 on, outgrowths of the depression, federal aid for libraries in 1934, regional libraries in 1934, adult education and the library since 1930, and indications for future library growth.

2919. **Calkins, Mrs. W. F.** The Walker county library. Master's, 1934. Alabama. 46 p. ms.

2920. **Doyle, Doris G.** Library facilities in rural elementary schools of Colorado. Master's, 1935. Colo. St. T. C.

†2921. **Drury, F. K. W.** The library in the fraternity house. Nashville, Tenn., Peabody library school, 1935. 196 p. (Peabody contributions to librarianship, no. 5)

2922. **Farrell, Paul W.** The educational and recreational service of the Free public library in Colfax, Iowa. Master's, 1935. Iowa.

2923. **Gering, John A.** A survey of the high-school libraries of third-class districts in the state of Montana, 1934-35. Master's, 1935. Wichita. 87 p. ms.

2924. **Hanna, Marietta.** A statistical analysis of trends and relative costs to areas of library service in New York state. Master's, 1935. N. Y. St. Coll. for Teach. 60 p. ms.

2925. **Hoefner, Alice C.** A study of the public library service in the primary and intermediate grades of the Minneapolis public schools. Master's, 1935. Minnesota. 210 p. ms.

2926. **Martin, Bernice.** Library facilities in second class district high schools of Colorado. Master's, 1935. Colo. St. T. C.

2927. **Meredith, Mary California.** The function of the library in the modern high school. Master's, 1935. Southern California.

*2928. **Ross, Benjamin Paul.** A study of the high school library facilities of Jefferson county, Pennsylvania. Master's, 1935. Penn State. 125 p. ms.

Studies the library staff, facilities of housing and equipment, library content, technical and mechanical processes used, business practices, and the use of the high-school libraries of Jefferson County. Finds that the high-school librarians do not have well-formulated lists of objectives to guide them in developing efficient library service; that the personnel is inadequate because there are too few trained librarians; that the housing and equipment are inadequate; that too few books, periodicals, and reference books are provided; that the libraries do not receive their share of the annual budget; that too few schools have a definite and reasonable plan for instructing pupils in the use of the library.

2929. **Bugg, E. U.** Coordination and integration of the library and instruction in college. American library association bulletin, 29: 687-93, September 1935. (Colorado state teachers college)

2930. **Spelcher, Sister Edmund.** Survey of the organization and budgets of the Catholic high school libraries under control of religious orders in the diocese of Scranton, Pa. Master's, 1935. Notre Dame. 59 p. ms.

2931. Stephens, Harold. A study of the growth and development of the library of Kansas state teachers college, Emporia 1865-1930. Master's, 1935. Kans. St. T. C., Emporia. 99 p. ms.

2932. Tunison, Fay. A critical study of standards and practices in junior college libraries. Master's, 1935. Southern California.

†2933. Wilson, Louis R. and Wight, Edward A. County library service in the South: a study of the Rosenwald county library demonstration. Chicago, Ill., University of Chicago press, 1935. 259 p.

Gives a brief geographic, economic, educational, social, and cultural setting for the Rosenwald library demonstration carried on in 11 counties in Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Texas. Discusses the organization, administration, use, financing, regional and state developments, and the cooperation of the public library and the school.

BOOKS AND PERIODICALS

2934. Baker, Sister Mary Genevieve. Books for the new religion curriculum in Catholic college libraries. Master's, 1934. T. C., Col. Univ.

2935. Baucom, Mary Dean. Juvenile literature in America before 1850. Master's, 1935. Texas.

2936. Bowen, Irmadean Orr. An analytical study of 65 bibliographies in the field of children's literature with criteria for their evaluation. Master's, 1934. Claremont. 89 p. ms.

2937. Brown, Alice. Trends in modern American book production for children, 1921-1930, observable from an analysis of the output of three publishers. Master's, 1934. T. C., Col. Univ.

2938. Cantell, Irene Kathleen. A study of the moral implications in Rudyard Kipling's stories about and for children. Master's, 1935. Southern California.

2939. Danton, J. Periam. The selection of books for college libraries: an examination of certain factors which affect excellence of selection. Doctor's, 1935. Chicago.

†2940. Gray, Rolland O. and Hunter, William L. Index to 2,500 books on industrial arts education and vocational industrial education, 1820-1924. Ames, Iowa state college, 1935. 108 p. ms.

†2941. Gray, William S. and Leary, Bernice E. What makes a book readable, with special reference to adults of limited reading ability: an initial study. Chicago, Ill., University of Chicago press, 1935. 358 p. (University of Chicago)

Contents: What the report is about; what is a readable book; how well do adults read; what elements influence the difficulty of adult reading materials; how do adult reading materials differ with respect to elements of difficulty; what is the difficulty of adult reading materials; how to select reading materials for adults; and how to prepare readable materials.

*2942. Hayes, Mary Dorothy. The construction of a bibliography of religious fiction for testing the reading interests of Catholic children. Master's, 1935. Syracuse. 65 p. ms.

Prepares a classified list of religious stories suitable for testing junior high school children as to their religious reading interests.

2943. **Hermann, Ethel Adele.** Books and their ancestors. Master's, 1934. T. C., Col. Univ.
2944. **Hilmer, Gertrude.** An annotated bibliography of historical fiction for junior high school American history. Master's, 1935. Iowa.
2945. **Houghton, Harold H.** A test to measure ability to use books and the library. Master's, 1934. Colo. St. T. C.
2946. **Lack, Eleanor.** Literature for two-year-old children. Master's, 1935. Iowa.
2947. **Meade, Annis.** A collection of literature for two-year-old children objectively selected from a group of original stories and poems. Master's, 1935. Iowa.
2948. **Meredith, Mrs. Jessie Anders.** Education in the American novel and non-professional periodicals, 1890-1905. Master's, 1935. South. Methodist. 181 p. ms.
- †2949. **Norton, Arthur O.** Harvard textbooks and reference books of the seventeenth century. Boston, 1935. 78 p. (From the Publications of the Colonial society of Massachusetts, vol. 28) (Wellesley college)
Reports the discovery of more than 250 volumes actually owned by Harvard students before 1701, and from these titles gives a clear idea of the scope of the studies and exercises of the Harvard program between 1642 and 1701.
2950. **Overholser, Otho V.** Grade placement analysis of reference books. Master's, 1935. Colo. St. T. C.
2951. **Reber, Harold Z.** A study of pupil reactions to certain scientific readings. Master's, 1935. Maryland. 114 p. ms.
2952. **Robertson, Ellen M.** Stories of olden days told for little Arizonians. Master's, 1935. Arizona. 85 p. ms.
2953. **Smith, Dorothy Elizabeth.** How teachers in Queensborough public schools find out about children's books. Master's, 1934. T. C., Col. Univ.
2954. **Snow, Miriam Braley.** Determination of trends in the biographies for children published in the United States 1892-1931. Master's, 1934. T. C., Col. Univ.
2955. **Stapleton, Margaret.** The treatment of United States government publications in depository public libraries of medium size. Master's, 1934. T. C., Col. Univ.
2956. **Wagner, Elden Theodore.** The use of books and magazines in the teaching of industrial arts in Oklahoma. Master's, 1935. Okla. A. & M. Coll.
Finds that industrial arts libraries are inadequate due to lack of funds or lack of interest in the department. Furnishes a list of the industrial arts books and magazines, used in Oklahoma, classified by subjects, and rated in order of frequency as found in school libraries, and points out common and worthwhile methods in library management.
2957. **Wietek, Florress K.** A study of reading materials in the homes of high school pupils in an industrial city. Master's, 1935. Cincinnati. 118 p. ms.
Reports books and other types of reading material available in the homes of 1,126 high-school pupils in Ironton, Ohio.

READING INTERESTS

2958 Davidson, Helen Rhoda. An analysis of the summer reading of the students of Roosevelt high school, Dayton, Ohio. Master's, 1935. Cincinnati. 237 p. ms.

Attempts to determine relationships between the guidance in reading given in high school and the actual leisure reading of pupils.

2959. Golann, Ethel. The reading of James Russell Lowell in the Harvard college library. Master's, 1934. T. C., Col. Univ.

2960. Hitchcock, Earl Edmund. A study of the reading done and recommended by teachers and principals engaged in integrated teaching. Master's, 1935. Southern California.

2961. Ireland, Mary W. The home reading and social background of successful students in the social sciences. Master's, 1935. Colo. St. T. C.

2962. Johnson, Vernon Gold. A study of the voluntary reading activities of the children of the one-teacher, two-teacher, and three-teacher schools of Oklahoma county, Oklahoma. Master's, 1935. Okla. A. & M. Coll.

Finds little difference in the amount of reading done by girls and by boys; that the greater number of teachers in a school does not increase the amount of voluntary reading done; that the reading of newspapers and magazines is common; that children read books of almost any kind; and that the supply of appropriate books is insufficient. Shows the need for wise supervision, and for an adequate supply of well-selected books.

2963. McWhorter, Opal A. Building reading interests and skills by utilizing children's first-hand experiences. Master's, 1935. Ohio Univ. 98 p. ms.

2964. Massey, Anne Mitchell. An investigation of the influences in the life of a child, apart from school, which tend to affect his interest in reading. Master's, 1935. Southern California.

2965. Nesbitt, Elizabeth. Recommended reading and youth preferences. Master's, 1935. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 11: 322-23)

Finds, by examining children's critical comments on books, that children demand worth-while, interesting content, that the sustainment of interest is largely dependent upon certain devices calculated to hold attention, and that along with a desire for escape literature is an increasing demand for realism together with an apparent recognition of the distinction between true and false realism, with a rejection of the latter.

2966. Neulight, Jack H. Analytical study of the magazine reading of junior high school pupils. Master's, 1934. Temple. 74 p. ms.

Studies the magazine reading of boys and girls in the Bartlett Junior High School in Philadelphia, and finds that there are very evident sex differences in reading preferences; that differences in grade do not reflect differences in reading tastes; that reading interests of girls differ at succeeding age levels; that interests are dissimilar within certain nationality groups; and that children of higher IQ discriminate more in favor of better magazines than do children of average and low IQ.

2967. Smith, Dorá V. Reading interests of senior high school students in two metropolitan and six small town high schools in the state of Minnesota. Minneapolis, University of Minnesota, 1935.

2968. Sprague, Willard S. The amount and kind of material read by high school freshmen of foreign-born parents at various levels of intelligence. Doctor's, 1935. New York. 165 p. ms.

Describes an experiment conducted with 773 freshmen at the Annex of the Eastern District High School, Brooklyn, N. Y., in which 16 percent of the students were American, and the other 84 percent the children of foreign-born parents. Studies the socio-

economic status of the families of the children, the education of their parents, the use made of the radio in the homes, and the books, magazines, and newspapers read by the children. Suggests a course of study in English which will raise the literary standards of the pupils, and interest them in reading in their leisure time.

2969. Stratton-Tate, Carrie. Sex as a determiner of reading tastes among junior high school pupils. Master's, 1935. California.

2970. Tyner, Lydia G. Recreatory reading of teachers preparing for elementary education. Master's, 1935. Colo. St. T. C.

2971. Zinn, Thelma V. A study of the reading done by the sixth grade children in the Bartlesville school for 1933-34. Master's, 1935. Okla. A. and M. Coll.

Attempts to determine what books the sixth-grade children read, the reasons for their selection of books, and compares the reading done by these children with standard reading tests.

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