

BIBLIOGRAPHY  
OF RESEARCH STUDIES  
IN EDUCATION  
1935-1936

*Prepared in*  
THE LIBRARY DIVISION

by  
RUTH A. GRAY



Bulletin, 1937, No. 6

UNITED STATES DEPARTMENT OF THE INTERIOR - - *Harold L. Ickes, Secretary*  
OFFICE OF EDUCATION - - - - - *J. W. Studebaker, Commissioner*

UNITED STATES GOVERNMENT PRINTING OFFICE - - - - - WASHINGTON : 1937

For sale by the Superintendent of Documents, Washington, D. C. - - - - - Price 30 cents

## CONTENTS

	Page
Foreword.....	vii
Introductory note.....	ix
Education—history.....	1
Educational biography.....	7
Current educational conditions:	
General and United States.....	9
Surveys.....	12
Foreign countries.....	13
International education.....	18
Education—theories and principles.....	18
Special methods of instruction and organization.....	24
Homogeneous grouping.....	24
Activity programs.....	25
Contract plan.....	25
Home rooms.....	26
Individual instruction.....	27
Methods of study.....	27
Platoon plan.....	28
Radio in education.....	28
Visual instruction.....	28
Psychology—educational.....	30
Child study.....	30
Tests and testing:	
Psychological tests.....	32
Social intelligence—tests and scales.....	35
Educational measurements—tests and scales.....	39
Physical ability—tests and scales.....	45
Vocational tests.....	47
Research, educational:	
Techniques.....	48
Reports.....	49
Curriculum studies.....	50
Reading.....	52
Handwriting.....	58
Spelling.....	58
English language:	
Grammar and composition.....	59
Literature.....	65
Foreign languages:	
Classical languages.....	67
Modern languages.....	67
Mathematics.....	69
Arithmetic.....	71
Algebra and geometry.....	74



## Curriculum studies—Continued.

	Page
Science:	
General science.....	77
Nature study, biology and botany.....	80
Chemistry and physics.....	83
Social science.....	85
Geography.....	88
History.....	89
Civics.....	92
Economics.....	93
Psychology.....	94
Music education.....	99
Art education.....	103
Dramatics.....	106
Speech education.....	108
Journalism.....	110
Thrift education.....	110
Safety education.....	110
Health education.....	110
Mental hygiene and psychiatry.....	114
Physical education.....	116
Athletics.....	121
Play and recreation.....	125
Commercial education.....	128
Industrial education, including industrial arts.....	133
Agricultural education.....	140
Home economics.....	144
Character education.....	151
Religious education.....	153
Preschool education.....	156
Elementary education, including kindergarten.....	158
Secondary education.....	162
Junior high schools.....	174
Junior colleges.....	177
Higher education.....	178
Student personnel problems.....	184
Women—education.....	186
Professional education.....	187
Adult education.....	191
Parent education.....	193
Teacher training.....	193
Normal schools and teachers colleges.....	195
Practice teaching.....	198
Teacher training in service.....	199
Teachers—status.....	200
Appointment and tenure.....	203
Certification.....	204
Pensions and retirement.....	204
Rating.....	205
Salaries.....	206
Supply and demand.....	207
Substitutes.....	207
College professors and instructors.....	208

CONTENTS

v

	Page
Administration of schools.....	208
Educational laws and legislation.....	213
School finance.....	217
Rural education.....	224
Consolidation.....	230
Transportation.....	232
Supervision and supervisors.....	233
Principals.....	235
School management:	
Attendance and child accounting.....	236
Class size.....	238
Classification and promotion.....	238
Examinations.....	239
Educational and vocational guidance.....	242
Extracurricular activities.....	245
Failures.....	248
Marks and marking.....	249
Reports and records.....	251
Retardation and elimination.....	251
Student self-government.....	253
Textbooks.....	253
School buildings and equipment.....	261
Janitors.....	264
Sociology, educational.....	264
Racial groups, education.....	270
Negroes, education.....	272
Educational groups:	
Gifted.....	275
Physically handicapped.....	276
Blind and partially seeing.....	276
Deaf and hard of hearing.....	277
Speech defective.....	278
Mentally retarded.....	279
Socially maladjusted.....	280
Libraries.....	284
Books and periodicals.....	287
Reading interests.....	288
Index of institutions.....	291
Author index.....	297
Subject index.....	323



## FOREWORD

The responsibilities of education are increasing at a rapid rate. Education is expected to accept an increasing amount of responsibility for various aspects of the individual pupil's life, while at the same time the schools are widening their range of service by the inclusion of nursery school and kindergarten children, on the one hand, and adults on the other. As the responsibilities increase, both in number and in complexity, greater dependence is placed upon research and investigation as a means of comprehending the issues involved and of finding solutions to difficult problems.

To assist in making the results of these investigations generally available, the Office of Education annually publishes a list of theses and other research publications under appropriate headings and makes as many of them as possible available for loan. In this way we attempt to make a large body of research data accessible for comparison in related studies.

Although the list is long, it is still incomplete. No doubt many other studies should be included. Since this enterprise is really a cooperative one, its success depends upon a large number of individuals. To the persons who aided materially in reporting the material for this bibliography we extend our appreciation for their interest in carrying through this project.

BESS GOODYKOONTZ,  
*Assistant Commissioner of Education.*

## INTRODUCTORY NOTE

### SCOPE OF BIBLIOGRAPHY

The tenth Bibliography of Research Studies in Education covers the school year September 1935 through August 1936, and lists 3,182 studies reported by 148 institutions, several of which had not reported previously.<sup>1</sup> The list includes 355 doctors' dissertations, 2,569 masters' theses, and 258 studies reported as faculty research.

The institutions reporting theses and faculty research were, for the most part, colleges and universities granting graduate degrees in education, institutions in which only members of the faculty conduct research in education, and a few institutions carrying on graduate work in music and theology. All are regularly accredited institutions.

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 studies were made in this office; others were furnished by the persons reporting the studies.

The bibliography covers many timely topics in the several fields of education: Current educational conditions in the United States and in foreign countries, Federal aid to education, leisure-time activities, the building and subjects of the curriculum, orientation courses, youth education, rehabilitation of the disabled, the training and status of teachers, the education of racial and exceptional groups, and the various types of libraries and their use.

Many of the studies listed are available for consultation in public and institutional libraries, while the printed material can generally be obtained from the publishers. The Office of Education cannot supply any of the material listed except its own publications. 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 theses, and a dagger (†) the faculty studies which are on file in the library of the Office of Education, and which may be borrowed through the interlibrary loan system for a limited time. Theses not on file in this office may possibly be secured through interlibrary loan directly from the institutions under whose supervision the studies were made.

<sup>1</sup> 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; 1933-34, Bulletin, 1935, No. 5; and 1934-35, Bulletin, 1936, No. 5.



*Number of research studies in the various fields of education, 1935-36*

Subject	Doctors'	Masters'	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education-history and biography .....	23	71	19	5	4
2. Current educational conditions—United States .....	5	34	3	7	4
3. Current educational conditions—foreign countries .....	10	45	11	—	—
4. Educational theory, special methods .....	25	89	18	4	—
5. Psychology, educational and child study .....	3	21	—	6	—
6. Testing and research .....	28	127	24	46	29
7. Curriculum studies, including subjects of the curriculum .....	114	1,024	117	70	23
8. Elementary education, including preschool .....	9	51	6	2	—
9. Secondary education and junior college .....	13	161	14	5	1
10. Higher education .....	23	68	18	34	19
11. Adult education, including parent education .....	3	15	2	5	—
12. Teacher training and teachers, status .....	15	110	12	24	—
13. Administration of schools and school management .....	30	524	56	33	21
14. School buildings, equipment, and janitors .....	4	25	2	2	1
15. Sociology, educational .....	11	42	8	10	8
16. Racial groups, education .....	10	40	10	—	—
17. Exceptional groups .....	16	64	12	2	—
18. Libraries .....	4	58	5	3	2
Total .....	355	2,569	338	258	121

The thesis collection in the library of the Office of Education now numbers more than 2,700 masters' and doctors' theses which have been deposited by 68 institutions granting the degrees, and in a few cases by the authors of the studies. Several institutions have made the library of the Office of Education a depository for all of their theses in education, in order that these theses may be readily available for the use of students and other persons interested in educational research. The collection is in constant use in Washington and in libraries throughout the country. Theses have even 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 theses and faculty studies, and in depositing copies in the library. In order that the collection may be as complete as possible from 1930 to date, the library would be glad to receive copies of theses, especially doctors', completed within that period, which have not already been deposited.

Copies of the sample form used in collecting data for this bibliography will be sent on request. 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 dealing with the professional training of doctors, engineers, librarians, ministers, 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, as well as with the development of the curricula of the graduate de-

partments of the universities. The Office of Education expects to publish a bibliography of research studies on training for the professions in the near future, which will cover the period from 1930 to 1936, inclusive, and will list studies dealing with the various phases of professional training and problems of the professional schools.

Return to  
UNITED STATES  
DEPARTMENT OF THE INTERIOR  
Office of Education

Washington, D. C.

EDUCATIONAL RESEARCH STUDY COMPLETED

[Fill in items applicable]

Author(s) of study \_\_\_\_\_ (Date) \_\_\_\_\_  
 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 \_\_\_\_\_



## ABBREVIATIONS

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

ABBREVIATION	INSTITUTION
Alabama.....	University of Alabama, University, Ala.
Ala. Poly. Inst..	Alabama Polytechnic Institute, Auburn, Ala.
American Univ..	American University, Washington, D. C.
Arizona.....	University of Arizona, Tucson, Ariz.
Ball St. T. C....	Ball State Teachers College, Muncie, Ind.
Baylor.....	Baylor University, Waco, Tex.
Berkeley B a p - tist.....	Berkeley Baptist Divinity School, Berkeley, Calif.
Bethany Bibli- cal.....	Bethany Biblical Seminary, Chicago, Ill.
Biblical Semi- nary.....	Biblical Seminary in New York, N. Y.
Birmingham- Southern.....	Birmingham-Southern College, Birmingham, Ala.
Boston Coll....	Boston College, Boston, Mass.
Boston Univ....	Boston University, Boston, Mass.
Brown.....	Brown University, Providence, R. I.
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.
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. St. Coll...	Colorado State College, Fort Collins, Colo.
Columbia.....	Columbia University, New York, N. Y.
Cornell.....	Cornell University, Ithaca, N. Y.
◆ Creighton.....	Creighton University, Omaha, Nebr.
Denver.....	University of Denver, Denver, Colo.
DePauw.....	DePauw University, Greencastle, Ind.
Drake.....	Drake University, Des Moines, Iowa.
Duke.....	Duke University, Durham, N. C.
Emory.....	Emory University, Emory, Ga.
Florida.....	University of Florida, Gainesville, Fla.
Fordham.....	Fordham University, New York, N. Y.
George Wash- ington.....	George Washington University, Washington, D. C.
Georgia.....	University of Georgia, Athens, Ga.
Hampton.....	Hampton Institute, Hampton, Va.
Harvard.....	Harvard University, Cambridge, Mass.
Howard.....	Howard University, Washington, D. C.
Idaho.....	University of Idaho, Moscow, Idaho.

ABBREVIATION	INSTITUTION
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 St. Coll....	Iowa State College, Ames, Iowa.
Johns Hopkins..	Johns Hopkins University, Baltimore, Md.
Jordan Conser- vatory.....	Arthur Jordan Conservatory of Music, Indianapolis, Ind.
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.
Kentucky.....	University of Kentucky, Lexington, Ky.
Lawrence.....	Lawrence College, Appleton, Wis.
Louisiana State.	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.
Mass. St. Coll....	Massachusetts State College, Amherst, Mass.
Mercer.....	Mercer University, Macon, Ga.
Michigan.....	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll....	Michigan State College, East Lansing, Mich.
Mills.....	Mills College, Mills College, Calif.
Minnesota.....	University of Minnesota, Minneapolis, Minn.
Missouri.....	University of Missouri, Columbia, Mo.
Mount Holyoke..	Mount Holyoke College, South Hadley, Mass.
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.
Niagara.....	Niagara University, Niagara, N. Y.
North Carolina..	University of North Carolina, Chapel Hill, N. C.
North Dakota...	University of North Dakota, University, N. Dak.
Northwestern...	Northwestern University, Evanston, Ill.
Notre Dame....	University of Notre Dame, Notre Dame, Ind.
Ohio State.....	Ohio State University, Columbus, Ohio.
Ohio Univ.....	Ohio University, Athens, Ohio.
Oklahoma.....	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll.....	Oklahoma Agricultural and Mechanical College, Still- water, Okla.
Omaha.....	Municipal University of Omaha, Omaha, Nebr.
Oregon.....	University of Oregon, Eugene, Oreg.
Oreg. St. Agr. Coll.....	Oregon State Agricultural College, Corvallis, Oreg.
Pacific School...	Pacific School of Religion, Berkeley, Calif.
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.



ABBREVIATION	INSTITUTION
Presbyterian	
College .....	Presbyterian College of Christian Education, Chicago, Ill.
Puget Sound.....	College of Puget Sound, Tacoma, Wash.
Purdue.....	Purdue University, LaFayette, Ind.
St. Louis.....	St. Louis University, St. Louis, Mo.
South Carolina..	University of South Carolina, Columbia, S. C.
South Dakota...	University of South Dakota, Vermillion, S. Dak.
Southern Cali-	
fornia .....	University of Southern California, Los Angeles, Calif.
South. Method-	
ist.....	Southern Methodist University, Dallas, Tex.
Southwestern...	Southwestern University, Georgetown, Tex.
Springfield.....	Springfield College, Springfield, Mass.
Stanford.....	Stanford University, Stanford University, Calif.
St. T. C., Upper	
Montclair.....	New Jersey State Teachers College, Upper Montclair, N. J.
Stetson.....	Stetson University, De Land, Fla.
Syracuse.....	Syracuse University, 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 Christian	Texas Christian University, Fort Worth, Tex.
Toledo.....	University of Toledo, Toledo, Ohio.
Union Theologi-	
cal .....	Union Theological College, New York, N. Y.
Utah.....	University of Utah, Salt Lake City, Utah.
Vermont.....	University of Vermont, Burlington, Vt.
Virginia.....	University of Virginia, Charlottesville, Va.
Va. Poly. Inst..	Virginia Polytechnic Institute, Blacksburg, Va.
Washington.....	University of Washington, Seattle, Wash.
Wash. St. Coll..	Washington State College, Pullman, Wash.
West. Ky. St. T.	
C.....	Western Kentucky State Teachers College, Bowling Green, Ky.
Western Re-	
serve .....	Western Reserve University, Cleveland, Ohio.
Wichita.....	University of Wichita, Wichita, Kans.
William and	
Mary .....	College of William and Mary, Williamsburg, Va.
Wittenberg.....	Wittenberg College, Springfield, Ohio.
Wyoming.....	University of Wyoming, Laramie, Wyo.
Yale.....	Yale University, New Haven, Conn.

## BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1935-1936

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1935. T. C., Col. Univ." signifies a master's thesis completed in 1935 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. xii.)

\* 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 so marked may be borrowed on interlibrary loan unless they are printed in periodicals, i. e., Archives of Psychology and Genetic Psychology monographs.

### EDUCATION - HISTORY

1. **Anderson, Paul F.** The history of educational development in Sullivan county, Tennessee. Master's, 1936. Tennessee. 85 p. ms.

\* 2. **Arellano, Magdaleno G.** A study of some aspects of the organization and administration of public education in the Philippines under the American régime. Master's, 1936. Kansas. 140 p. ms.

Presents a brief history of the Philippine Islands from 1521 to 1898, and the establishment of American public elementary and secondary schools. Describes the work of the Bureau of education, the work of the administrators and supervisors, and the qualifications of the teaching personnel.

3. **Badgley, Herbert Harland.** Nationalism in education during the Reconstruction Period, 1865-1875. Doctor's, 1936. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1935-1936: 181-84)

Shows that both Houses of Congress created standing committees on education during the first half of the Reconstruction Period, and established a Department of education in 1867, to gather statistics on education throughout the country and to diffuse information to the various state and local educational agencies. Discusses the work of Henry Barnard and John Eaton as Commissioners of education in emphasizing the national menace of illiteracy and in advocating legislation pertaining to education that the government should enact for the welfare of the country. Discusses the passage of the Morrill Act of 1862, legislation for military education in the colleges, treaties with Indian tribes for educating the Indians, the establishment of marine schools and schools of mines. Shows that labor and industry joined forces in the demand for better schools.

4. **Barnes, Florence.** An educational history of Unicoi county, Tennessee. Master's, 1935. Peabody. 75 p. ms.

5. **Beale, Howard K.** A history of freedom in teaching in the schools. New York, Charles Scribner's sons, 1936. (University of North Carolina)

6. **Bennion, Milton Lynn.** The origin, growth, and extension of the educational program of the Mormon church in Utah. Doctor's, 1936. California.

Includes not only an account of the rise and growth of Mormon schools, but also a description of the underlying educational philosophy.

7. **Bevarly, R. A.** History of education in Carroll county, Kentucky. Master's, 1936. Kentucky. 193 p. ms.

Attempts to trace the development of education in Carroll county, from the early pioneer schools to the present. Places special emphasis on the status of the present system, and recommends the improvement of the present system through consolidation and transportation of pupils to larger school centers.



8. **Boitnott, John W.** Secondary education in Virginia, 1845-1870. Doctor's, 1936. Virginia. 673 p. ms.

9. **Burnett, Hoyt Cromwell.** A history of education in Saluda county. Master's, 1935. South Carolina. 85 p. ms.

Divides the history of education in Saluda county into four periods: Early history and background, education in Saluda county before 1864, education in Saluda county, 1865-1896, and the development of education in the county from 1896-1935.

10. **Catoy, Fausto.** The development of public education in the Philippine Islands from 1898 to 1933. Master's, 1936. Oregon.

11. **Coffman, Henry K.** The history of education in Effingham county, state of Illinois. Master's, 1936. Iowa. 94 p. ms.

\*12. **Conley, Sister Mary Stephen.** Anti-Catholic tendencies of denominational colleges on the frontier (1830-1861). Master's, 1936. Catholic Univ. 78 p. ms.

Describes the educational means used by the Congregationalists and Presbyterians to prevent the growth of Catholicism in the Mississippi Valley and the Far West.

13. **Cook, John H.** History of Chattooga county, Georgia. Master's, 1936. Mercer. 210 p. ms.

14. **Coolley, Lillie Elizabeth.** The development of experimental schools in the United States. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 18)

Traces the development of experimental schools in the United States with special reference to the influences which affected their growth. Studies the Dalton plan school, the Francis W. Parker school of the University of Chicago, the Lincoln school of Teachers college, Columbia university, the Batavia, Winnetka, and the Gary plans, and the plans of Antioch college, Rollins college, and the University of Chicago, and the more prevalent tutorial and honor systems. Finds that each plan has at least one outstanding advantageous feature, but most of them are dependent for success upon a particular environment.

15. **Curtis, E. W.** History of Ormsby village, Kentucky—a school for neglected, dependent and delinquent. Master's, 1936. Maryland. 172 p. ms.

Traces the history and describes the work of the Louisville and Jefferson county children's home, located at Ormsby.

16. **Davis, Winnie Ouida.** Women leaders in Texas education since 1860. Master's, 1936. Texas.

17. **Derham, Mary Teresa.** Charlemagne's palace school. Master's, 1936. Stanford.

18. **Dolphin, Mazie Leola.** A history of the Denver Classroom teacher's association. Master's, 1936. Denver. 83 p. ms.

Records the history of the Denver, Colo., Classroom teacher's association, traces the development of the teacher organizations which existed in the ranks of the Denver public schools prior to 1923, as well as the development of the present association.

19. **Donohue, Francis J.** Some administrative problems of early Catholic schools. Master's, 1936. Fordham. 131 p. ms.

Studies of the administrative problems of Catholic schools within the original boundaries of the United States from Colonial times to about 1840. Shows that the chief administrative problems of Catholic education prior to 1840 were those of teacher recruitment, textbooks, school buildings, and financial support; and that the period was one of individual initiative in American Catholic education, and that the hierarchy, except as individuals contributed practically nothing to the solution of these administrative problems.

20. **Dreher, Naomi Cline.** Some trends of elementary education in the United States, 1607-1935. Master's, 1935. South Carolina. 43 p. ms.

Divides the history of elementary education in the United States into three periods: The colonial period; the revolution in elementary education, 1800-1899; modern elementary education, 1900-1935.

21. **Duncan, William C.** The history of white public school education in Key West, Florida. Master's, 1936. Florida. 79 p. ms.

\*22. **Dunlap, William C.** Quaker education in Baltimore and Virginia yearly meetings with an account of certain meetings of Delaware and the eastern shore affiliated with Philadelphia, based on the manuscript sources. Doctor's, 1935. Pennsylvania. Philadelphia, University of Pennsylvania, 1936. 574 p.

Traces the origin and development of Quaker education in Maryland, Virginia, Delaware, and adjacent parts of Pennsylvania, from the first settlements of Quakers, in the latter part of the seventeenth century, to date. Includes chapters on the education, civilization and care of the Indians, care and education of Negroes, religious education, and education and rehabilitation in North Carolina and Tennessee.

23. **Durham, Gertrude.** Education in Tennessee during the reconstruction period. Master's, 1936. Tennessee. 101 p. ms.

24. **Elkin, John Edward.** The history of education of Lawrence county, Kentucky. Master's, 1935. Kentucky. 114 p. ms.

Traces the development of education in Lawrence county, from the formation of the county in 1820 to the present, emphasizing the development of the common-school system from its establishment in 1838, through the period of district control, to the establishment of the county unit in 1908, and to the development of the present system under the county unit plan.

25. **Foster, Janie Ruth.** History of education in Atascosa county. Master's, 1936. Texas.

\*26. **Frances, Sister Catharine.** The convent school of French origin in the United States, 1727 to 1843. Doctor's, 1936. Pennsylvania. Philadelphia, 1936. 246 p.

Studies the work of the Ursulines, the Religious of the Sacred Heart, Sisters of St. Joseph, Sisters of Providence, Sisters of the Holy Cross, the administration, curricula, and extracurricular activities in the convent schools.

27. **Gregory, William Edward.** The origin and development of the country day school. Master's, 1936. Michigan.

28. **Harris, Robert.** Three periods in the history of the Indiana state teacher's association. Master's, 1935. Ind. St. T. C. 69 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 7: 112, July 1936)

Compares the history of the Indiana state teacher's association in 1855-1865, 1890-1900, and 1925-1935.

29. **Hayes, Sister Mary Basil.** A comparative study of public and parochial elementary education in the nineteenth century in New York city. Doctor's, 1936. Fordham. 243 p. ms.

\*30. **Heffernan, Rev. Arthur J.** A history of Catholic education in Connecticut. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic education press, 1937. 186 p. (Catholic university of America. Educational research monographs, vol. 10, no. 1).

Traces the history of Catholic education in Connecticut from its beginnings in 1829 to the present. Discusses the evolution of the diocesan system together with the growth of the curriculum in elementary and secondary schools, and the advances made in



teacher training. Treats of the public-school system only insofar as it touches upon Catholic theory and practice. Indicates possible reasons for the rather retarded development of Catholic high schools in the state.

31. Henderson, Julia Lucas. The Confederate states naval academy. Master's, 1935. South Carolina. 31 p. ms.

Discusses the history of the Confederate states naval academy 1861-1865; shows its influence on the lives of the men who attended it.

32. Henderson, Kenneth B. A history of the academies of the Western Reserve 1803 to 1890. Master's, 1936. Ohio State. 140 p. ms.

33. Hendrix, Clark. An historical survey of the development of public school education in Coffeyville, Kansas. Master's, 1936. Kans. St. T. C., Emporia. 95 p. ms.

34. Hill, James N. Some trends in the educational development of school district number 60 in Douglas county, Kansas, 1855-1934. Master's, 1936. Kansas.

35. Holcomb, Stuart K. History of Ohio high school athletic association. Master's, 1936. Ohio State. 100 p. ms.

36. Hudson, V. Don. The legislative history of Philippine independence legislation. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Presents an analysis of the motives and forces involved in the establishment of American sovereignty in the Philippine Islands in 1898, and considers briefly the development of education in the Philippines.

37. Hughes, Priscilla. History of public education in Kansas City, Missouri. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 39-40)

38. Humfleet, Daniel M. History of education in Knox county, Kentucky. Master's, 1936. Peabody. 125 p. ms.

Studies such acts of the Kentucky legislature as affected the schools of the county. Shows that private schools were preferred at one time, but later gave way to public schools.

39. James, May Hall. Three hundred years of education and schooling in Old Lyme, Connecticut, 1635-1935. Doctor's, 1936. Yale. 265 p. ms.

40. Killeen, Rev. S. M. History of Premonstratensian educational institutions in the United States. Master's, 1936. Catholic Univ. 55 p. ms.

Traces the history of the Premonstratensian Order since the time of its founding by St. Norbert in France in 1120. Analyzes their work in the United States in a social center, a summer camp for boys, a summer school for religious teachers, a college of liberal arts, and three high schools.

41. Lange, Erwin F. An early educational history of Oregon City, 1843-1875. Master's, 1936. Oregon.

42. Lavrischeff, Tikhon I. History of education in Alaska. Doctor's 1935. California.

Presents a picture of the rise and development of formal education in Alaska. Compares the two public-school systems in operation, those for the white children and for children of mixed blood who lead a civilized life maintained by the territory, and the schools for native children maintained by the Office of Indian affairs, of the Department of the Interior.

\*43. Lawson, Helen Leonora. A study of the history, aims, catalogs and curricula of eight private girls' schools. Master's, 1935. Boston Univ. 61 p. ms.

Studies eight non-Catholic private schools for girls within a radius of 10 miles of Boston.

44. **Linscott, Edward Lyon.** The history of secondary education in Hancock and Washington counties in Maine. Master's, 1936. Maine.

45. **Lofgren, Olga.** Early school societies in the United States. Master's, 1936. Maryland. 116 p. ms.

Gives a brief account of educational agencies called societies, which were active from 1790 to 1840. Finds that school societies in all parts of the country show a lack of school facilities; that the work of these societies called attention of the public to the need to publicly support schools; and that later associations, such as the society in New York City, merge into the free public schools.

46. **Lutz, Stanley.** A history of the public schools of Alliance, Ohio. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 311-12)

\*47. **McCadden, Joseph J.** Education in Pennsylvania, 1801-1835, and its debt to Roberts Vaux. Doctor's, 1936. T. C., Col. Univ. Philadelphia, University of Pennsylvania press, 1937. 372 p.

Discusses education in Pennsylvania in the early nineteenth century, the general position of Roberts Vaux in the educational activities of his day, Roberts Vaux as founder and first president of the Philadelphia public schools, and Roberts Vaux and a free state-wide public-school system in Pennsylvania.

48. **McCown, J. K.** History of Saint John's academy as a public graded school 1889-1931. Master's, 1936. South Carolina. 84 p. ms.

Traces the development of Saint John's in Darlington county from its reorganization as a public school in 1889 to the present day.

49. **McCoy, Lottie.** History of education in Harlan county, Kentucky. Master's, 1936. Kentucky. 125 p. ms.

Traces the development of education in Harlan county from the pioneer schools to the present. surveys the present school system, and makes recommendations for future development.

50. **Mahon, Sister Miriam Vincent.** The contributions of the Sisters of Charity to Catholic education in New Jersey. Master's, 1936. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 46)

Gives an account of the origin, growth, and development of the Order of the Sisters of Charity in New Jersey, and studies their work in parochial schools, secondary schools, St. Elizabeth's college, and allied institutions.

51. **Masten, Ples Curtis.** The history of education in Collingsworth county, Texas. Master's, 1936. Texas.

52. **Mathewson, Philip H.** Evolution of private schools in Vermont from 1832. Master's, 1936. Michigan.

53. **Mereness, Carol D.** The development of secondary education in Alaska's school systems. Master's, 1936. Minnesota. 129 p. ms.

\*54. **Meyer, Alfred Masten.** A history of the Southern association of colleges and secondary schools. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 9 p. (Abstract of Contribution to education, no. 173).

Studies the origin, purpose, and progress of the association as revealed in the records of the association.

55. **Morgan, Clarence Marion.** The development of teacher training in Indiana prior to 1900. Doctor's, 1936. Indiana. 532 p. ms.

56. **Morrel, Mrs. Elaine Lewis.** The rise and growth of public education in El Paso, Texas. Master's, 1936. Texas.



57. **Musick, J. Herman.** Educational history of Falls county. Master's, 1936. Texas Tech. Coll. 100 p. ms.

Presents a brief account of the early history of Falls county, its settlers, surveys, organization, churches, and schools.

58. **Nelms, Frederick Glenn.** The development of education in Wilkes county. Master's, 1936. Georgia.

\*59. **North, William E.** Catholic education in Southern California. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 227 p.

Discusses the educational aspects of the mission system, Catholic education in Spanish and Mexican California, the early seminary and collegiate education, early education in parochial school, and academy from 1853-1903, and a diocesan system of schools.

60. **Parker, Thomas Allen.** Development of education in Texas (1836-1936). Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 53)

Traces the development of education from the early tuition and "poor" school through the stages of state support and local support for secondary education, and the establishment of a state-supported system of higher education, giving special attention to laws providing for the development of a system of elementary and secondary schools, the equalization of educational opportunity, the enrichment of the curriculum in the secondary schools, and improvement of the teaching personnel.

\*61. **Ray, Sister Mary Augustina.** American opinion of Roman Catholicism in the eighteenth century. Doctor's, 1936. Columbia. New York, Columbia university press, 1936. 457 p.

Discusses the English historical tradition, the tradition and the Colonial clergy, education, and literature, the tradition in action and in the pre-Revolutionary decade, the Revolution, and making the Constitutions.

62. **Redden, John Daniel.** The history and development of the parochial schools in the diocese of Manchester, New Hampshire. Doctor's, 1935. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 13-15)

Studies records in parish registers, in archives of motherhouses of religious communities, in local convents, reports by pastors to local and state authorities, the state laws from 1679 to 1934, school reports from 1848 to 1932; analyzes replies to questionnaires and personal interview concerning the actual establishment and development of many schools, and studies the present organization, administration and supervision of the school system.

\*63. **Redmond, Sister Catherine Frances.** The convent school of French origin in the United States, 1727-1843. Doctor's, 1936. Pennsylvania. Philadelphia, 1936. 246 p.

64. **Reynolds, Thomas W.** Development of education in Washington county. Master's, 1936. Okla. A. & M. Coll.

Traces the growth and development of education in Washington county from the time of the first mission school, about 1885, to 1935.

65. **Riffin, Harry T.** A history of public school education in the city of Newark, New Jersey, 1666-1935. Doctor's, 1936. Fordham. 2 vols.

66. **Schultz, Marvin Gerhard.** Early Schwenkfelder education in Pennsylvania. Master's, 1936. Temple. 82 p. ms.

Purports to establish the significance of the secular education among the Schwenkfelders in Southeastern Pennsylvania for a period of about 30 years beginning in 1764. Shows that the Schwenkfelders were apparently a literary and cultured people and that since their arrival in America in 1734, they showed a constant zeal for education.

67. **Simpson, Captiola.** History of education in Owen county, Kentucky. Master's, 1936. Kentucky. 265 p. ms.

Traces the development of the school system of the county from the pioneer schools to the present.

68. **Sonnier, William.** History of public education in Acadia parish. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 98)

- \*69. **Stone, J. Lloyd.** Child guidance clinics in the United States with recommendations for a visiting clinic in North Dakota. Master's, 1936. North Dakota. 84 p. ms.

Discusses the historical development of child guidance clinics, their methods of support, traveling clinics, typical clinic procedures and services, criticisms of clinics, and proposes a clinic set-up for North Dakota.

70. **Vance, Luda Dickey.** The development of education in Bowling Green, Kentucky. Master's, 1936. West. Ky. St. T. C. 60 p. ms.

- †71. **Waiz, John A.** German influence in American education and culture. Philadelphia, Carl Schurz memorial foundation, 1936. 79 p. (Harvard university)

72. **Wheeler, Robert J.** Development of education in Dewey county, Oklahoma. Master's, 1936. Okla. A. & M. Coll.

73. **Wheeler, Velma Barclay.** Development of education in Ellis county, Oklahoma. Master's, 1936. Okla. A. & M. Coll.

74. **Wilhelm, Bessie Lee.** Alabama education association programs, 1856-1936. Master's, 1936. Peabody. 130 p. ms.

- †75. **Wills, Elbert Vaughan.** The growth of American higher education, liberal, professional and technical. Philadelphia, Dorrance and company, 1936. 225 p. (New York university)

Discusses colleges of the colonial type, the state college and university, the denominational college movement, professional and technical training, development of teacher training, higher education of women, philanthropy in American higher education since the Civil War, evolution of the collegiate curriculum, graduate training and research, the urban college and university, and the junior college.

## EDUCATIONAL BIOGRAPHY

76. **Alstetter, Mabel F.** The life and work of Elizabeth Palmer Peabody. Master's, 1935. Peabody. 83 p. ms.

Studies Miss Peabody's life to determine what contributed to her educational philosophy, and finds that she practiced many things which are now considered progressive.

77. **Anthony, Lolita.** A study of contemporary leaders in elementary education. Master's, 1936. Peabody. 68 p. ms.

Analyzes information concerning 156 leaders in elementary education found in standard compilations of educational leaders and of publications. Finds that the typical leader in elementary education is a native of the northern states; has attended private teachers' colleges; holds a master's or doctor's degree; has specialized in college and elementary school teaching; has held positions as teacher, supervisor, and administrator; has been in educational work 31 years; is affiliated with educational, social, and civic organizations; and has published two books and four magazine articles and bulletins, the majority of which are professional in nature.

- \*78. **Bender, David S.** Jonathan Edwards, the forerunner of the "American school" of religious psychology. Master's, 1935. New York. 95 p. ms.



79. **Boruff, Oscar.** The life and contribution of Barnabas C. Hobbs to Indiana education. Master's, 1936. Ind. St. T. C. 104 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 121-22, July 1936)

Studies the life of Barnabas C. Hobbs, his relationship with the Indiana teachers association, his work as principal of the Bloomingdale academy, his work for the enactment of a law establishing a state normal school, his presidency of Earlham college, and his work as state superintendent of public instruction.

80. **Butler, Margaret.** The life of John C. Brown. Master's, 1936. Tennessee. 123 p. ms.

Discusses the life of John Brown prior to his election as governor of Tennessee, his work in establishing a system of free public schools in the state, and his later life.

81. **Cheves, Monnie T.** The educational and political career of James Benjamin Aswell. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 109-10)

Traces the life of James Benjamin Aswell from his birth, through his school life, his teaching experience, his terms as state superintendent of public instruction and as president of the Louisiana state normal school, his political career, to his death in 1931.

\*82. **Cline, Rodney.** The life and work of Seaman A. Knapp. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 110 p. (Contribution to education, no. 183)

Discusses his boyhood and education, his educational work in Iowa and Louisiana, and his work as an employe of the United States Department of Agriculture.

83. **Corey, Edmund.** John Colet: the man and the educator. Doctor's, 1936. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 11-12)

Shows that Colet was a child of the Renaissance, that he was personally abstemious, that his writings must be judged by the style of his times, that he was somewhat broad in the Scriptural commentaries that he began at Oxford, and that his school at St. Paul's was close to the modern high-school idea, that his school was retained in the destruction of schools at the time of the Reformation, and has continued to the present day.

84. **Follmer, Marjorie Elizabeth.** John Lyly's school learning. Master's, 1936. Stanford.

\*85. **Goddard, Isaac.** Gustaf Larsson and the Sloyd training school. Master's, 1936. Boston Univ. 79 p. ms.

Discusses Larsson's interest in manual training, and his work with the Sloyd training school.

86. **Hayes, Arthur Hobert.** The services of Paul Whitfield Horn to Texas education. Master's, 1936. Texas.

† 87. **Herriott, F. I.** William Stebbins Barnard, professor of biology, Drake university, 1886-87: an appreciation of a biologist, inventor, and teacher. Des Moines, Iowa, Drake university, 1936. 44 p. (Reprinted from the Annals of Iowa, July 1936)

88. **Houghton, Laura Louise.** David Starr Jordan as an educator. Master's, 1936. Stanford.

89. **Jensen, Axel Christian.** A study of the educational services of Justin Morrill. Master's, 1936. Stanford.

90. **Judd, Ronnie D.** Educational contributions of Horace Holley, third president of Transylvania university. Doctor's, 1936. Peabody. Nashville, Tenn., Ghertner and Cullom, 1936. 125 p.

Covers the educational contributions made by an early pioneer to western culture and learning. Shows that Transylvania university had colleges of law, medicine, and arts, at that time, and compared favorably with the best eastern colleges.

91. **Lynch, James J.** Chaucer, the religious teacher. Master's, 1936. Iowa.
92. **McCuskey, Dorothy.** A. Bronson Alcott, educator. Doctor's, 1936. Yale.
93. **Savoie, Velma.** The life and writings of Madame Sidonie de la Houssaye. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 126)  
Traces the life of Madame de la Houssaye, and discusses her work in founding and teaching in the only school in St. Mary.
94. **Schnepel, E. Paul.** The life and work of Friedrich Ludwig Jahn. Master's, 1936. Ohio State. 122 p. ms.  
Interprets the life work of Jahn and evaluates his influence on physical education. Shows that his work centered about the unification of the many separate German states by means of a regeneration of youth through physical education.
- †95. **Severance, Henry Ormal.** William Benjamin Smith, a friend of the University of Missouri library. Columbia, University of Missouri, 1936. 23 p. (University of Missouri bulletin, vol. 37, no. 3. Library series 17)
- \*96. **Shoemaker, Ervin C.** Noah Webster: pioneer of learning. Doctor's, 1935. T. C., Col. Univ. New York, Columbia university press, 1936. 347 p.  
Attempts to evaluate Webster's contribution to education in general, and to the teaching of English in particular.
97. **Sonn, Marie.** Educational implications in the life and poetry of William Morris. Master's, 1936. St. T. C., Upper Montclair. 78 p. ms.
98. **Ware, Elizabeth Mason.** John Herbert Phillips, educator. Master's, 1936. Birmingham-Southern.  
Shows the contributions of the first city superintendent of schools toward building the Birmingham school system.
99. **Whelan, James Francis.** Dominic Yenni, a Jesuit teacher and grammarian (1810-1888). Master's 1936. St. Louis. 93 p. ms.  
Studies Father Yenni's life and teaching, and presents a critical study of his 1869 *Latin grammar*, and concludes that it is a practical text for students of Latin grammar.

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

- †100. **Beale, Howard K.** Are American teachers free? An analysis of restraints upon freedom of teaching in American schools. New York, Scribner's sons, 1936. 855 p. (Report of the Commission on the social studies, American historical association, part 12) (University of North Carolina)
101. **Bond, James.** A study of interpretation by school education associations and a proposed program of interpretation for the Wyoming education association. Master's, 1936. Wyoming. 108 p. ms.
- \*102. **Coffman, Harold Coe.** American foundations: a study of their role in the child welfare movement. Doctor's, 1936. Columbia. New York, 1936. 214 p.  
Analyzes the reports and other pertinent material of 55 foundations, 20 community trusts, and 32 child welfare organizations for the period 1921-1930. Discusses foundations of the general type, of the community trust type, the child welfare organizations receiving aid from foundations, and the significance of foundation support of child welfare.



103. Cross, A. J. Foy. Relative success in certain supervised correspondence courses of pupils at various levels of mental ability and reading ability. Doctor's, 1936. Nebraska. 91 p. ms.

Measures improvements in algebra, American history, and English composition following the utilization of supervised correspondence courses by standardized tests and compares reading ability and mental ability as measured by two examinations. Finds that the amount of improvement was not significantly related to mental ability nor to initial reading ability.

104. Engelbrecht, Herbert Conrad. German-Lutheran influence in education in Bremer county, Iowa. Master's, 1936. Iowa. 119 p. ms.

105. Eversull, Frank L. and Smith, V. T. Scholarship: a much confused term. Huron, South Dakota, Huron college, 1936. 11 p. ms.

Finds a need of standardization in educational terminology, especially with regard to the term scholarship.

106. Goewey, Washington Irving. A critical investigation of platform principles for local teacher organizations. Master's, 1936. N. Y. St. Coll. for Teach. 49 p. ms.

107. Gray, J. S. An appropriate curriculum for education in a democracy. Pittsburgh, University of Pittsburgh, 1936.

108. Grogan, Raymond Grady. Education inequalities in Georgia. Master's, 1936. Georgia.

109. Halstead, Gordon B. A study of progressive schools in the United States as to their rise, development, educational contributions and future. Master's, 1936. Michigan.

110. Higgins, Arlie William. A study of compulsory education in Kansas. Master's, 1935. Kans. St. Coll. of Agr.

111. Jocelyn, Douglas Law. Non-academic outside organizations making demands on public secondary schools. Master's 1936. Chicago. 71 p. ms.

Finds that 91 organizations made 910 demands on 61 schools during the year 1935.

112. Knutson, S. R. Interest trends in education, 1929-1935. Master's, 1936. Drake.

Finds that the fields having the greatest number of published articles during the period were social science, science, school finance, achievement and educational measurements, vocational education, extracurricular activities, adult education, and character education.

113. Krah, W. Edward. The parent-teacher association in the third class districts of Pennsylvania. Master's 1936. Temple. 99 p. ms.

Shows that the parent-teacher movement is a vital force in parent education for child welfare, and is a valuable medium for interpreting the standards and activities of the schools to the communities.

114. LaRose, Anna. Contribution of the National education association committees to secondary education summation and justification. Master's, 1936. Mass. St. Coll. 99 p. ms.

Finds that each committee, individually, has helped education in its special field, and, totally, has established certain ideals and principles by which future education may be guided in this nation.

115. Levitt, Emma. The activities of local teacher organizations in Chicago since 1929. Master's, 1936. Chicago. 214 p. ms.

Studies the activities of nine Chicago teacher organizations during the depression years with emphasis upon the relation of the educational crisis in Chicago to the activities.



116. **Lissack, H. R.** Trends in public-school publicity in Tennessee. Master's, 1935. Peabody. 50 p. ms.

Analyzes the amount, nature, and trend of public-school publicity in four metropolitan newspapers. Finds no evidence of a program of school publicity in Tennessee, and that the school news had no interest appeal and was poorly edited.

117. **Miller, Oscar Edward.** A comparative study, as to organization and functions, of the San Antonio teachers council with local teacher associations, in cities of the United States, of 100,000 population or more. Master's, 1936. Texas.

118. **Milligan, Scott.** A program of public relations for the educational interests of Oregon. Master's, 1936. Oregon.

119. **Nelson, Clarence Elijah.** The emergency education programs of the Federal emergency relief administration and the Works progress administration in Texas. Master's, 1936. Texas.

120. **Parriott, Charles.** The community in the educational program. Master's, 1936. Nebraska. 104 p. ms.

Investigates a cooperative plan of education in 40 schools, through which business and industry cooperate with schools in offering specific vocational training on the job while schools furnish cultural and related training. Finds the plan is favored by people of the communities studied; that students who learn vocations are able to hold jobs; that it helps to relieve unemployment and that most of the vocations being taught are found in most of the Nebraska small towns.

121. **Payne, Charron Gale.** Recent attempts of the United States Government to alleviate the general youth problem. Master's, 1936. Yale.

122. **Quigley, Sidney Milton.** A study of public opinion on certain educational issues. Master's, 1936. Michigan.

† 123. **Raup, Robert Bruce.** Education and the organized interests in America. New York, G. P. Putnam's sons, 1936. 238 p. (Teachers college, Columbia university)

Discusses the use of schools by private interests; nationalism for teacher, textbook, and student; the influence of organized religion on the school; public opinion on "free" education; the effects of war, government, and economic relations on American culture; the elements of crisis in American culture on social change, world outlook, and education; issues and partisan groups; and the public and controversial topics.

124. **Reifel, Dorothy Mary.** The Federal emergency education program, 1933-1936. Master's, 1936. Cincinnati.

† 125. **Rugg, Harold.** American life and the school curriculum: next steps toward schools of living. Boston, Ginn and company, 1936. 471 p. (Teachers college, Columbia university)

Discusses school and society, modern industrial-democratic culture, schools of the machine age, educational reform, rearrangement, not reconstruction, educational reconstruction in the great transition, a new psychology for a new education, and next steps toward schools of living.

126. **Schrammel, H. E. and Sonnenberg, E. R.** The rank of states according to educational achievement on the basis of 11 selected criteria. American school board journal, 93: 17-19, November 1936. (Kansas state teachers college)

127. **Sharpe, Charles G.** How Madison meets the present demands on our educational institutions for trained knowledge. Master's, 1936. Mass. St. Coll. 69 p. ms.

Shows that the large number of self-supporting groups rendering real community service that have spread out from Madison to many parts of the South is real evidence that the work of Madison contains a large element of success.



128. **Sheats, Paul Henry.** Effects of the depression on certain issues in American education. Doctor's, 1936. Yale.

129. **Snyder, J. W.** A twelve-grade school organized and administered in one building. Master's, 1936. Kentucky. 89 p. ms.

Describes the status of the 12-grade school in Kentucky.

130. **Strassman, Moses Morton.** Activities of parent-teacher associations in elementary schools in Chicago. Master's, 1936. Chicago. 63 p. ms.

131. **Ullemeyer, Richard.** The identification and evaluation of activities in 71 local parent-teacher units in the city of Denver, Colorado. Master's, 1936. Iowa. 150 p. ms.

\*132. **Wattenberg, William W.** *On the educational front*, a study of the reactions of teachers' associations in New York and Chicago. Doctor's, 1936. T. C., Col. Univ. New York, Columbia University press, 1936. 218 p.

Studies nearly 200 teachers' associations to determine the reactions of individuals associated in formal organizations. Finds that all of the associations followed a basic pattern of organization; that the average members played a slight role; that each set of leaders seemed to remain steadfast in advocacy of a given pattern of action; that teachers seemed to shift their allegiance according to the apparent demands of the situation; that professional teachers' associations were little disturbed by the economy drive; that two main types of new organization appeared during the retrenchment drives, one was the political organization formed on assembly district or ward lines, the other formed to use "mass pressure."

133. **Weimer, Norman K.** Federal aid to public education and its present implications. Master's, 1936. Ohio State. 91 p. ms.

Finds that emergency aid for education is temporary and has taken the form of providing employment for teachers and for youth; that there is no evidence that the states are unable to provide an adequate program of education; that increased federal aid will be accompanied by increased federal control; that federal control has dangerous implications in that local initiative and enterprise are lost, and it may lead to the domination of education by some political philosophy; that the federal government should continue to aid public education by leadership and research.

\*134. **Williams, C. O.** Education in a democratic society: an introduction to the study of education. Doctor's, 1936. New York. 410 p. ms.

Discusses our American school system, influences affecting the schools, the significance of education in society, necessary and impending changes in American education, promising educational activities today, teacher training.

135. **Zwiebel, H. G.** Participation of the classroom teacher in a public relations program. Master's, 1936. Nebraska. 124 p. ms.

Submits a check list containing 105 activities for a public relations program suggested by educational writers to 100 classroom teachers and 100 school superintendents for evaluation. Finds that the classroom teacher is a vital factor, due to her close contact with pupils. Her greatest influence is through her teaching, and next in importance is the impression made by personal contacts. The modern idea is to build confidence through quiet, constructive, and helpful activities on the part of the entire school personnel.

#### SURVEYS

136. **Banks, Helen B.** Educational survey of Southgate community. Master's, 1936. Ohio State. 87 p. ms.

137. **Bove, LaRoy.** High-school standards in representative school surveys. Master's, 1936. Oregon.

138. **Holmes, Jay Emerson.** A survey of the Spring Lake, Michigan, public school system. Master's, 1936. Wyoming. 100 p. ms.



† 130. **Holy, T. C.** Survey of the schools of Euclid, Ohio. Columbus, Ohio state university, 1936. 177 p. (Ohio state university studies. Bureau of educational research monographs, no. 22)

Discusses the character and growth of the community; schools, enrollment, and school organization; status and utilization of the school plant; operation and maintenance of the plant; finance and business management; administration and supervision of the schools; the teachers and auxiliary personnel; student personnel services; achievement of the pupils; and the curriculum.

140. **Martin, Margaret Williams.** A survey of the educational opportunities and needs in a middle Adirondack section and possible plans for meeting these needs more adequately. Master's, 1936. N. Y. St. Coll. for Teach. 74 p. ms.

141. **Miller, Ellsworth.** A survey of educational needs and opportunities in the town of East Greenbush, Rensselaer county, New York. Master's, 1936. N. Y. St. Coll. for Teach. 71 p. ms.

142. **Nelson, Roy M.** A survey of the Ola, Arkansas, school system with a suggested plan of reorganization. Master's, 1936. South Carolina. 75 p. ms.

Studies the general and school populations, program of studies, school plant, and school finance with respect to proposed reorganization.

143. **Parker, William Glenn.** The Saint Pauls (North Carolina) public schools, a survey. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 26)

Studies the plant, faculty, and students of the Saint Pauls schools.

144. **Sonnenberg, Ernest B.** Trends in the organization of state departments of education in the United States. Master's, 1936. Kans. St. T. C., Emporia. 72 p. ms.

145. **Underwood, Gail F.** A social and educational analysis of Industry township. Master's, 1936. Iowa. 111 p. ms.

#### FOREIGN COUNTRIES

146. **Agatstein, M.** Syndicalism and the French elementary school teacher. Master's, 1936. Coll. of the City of N. Y. 67 p. ms.

Studies the organization of teachers in French elementary schools; traces the origins of the movement, analyzes the causes underlying the growth of the organizations, shows their relationship to non-educational groups, and presents their everyday beliefs and accomplishments. Deals primarily with the *Syndicat National*.

147. **Amdur, I.** A critical study of the development of the school organization and pedagogical philosophy of George Kerschensteiner. Master's, 1936. Coll. of the City of N. Y. 179 p. ms.

Attempts to describe the nature and significance of Kerschensteiner's reform of the schools of Munich, to trace the evolution of Kerschensteiner's educational philosophy, and critically to evaluate his work. Finds Kerschensteiner's greatest contribution to be in his advancement of the activity school.

\*148. **Andreasen, Paul J.** Grundtvig as an educator, with special reference to the folk high school movement. Doctor's, 1936. New York. 132 p. ms.

Attempts to interpret Bishop Nikolaj Frederik Severin Grundtvig as he was and the folk high school as it actually developed. Discusses his birth, heritage, and early training and experience; his reconstruction of education in Denmark; his influence in Scandinavia, the United States, and elsewhere; the Grundtvigian folk high school; and presents a critical evaluation of the man and his work.

\*149. **Beck, Karl Herbert.** A socio-educational study of the Chinese people. Master's, 1936. Penn. State. 173 p. ms.

Studies the history of China and of its educational leaders, the entrance of Western educational influence in the thirteenth century, present-day trends in Chinese education, the mission and non-mission schools, and the educational attitudes of the Chinese people.



\*150. **Black, William Griffiths.** The development and present status of teacher education in western Canada, with special reference to the curriculum. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1936. 341 p.

Narrates briefly the history of teacher education in each of four Canadian provinces, describes and compares the present-day curricula, compares these curricula feature by feature with curricula of other countries, discusses them in the light of judgments of leaders in the field, and identifies and discusses critically the fundamental issues relating to teacher education in western Canada.

151. **Blair, Mary Gillet.** A study of Gotama as a teacher with reference to Christian education in Japan. Master's, 1936. Biblical Seminary.

\*152. **Broderick, Sister Mary John.** Catholic schools in England. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 187 p.

Presents the general working plan of the English system which permits the Catholic schools to follow the Catholic philosophy of education and at the same time to share in the governmental funds. Includes a description of their present status and their present problems.

153. **Carmody, Imelda.** Records of the charter school system in the eighteenth century as exemplified at Clonmel. Master's, 1936. St. Louis.

Concludes that the charter school at Clonmel made no significant contribution to the scheme of Irish education which had developed prior to the inauguration of such schools as the one described.

154. **Chang, Chung Yuan.** A study of the vocabulary of the first grade in a Chinese elementary school. Master's, 1936. Michigan.

155. **Chang, Seng.** The educational system in modern China. Master's, 1936. Michigan.

156. **Chang, Y. W.** The 5-petaled program for the rural youth of China, based on a study of the 4-H program in the United States. Master's, 1936. Minnesota. 240 p.

Investigates the workings and results of 4-H clubs in the United States and recommends that a similar plan be instituted for the rural youth of China, using the Chinese national flower of 5 petals as its symbol.

157. **Collins, Joseph.** The educational opportunities afforded American missionaries in the leave areas of France. Master's, 1935. Michigan.

158. **Darrow, Dorothy H.** Education in England in the 19th century as portrayed by Charles Dickens. Master's, 1936. Iowa.

159. **David, Muriel Grace.** A plan for a school for girls in Ecuador. Master's, 1936. Biblical Seminary.

160. **Djeng, Beatrice.** The leisure-time activities of Chinese high-school students in North China. Master's, 1935. Michigan.

\*161. **Edstoff, Abraham Philip.** Elementary education in the Spanish Republic. Master's, 1936. George Washington. 107 p. ms.

Gives a brief exposition of the public primary (elementary) school situation prior to 1931; describes the present primary school system, its organization and administration, and social organization, the preparation, selection and status of the primary school teacher.

\*162. **Ehrenfeld, Abraham.** The Mannheim School system: an ideal municipal experiment in Germany. Doctor's, 1936. New York. 372 p. ms.

Studies the different kinds of special classes conducted within the elementary school system, the differentiated treatment accorded all pupils and especially the treatment of hold-overs who are treated differently from the normal class pupils; compares the Mannheim school system with various types of experimental education in the United States.



163. Ford, Eudora Lorene. Character education in Russia since 1917. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 26-27)

Shows that the new education has modified the behavior of the population; that the children are collectivistic, atheistic, and class-conscious in attitude; that the proletariat, the industrial workers, are proud of their class and have developed in responsibility; that the peasant has broadened in his interests though he has not abandoned his individualism for collectivism; and that the thousands who do not accept communistic teachings must remain passive, otherwise they would be persecuted relentlessly.

164. Gilbert, Elmo Edison. Health education program in Soviet Russia. Master's, 1936. Peabody. 88 p. ms.

Shows that Russia is coping with the problem of educating the people in health principles through a wide program of health education carried on through the schools, health institutions provided by the Commissariat of public health, through the work of the youth organizations, factories and trade unions. Adult education is also a major part of the program, through which the children are taught correct health habits and information is made available to everyone in the form of pamphlets, posters, and newspapers. The results of this program are best measured in a decrease and better control of the epidemics of contagious diseases, such as typhus, malaria, relapsing fever, tuberculosis, and venereal diseases.

165. Good, Mary M. A tentative program of study for the Garjan memorial school. Master's, 1936. Peabody. 105 p. ms.

Presents units of work for a girls' middle school in India.

166. Gunkel, Natalie L. The Arbeitsschule as a new deal in education with special reference to the controversy between Kerschensteiner and Gaudig. Master's, 1936. New York. 277 p. ms.

Points out the pedagogical significance of the Arbeitsschule here and abroad as a new deal in theoretical and practical education. Discusses the controversy over the Arbeitsschule in Germany, and the role played by Georg Kerschensteiner and Hugo Gaudig. Gives a detailed account of the teaching and learning in the Arbeitsschule of the old and new school subjects.

\*167. Hall, Robert King. The secondary school in Argentina. Master's, 1936. Chicago. 89 p. ms.

Reports history, present status, and proposed reforms.

\*168. Houghton, Alcina Burrill. The struggle for the Einheitschule in Germany. Doctor's, 1936. New York. 125 p. ms.

Traces the history of the Einheitschule from Fichte to 1900, the struggle over the Einheitschule as an educational theory from 1900-1920, and the theories of the educational leaders culminating in the discussions of the Reichsschulkonferenz of 1920, and discusses the Grundschule and the Aufbauschule, and the Thuringian experiment of 1923, and evaluates them.

169. Howard, James Willis. Study of cadet training in the Dominion of Canada. Doctor's, 1936. Cornell. 377 p. ms.

Studies the history and educational value of military training in Canada.

170. Johnson, Thomas D. A history of Sierra Leone with emphasis on education. Master's, 1936. T. C., Col. Univ. 75 p. ms.

Covers every phase of native life, and the factors that enhance or hinder the advance of education.

171. Jones, Gertrude Martha. Physical education aspects of the German youth movement. Master's, 1936. Peabody. 148 p. ms.

Shows that the German youth movement, started in 1896, was a revolt against a hampering environment that found its major physical activity in wandering—the spirit of which influenced all pre-war activities of youth; that following the War wandering continued and other physical education activities were introduced among the youth who gave vent to the mal-aise created by the difficult times in physical and political activity; that in the latter half of the German republic, under growing adult



control, the movement and its physical education aspects grew apace, and that Hitler then organized it to a high degree, and succeeded in destroying most of the advantages gained by the revolt of youth, placing it again in an environment very similar to the one which fomented the original revolt. The youth movement succeeded in bringing to Germany an enlightened, advanced physical education program before it ceased to exist in 1936, in any sense of its original meaning.

172. **Kennedy, George.** Vocational education in England for boys. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 305-306)

Attempts to discover the trades in which school training has been established to supplant the old type of apprenticeship training.

173. **Knechtel, Earl A.** The task of religious education in the United Church of Canada territory of the Korean Presbyterian church. Master's, 1935. Columbia.

174. **Larson, Marie M.** Education in the totalitarian states. Master's, 1936. Minnesota.

175. **Lee, Chang-hei.** Chemical instruction in Japanese secondary schools. Master's, 1935. Peabody. 57 p. ms.

176. **Leech, Laura.** Secondary education in England today. Master's, 1936. Pittsburgh.

177. **Leech, Millicent S.** Secondary education in England today. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 308-309)

178. **Lister, Ralph W.** A survey of physical education and athletic administration in Canadian colleges and universities. Master's, 1936. Springfield.

179. **Loh, Wah Ping.** Some suggestions for the use of visual education in teaching illiterate Chinese parents. Master's, 1935. Oregon St. Agr. Coll. 138 p. ms.

Meets a specific need for the education of Chinese parents located in Fung Wong village near Lingnan university.

180. **Lynn, Rev. William Carmel.** The application of the Marxian materialism to education in Soviet Russia during the early years of the revolution. Master's, 1936. Fordham. 57 p. ms.

Covers the period from 1910-1926, and shows that during this period the venture of the Soviet government in the field of education was a failure.

181. **Marczynski, Brother Raphael.** Health education in Poland. Master's, 1936. Notre Dame.

182. **Martz, Ethelwyn.** Advantages of the Oxford summer school. Master's, 1936. T. C. Col. Univ. 38 p. ms.

Compares the summer school of Oxford university, with that of an American college, and finds that the Oxford plan is more in harmony with recent psychological theories and offers a richer intellectual experience.

\*183. **Nabholz, Johannes.** The history of the faculty of arts in German universities. Doctor's, 1936. New York. 136 p. ms.

Presents a detailed description of the arts faculty in Germany until its disappearance in the sixteenth century.

184. **Newman, B.** The changes in Spanish primary education under the New Republic. Master's, 1936. Coll. of the City of N. Y. 56 p. ms.

Attempts to analyze and evaluate the new Spanish primary education. Discusses all of the important phases of the primary educational system; the administration and organization of schools, their aims, methods, and curricula, teacher-training, and teaching

staffs. Concludes that the new reforms have been thorough-going and progressive, especially in connection with administration, supervision, and teacher-training, and that Spanish primary education is now much more efficient and adequate than under the monarchy.

185. **Osgood, William Cyril.** A study of some of the problems in the training of elementary teachers for India, with special reference to Orissa. Master's, 1936. Oregon St. Agr. Coll. 246 p. ms.

Discusses the educational work carried on by the American Baptist Bengal-Orissa mission, and the practical difficulties confronting elementary teachers in this section of rural India.

186. **Perry, Gertrude.** History and development of the Sokol movement of Czechoslovakia. Master's, 1936. Peabody. 50 p. ms.

Shows that through the Sokol movement Czechoslovakia is sponsoring a well-rounded physical education program.

187. **Rosselot, Glen Taylor.** The origin, growth, and development of the United Brethren in Christ mission schools in Sierra Leone, West Africa. Master's, 1936. Chicago. 116 p. ms.

188. **Savran, William S.** Education in the United Socialist Soviet Republics revealed by official documents. Master's, 1936. Temple. 98 p. ms.

189. **Seppl, Rudolph Henry.** The educational system of Finland. Master's, 1936. Stanford.

190. **Shapleigh, Maude.** Germany's struggle to liberate the public schools from the control of the church. Master's, 1936. T. C., Col. Univ. 37 p. ms.

Cites factors from the seventh century to 1931, in the religious and political life of Germany which have entered into the struggle to free the public schools from church control, and shows that throughout Germany the problem of religious instruction in the public schools is warmly controversial.

191. **Smith, Helen Huntington.** The reconstructive process among Christian youth in China. Master's, 1935. Columbia.

192. **Tafel, A.** Jules Ferry and the reform of the French elementary primary schools. Master's, 1936. Coll. of the City of N. Y. 105 p. ms.

Studies the administrative, legal, and social aspects of the educational reforms accomplished by Jules Ferry, which laid the foundation for the modern French primary school system, for the period from 1870 to 1880. Involves a consideration of the school facilities available during these years, the number of children of school age, the number of children attending schools, and the number of teachers available, their preparation, qualifications, and requirements for certification.

193. **Taylor, George Benjamin.** The influence of Domingo Faustino Sarmiento on the development of public instruction in Argentina. Master's, 1936. Stanford.

\*194. **Taylor, John W.** Youth welfare in Germany: a study of governmental action relative to care of the normal German youth. Doctor's, 1935. Columbia. Nashville, Tenn., Baird-Ward company, 1936. 259 p.

Discusses the historical development of the German youth welfare agencies; organization, support, and activities of the state youth welfare agencies; the activities, training, appointment, tenure, and salary of the state Jugendpflege workers; organization and activities of the Hitler youth; physical education, organization and activities, other youth welfare activities; youth and unemployment; youth, politics, home, and school; and youth and law.

195. **Wee, Kok Ann.** Physical education in Protestant Christian colleges and universities of China. Doctor's, 1936. T. C., Col. Univ.

Describes physical education in the Protestant Christian colleges and universities of China as it exists at the present time, observes present standards and policies of the



American colleges and universities in this field, and recommends changes in the physical education programs in the colleges in China.

196. **White, Alice.** Certain aspects of the teaching of English in the secondary schools of the Dominion of Canada. Master's, 1936. Cincinnati.

197. **Zimmerman, Christie Eleanor.** A study of worship in the higher elementary schools of the United Lutheran church mission in India, with suggestions for its improvement. Master's, 1936. Biblical Seminary.

#### INTERNATIONAL EDUCATION

198. **Busch, Monroe W.** The development of attitudes of international understanding in selected schools. Master's, 1936. Nebraska. 186 p. ms.

Analyzes questionnaires showing curricular offerings of courses in international relations in 72 Nebraska schools and 91 North central association high schools in 6 bordering states. Finds that Kansas leads in the number of schools, and in stressing relevant materials in other courses. Kansas provides a course of study. Subject matter is stressed more than activities in all states studied. Recommends a course of study and suitable teacher-training courses for Nebraska.

\*199. **Joyce, Hilda Gertrude.** Significant ventures in the field of education for better international relations. Master's, 1936. Boston Univ. 213 p. ms.

Attempts to organize the best published and most recent thought on the educational aspects of international education in the schools, to show the value and necessity of education for international goodwill, and to indicate some of the ways in which schools and teachers may help in the attainment of world harmony and peace through better international relations.

200. **Moon, Chang Wook.** American relations with Siam: diplomatic, commercial, religious and educational. Doctor's, 1936. Southern California.

#### EDUCATION—THEORIES AND PRINCIPLES

201. **Arrowood, C. F.** Educational issues in the light of contemporary American philosophy. Austin, University of Texas, 1936.

Presents a brief account of the status of American philosophy, of the neglect of philosophy by many students of contemporary education in the United States; examines the implications for educational practice of certain ideas and perspectives just now to the fore in American philosophy; and offers suggestions respecting the approach to the study of education through philosophy.

202. **Axtelle, George Edward.** The implications of the philosophy of experimentalism for education. Doctor's, 1935. California.

Analyzes the philosophy of experimentalism into its major concepts, relates the concepts to modern intellectual interests and movements, relates them to one another, and shows their implications for educational practice and theory.

\*203. **Breed, Ethel Burns.** Educational applications of Santayana's aesthetics. Doctor's, 1936. New York. 207 p. ms.

Discusses and evaluates George Santayana's general and aesthetic philosophy, and applies it to education in secondary schools.

\*204. **Cahill, Emma A.** The comparative views of Locke and Rousseau on history. Master's, 1936. New York. 85 p. ms.

Studies history in the school curriculum before the seventeenth century, during it and the eighteenth century, and the criticisms of John Locke and Jean-Jacques Rousseau of the school curriculum, their conception of history, its content, method of approach, and their ideas of the necessary qualifications of the teacher.

205. **Cinq-Mars, Sister M. Annunciata.** The educational bearings of the social philosophy of Frederic Ozanam. Master's, 1936. Catholic Univ. 90 p. ms.

Attempts to discover in Frederic Ozanam's works, certain basic principles of Catholic social philosophy that have an educational bearing. These theories, relating to the



cause of social progress, and to the organization of society, state, church, and family may prove a basis for an educational system, and further investigation in educational philosophy.

\*206. Clayton, Frank L. Variant philosophies and their significance to educators. Doctor's, 1936. New York. 162 p. ms.

Analyzes the philosophies of experimentalism, idealism, and realism as applied to education; studies their values and limitations for certain types of individuals engaged in education as well as for specific problems of education; shows that the three types of philosophy have much in common to aid in the solution of present educational problems; that a certain philosophy will mean most to a certain type of individual; and that the thinking out of any educational philosophy is of value in correcting present weaknesses in our public education.

207. Cox, Phebe Butler. The educational philosophy of Henry C. Morrison. Master's, 1936. Oregon.

208. Craddock, Elizabeth C. Educational theories and ideals of Cicero. Master's, 1936. Peabody. 75 p. ms.

Finds that Cicero's philosophy of education derives its ethical basis from Stoic principles particularly germane to the Roman practical nature and that his intellectual ideal of the philosopher-orator is based upon a concept found in Plato.

209. Davis, Helen Holmes. Conception of child nature and training from 1825 to 1880: a study in the history of American education theory. Master's, 1936. Cincinnati.

210. Davis, Warren C. The philosophical element in a technical program. Doctor's, 1936. Buffalo.

211. Decherd, Emma Virginia. The educational theory of Charles William Elliot. Master's, 1936. Texas.

212. Diggins, John P. Freedom and authority in education. Master's, 1936. Catholic Univ. 50 p. ms.

Discusses the trend toward freedom in education as found in the works of Rousseau, Basedow, Pestalozzi, Froebel, and Dewey. Shows that this attitude insofar as it tends to detract from the real nature of the child and the real nature of education is harmful; however, insofar as it has diminished the "fear element" in education, has centered the activity upon the pupil, and has given us a clearer and fuller conception of democracy, it is to be commended.

\*213. Dooley, Margaret M. The influence of Rousseau's educational theories on modern educational theories. Master's, 1936. New York. 73 p. ms.

Attempts to determine how many of our current educational theories can be traced directly, or indirectly, to Jean Jacques Rousseau's *Émile*. Finds that many of his theories can be traced to earlier writers, but that many of his theories, with necessary modifications, are in use in modern schools.

\*214. Elson, Herman. Bertrand Russell's views on mathematics in education. Master's, 1936. New York. 68 p. ms.

Discusses Bertrand Russell's philosophy of education, his ideas of the nature of mathematics, their place in education, and evaluates his views on mathematics in education.

215. Fisher, Raymond. Charles W. Elliot's views on college education in the light of present trends. Doctor's, 1936. Illinois.

216. French, William H., jr. The educational philosophy of Thomas Davidson. Master's, 1936. Temple. 169 p. ms.

\*217. Greenberg, Herman J. The social ABC plan of education for our democratic society. Doctor's, 1936. New York. Brooklyn, N. Y., 1935. 64 p.

Discusses the Juniors self-government procedure as a social instrument for the use of students, the Leisure club procedure as an aid in socializing their leisure and com-



munity activities, and the service unit system which develops a social curriculum which prepares students for life experiences and reflects and corrects their daily activities.

218. **Guinan, Sister Angelica.** Freedom and authority in education. Doctor's, 1936. Catholic Univ.

219. **Gustafson, Gustaf Joseph.** Influence of Darwin on education. Master's, 1936. Catholic Univ. 108 p. ms.

Studies the influence of Darwin on the philosophy of education on classroom methods and on educational psychology. To Darwin is traced ultimately the overemphasis on the dynamic point of view, much of the naturalism of modern education, and much of its aimlessness. On the other hand, the genetic point of view in psychology, the impetus given to scientific method, and the reexamination and restatement of traditional values are acknowledged as welcome contributions.

220. **Huffman, W. Evin.** The application of the philosophy of progressive education to a typical rural school system. Doctor's, 1936. Ohio State. 110 p. ms.

Compares two outstanding philosophies in American education, and attempts to determine the influence of each in our democratic social order. Finds that the conventional school is unsuited to the development of the spirit of democracy in our complex social order; and that the progressive school is based on the principle of cooperation essential to the promotion of true democracy. Evolves a plan for the transition of the conventional school to a progressive school and applies it theoretically to a typical rural community with Alexandria, Licking county, Ohio, as the center.

221. **Huttenhauer, Helen Graham.** Utopian conceptions of education as a social force. Master's, 1936. Johns Hopkins.

222. **Johnson, Boyd William.** Alcuin's influence on Christian education. Master's, 1935. Southern Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, masters' degrees: 7)

Gives a brief outline of Flaccus Alcuin's life, describes his work with Charlemagne in establishing a model school, in raising the standards of the clergy, in reorganizing the monastic schools, in organizing the school in the abbey of Saint Martin of Tours, in collecting a large library at Tours, and in establishing a special writing school for the correction of faulty manuscripts. Shows that Alcuin's works on grammar and orthography were the most important produced in his age.

223. **Johnston, Dora Belle.** A comparison of the philosophies of Hegel and Brightman with implications for education. Doctor's, 1936. New York. 230 p. ms.

Finds that the educational theories of Hegel and Brightman are in closer harmony with each other than with the prevailing educational views.

\*224. **Kalvin, Louis.** The educational philosophy of Horace Mann. Doctor's, 1936. New York. 199 p. ms.

Gives a brief sketch of the life and work of Horace Mann, the influences which affected him, the sociological view of education, his ideas on the teacher and his art, on character and moral training, and on the philosophic aspect of education.

\*225. **Knox, Israel.** The aesthetic theories of Kant, Hegel, and Schopenhauer. Doctor's, 1936. Columbia. New York, Columbia university press, 1936. 219 p.

Studies the problems raised by Kant, Hegel and Schopenhauer, and analyzes and criticizes their answers.

226. **Langan, Hubert.** The philosophy of personalism and its educational applications. Doctor's, 1935. Catholic Univ. 111 p. ms.

Defining personalism as an idealistic philosophy, this study gives a critical analysis of its defects of one-sidedness and its merit in defending the existence of the ideal and spiritual values in life. Educationally personalism agrees for the most part with Catholic theory. It fails to be sound in that it is willing to divorce the teaching of religion from the rest of the process of education.



227. **Lillard, Roy G.** The social philosophy of Thomas Jefferson. Master's, 1936. Tennessee. 118 p. ms.

Shows that Jefferson believed that education should be provided for all people by the state for a period of 2 or 3 years, and that the best students among the poor should be supported in securing an education by the state, and that certain students should continue through the university.

228. **Linderholm, Clara G.** The social implications of the dominant philosophies of contemporary American education. Master's, 1936. Colo. St. Coll.

229. **Locker, Mabel Elsie.** Walter Scott Athearn as an educator. Master's, 1936. Temple. 118 p. ms.

Studies Walter S. Athearn's philosophy of education and its practical application to the field of religion, and evaluates his work in the light of its influence in the field of religious education. Shows that Athearn was a great teacher and leader and that his educational theories developed out of his philosophy of personalism.

230. **McGivern, Elizabeth Dorothy.** Dickens and the new education. Master's, 1936. N. Y. St. Coll. for Teach. 130 p. ms.

\*231. **McLaughlin, Samuel J.** The educational policies and activities of the American federation of labor during the present century. Doctor's, 1936. New York. 173 p. ms.

Discusses the agitation of organized labor for the establishment and development of public education in the nineteenth century, the educational policies of the American federation of labor during the present century, points of conflict between the American federation of labor and the public schools, the origin and development of workers' education in the United States, current educational enterprises of unions affiliated with the workers' education bureau of America, the Brookwood labor college, affiliated summer schools for women in industry, the Commonwealth college, non-resident labor colleges, the Rand school of social science, and the New England labor college. Shows that the American federation of labor feels that workers' education should be a part of public education.

\*232. **Magyar, Francis.** The contributions of Paul Ranschburg to experimental education. Doctor's, 1936. New York. 192 p. ms.

Gives a brief description of Ranschburg's early life in Hungary, the work of his laboratory for experimental psychology and pedagogy. Discusses his work in psychology, and medicine, and his work with defective, delinquent, and nervous children; and his experimental work on pupil distraction, on the teaching of reading and arithmetic, and his ideas on school reform.

233. **Manske, Armin August.** The views of Horace Mann on educational administration as taken from his 12 annual reports. Master's, 1935. Chicago. 65 p. ms.

Examines Mann's views on state and local school administration, buildings, curriculum, preparation of teachers, school finance, etc.

234. **Martin, John Hayes.** Indoctrination in contemporary American education. Master's, 1936. St. Louis.

Finds a desire for freedom from authority in the intellectual and moral sphere and the belief that truth is a relative phenomenon are the reasons offered for the origin of the various theories of indoctrination studied.

235. **Neyhouse, Dorothy Ayahr.** A comparison of the theory of education found in the *Philosophical dictionary* and *Letters to Frederick the Great of Prussia* of Voltaire and the modern theory of education. Master's, 1936. Ind. St. T. C. 42 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7:116, July 1936)

Shows that Voltaire gave himself unceasingly and unsparingly to educating the masses of France, and that his philosophy of education is in complete agreement with that of leaders in the field of modern education.



- \*236. O'Connell, Geoffrey. Naturalism in American education. Doctor's, 1936. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 117 p.

Traces the growth of naturalism in American philosophy and education during the eighteenth, nineteenth, and twentieth centuries showing its influence on teacher training and giving the logical consequences in our present moral, social, and economic crisis.

- \*237. Oertel, Ernest E. Toward a new philosophy in educational administration. Doctor's, 1936. T. C., Col. Univ. Los Angeles, Murray and Gee, 1936. 182 p.

Discusses conceptual backgrounds for educational administration in the United States, recent school administration, and a new philosophy in educational administration.

- \*238. Paellian, Garabed H. Nicholas Roerich's contribution to modern life and education. Doctor's, 1936. New York. 219 p. ms.

Discusses Roerich's philosophy of education and his work in Russia, and compares his philosophy of education with that of John Dewey. Traces his early life, his education, and his work in art, archeology, and writing, and his appointment as director of the School for the encouragement of fine arts in Russia, in 1906. Discusses his founding of the Master institute of united arts in New York in 1921, his work for art and science in various countries throughout the world, and his work for the adoption of the Roerich banner of peace and peace pact to protect all cultural treasures as neutral and inviolable during war, which has been signed by the 21 Americas, and is open to signature by all nations of the world. Applies Roerich's philosophy to present-day education.

- \*239. Panchaud, Frances Lee. George Herbert Palmer. Doctor's, 1936. New York. 110 p. ms.

Gives a brief account of the life of George Herbert Palmer, and discusses his philosophy of education, and describes his teaching at Harvard university.

240. Patty, William L. A critique of three educational theories. Doctor's, 1936. T. C., Col. Univ.

Examines the doctrines of curriculum making advocated by Franklin Bobbitt, W. W. Charters, and C. C. Peters.

241. Plummer, Robert Newcomb. Milton's and Locke's educational theories compared with seventeenth century practices. Master's, 1936. Peabody. 103 p. ms.

Reveals that educational institutions of seventeenth century England were scarce; that the two universities, Oxford and Cambridge, were the only well-established and generally accepted educational institutions; that the nearest approach to elementary education was in the inadequate and poorly attended Dame and "hedge" schools; religious charity schools and workhouses which apprenticed for trades and gave some religious training.

242. Quinn, Edward Raymond. A critical evaluation of the educational theories of Ross L. Finney. Master's, 1936. Notre Dame.

- \*243. Ramirez-Lopez, Ramon. A comparative study of Plato and Unamuno. Master's, 1936. New York. 72 p. ms.

Discusses the life of Plato and his basic philosophy, the life of Don Miguel de Unamuno, his struggle for self-realization, and his work as a teacher in Spain.

244. Rodutsky, Rev. John Aloysius. Some aspects of the teaching of St. Thomas Aquinas concerning social justice. Master's, 1936. Notre Dame.

245. Roebrocks, Peter Joseph. Giovanni Gentile, a critical analysis of his actual idealism and his educational philosophy. Master's, 1936. St. Louis. 137 p. ms.

Evaluates Gentile's part in the educational and philosophic undercurrent directive of the flow of political, social, and cultural life in Italy during the past 20 years. Shows that he attacks all problems in the light of his own idealistic philosophy, which on numerous points is in conflict with the fundamental principles of Catholic philosophy.



246. **Rothstein, B.** Francisco Giner de Los Rios; his educational ideals and contributions. Master's, 1936. Coll. of the City of N. Y. 57 p. ms.

Shows that Francisco Giner (1839-1915), founder of the Free Institute of Learning, championed, through his philosophy, hygienic vacation periods, learning by doing, pupil-teacher contact, better training for teachers, freedom of the professional chair, development of the whole man, co-education, smaller classes, abandonment of official examinations, and a decentralized system of education. His fame as an educator lies in his adaptation of his ideas to the specific needs of Spain and in the foundation he laid for the present Spanish educational system.

247. **Schatzky, S.** Samuel Richardson on education. Master's, 1936. Coll. of the City of N. Y. 157 p. ms.

Attempts to analyze Samuel Richardson's ideas on education and through an analysis of his novels and letters, to determine his position in the development of educational theory. Richardson is studied in terms of his environment and the heritage he received from his intellectual and spiritual forbears. Locke is cited as the source for most of Richardson's ideas and the connection between Richardson and Rousseau is indicated.

248. **Spear, Wilton Day.** Vittorino da Feltre and the progressive school of today. Master's, 1936. Cornell. 91 p. ms.

Studies the life and educational philosophy of da Feltre, paralleling with the principles of the progressive school movement of today. Shows that da Feltre anticipated most of the principles of the present-day progressive movement.

\*249. **Stearns, Harry L.** An introduction to a philosophy of education as reflected in American court decisions. Doctor's, 1936. New York. 191 p. ms.

Analyzes theories found in a sampling of approximately 1,000 cases selected from the digests of representative cases from the federal courts and from all of the state jurisdictions to determine the established legal principles governing various phases of the administration of public education in the United States. Finds that the existing legal order is adequate to sanction major adjustment of the administrative procedures of education so that the public schools may better meet the demands placed upon them by the conditions of the present.

250. **Trask, Ida Mary.** The development of William James' philosophy. Doctor's, 1936. Southern California.

Finds that William James attempted to reconcile science and religion through universal use of scientific testing, recognition of the personal factor in human experience, widening of the scope of philosophy to include metaphysics, religion, and scientific findings.

251. **Tucker, Florence Indiana.** Jesus—the modern teacher. Master's, 1936. Washington. 70 p. ms.

†252. **Ulich, Robert.** A sequence of educational influence traced through unpublished writings of Pestalozzi, Froebel, Diesterweg, Horace Mann, and Henry Barnard with translations, comments, and explanations. Cambridge, Harvard University Press, 1935. 91 p. (Harvard documents in the history of education, vol. 3)

\*253. **Welsh, Sister Mary Gonzaga.** The social philosophy of Christian education. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic Education Press, 1936. 98 p. (Catholic University of America. Educational Research Monographs, vol. 9, no. 2)

Analyzes present socio-economic conditions and the social problem; discusses the modern concepts of social education of progressive educators, sociological educators, and of traditionalists; presents a social philosophy of Christian education on the worth and dignity of the individual, social integration, and unity; and discusses the formation of social ideas, sentiments, and acts in youth.

254. **Williams, Louise.** A cultural survival from the old regime. Doctor's, 1936. Stanford. (Abstract in: Stanford University. Abstracts of Dissertations for the Degrees of Doctor of Philosophy and Doctor of Education, 1935-36: 80-83)

Shows the survival in the nineteenth century of cultural and educational ideals which are manifestly characteristic of the classic spirit in the *Grand Siècle*. Discusses the



reactionary principles of education as represented by Rousseau and his followers, and by St. Jean-Baptiste de la Salle, Fénelon, and Madame de Maintenon. Presents a detailed study of the life and educational work of St. Madeleine Sophie Barat in founding a religious order devoted to teaching.

255. Wyckoff, Harry Wilson. The esthetics of John Dewey. Master's, 1936. Stanford.

256. Zachar, I. J. Samuel Butler versus his education. Master's, 1936. Coll. of the City of N. Y. 80 p. ms.

Reveals Samuel Butler's major arraignments against his education and the education of his day. He protested against the inadequate preparation for life supplied by classical education and objected to the divorce of education from the crucial problems of the times and advocated "learning by doing" and functional and instrumental teaching thus admiring John Dewey and the progressive educators of today.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

### HOMOGENEOUS GROUPING

257. Bramble, Elizabeth A. The measurement and significance of vocabulary in uncontrolled and controlled situations in a homogeneous socio-economic sample. Master's, 1935. Michigan.

\*258. Hartill, Rufus M. Homogeneous grouping as a policy in the elementary schools in New York City. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1936. 63 p. (Contributions to education, no. 690)

Describes an experiment conducted with 1,374 children in grades 5 and 6 in four boroughs of New York City, in which half of the children were grouped homogeneously during the first term, and the other half were grouped heterogeneously. During the second term the groups were reversed. Finds no significant difference in gains made in the traits selected for study between the homogeneous and the heterogeneous groups. Shows the homogeneous grouping as adopted in New York City is preferable to heterogeneous grouping as it allows an enriched course of study, and more flexibility in teaching.

259. Maxcy, Ellis Crossman. The distinctive and interrelated factors of five teaching methods. Master's, 1936. Yale.

260. Mitchell, H. F. The effect of homogeneous grouping on achievement in tenth grade plane geometry. Master's, 1936. Maryland. 122 p. ms.

Presents a comprehensive review of studies in ability grouping. Describes a controlled experiment in teaching geometry to grouped and ungrouped classes, 100 in each, in Washington, D. C. Finds that pupils in classes which were grouped by ability made significantly greater progress.

261. Pearl, Herbert Dean. The efficiency of homogeneous grouping in the junior high school. Master's, 1936. Vermont.

262. Peters, I. L. Provision for grouping and individual differences in Iowa's county junior high schools. Master's, 1936. Drake. 40 p. ms.

Finds that the traditional 8-4 plan is giving way to the 6-3-3 or 6-2-4 plan with occasional use of the 6-6 plan; that classes of from 28 to 30 are dominant in schools located in towns and cities having less than 10,000 population; that homogeneous grouping is used by 64.2 percent of the 80 schools studied which have enrollments large enough to require sectioning; that there is a definite trend toward longer class periods in the larger systems; and that extracurricular activities are used extensively to provide for the meeting of individual differences.

263. Reily, Helen. The effect of homogeneous grouping on the learning of motor skills. Master's, 1936. Michigan.

264. **Richards, Ralph Heber.** An experiment in homogeneous grouping. Master's, 1936. Kentucky. 85 p. ms.

Compares the spelling achievement of elementary children grouped on the basis of spelling ability and taught by the study-test method with the achievement of a similar group in the same city classified only by grades and taught by customary methods. Suggests the superiority of homogeneous grouping in teaching spelling over ordinary methods of classification.

265. **Robertson, Hattie Elizabeth.** Group and individual instruction in ninth grade English. Master's, 1936. Alabama. 93 p. ms.

266. **Shan, Ye.** An analysis of the recent literature relating to homogeneous grouping particularly of pupils in junior high schools. Master's, 1935. Michigan.

#### ACTIVITY PROGRAMS

267. **Barnum, Sophie.** The development of centers of interest in a subject matter curriculum and an activity curriculum. Master's, 1936. Oregon.

268. **Bradley, Annie G.** An activity unit concerning Negro contributions to our American civilization. Master's, 1935. Peabody. 153 p. ms.

Describes an activity unit used in the sixth grade of a demonstration school to discover the innate characteristics of the Negro that caused their contributions to American civilization.

269. **Burr, Samuel Engle.** A study of a transitional period in a public school: a case study of the introduction of progressive practices. Doctor's, 1936. Cincinnati. (Abstract in: University of Cincinnati. Abstracts, graduate theses in education, vol. 2: 54-70)

Describes the work done in the Congress Avenue public school of Glendale, Ohio, during its transition from relatively traditional procedures to the acceptance of the activity plan of progressive education in 1933. Discusses the administration and supervision of the activity program, the teaching staff, building, grounds, supplies and equipment, the public relations program, the financial cost of the program, tests and measurements. Finds that the general effect of the introduction of the activity plan into the Glendale schools was highly satisfactory.

270. **Grace, Ora Lee.** Activity versus the formal type of school with respect to character training. Master's, 1935. Ohio State. 61 p. ms.

271. **Mortensen, Johanna H.** A study of the activity program as related to beginning reading. Master's, 1936. Iowa.

#### CONTRACT PLAN

272. **Burroughs, George Franklin.** The unit method of teaching history. Master's, 1936. Cornell. 76 p. ms.

Compares results of unit organization in history classes in Ticonderoga high school, 1930-1936, with previous records, and contemporary class records. Finds that the unit method gives better results, both in class marks and in pupil attitudes.

273. **Burrus, Donald L.** A study of the contract method in the teaching of geography. Master's, 1935. Wash. St. Coll.

274. **Childs, Donald S.** The unit plan of teaching. Master's, 1936. Cornell. 140 p. ms.

Studies the literature of the unit plan, with illustrative units (3 in number) in history to illustrate operation of the unit, resulting in a logical plan of attack upon the problem indicative of a model approach for teachers generally.

275. **Cunningham, Jessie.** A comparative analysis of certain current interpretations of selected features of unit teaching. Master's, 1936. Pittsburgh.



(Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 295-96)

Attempts to ascertain the features of the unit dealt with by the teacher in working out such a curriculum and to determine the points of agreement and difference in the interpretation of these features as revealed in 13 representative publications written since 1920.

276. Hood, John A. An American history contract plan for the senior high school. Master's, 1936. Peabody. 77 p. ms.

277. Hood, Lillian Mills. Comparison of the contract and socialized methods of teaching literature in the junior high school. Master's, 1935. Birmingham-Southern. 94 p. ms.

278. McCann, Richard Howe. A comparative study of two types of subject matter organization in background history. Master's, 1936. Nebraska. 89 p. ms.

Compares the relative merits of the unit plan of subject-matter organization and daily lesson-page assignment organization for teaching background of history, in the seventh grade of McCook schools. Finds no noticeable difference in immediate and long-delayed retention and in factual information; a slight superiority in unit plan in sustained attention in history, in time spent on and amount of free reading, in ability to organize materials and in the liking of history.

279. Stagner, Elizabeth Pline. A contract plan for teaching American literature in high school. Master's, 1936. West. Ky. St. T. C. 78 p. ms.

#### HOME ROOMS

280. Cline, Blanche. The function of the home room in a guidance program. Master's, 1936. Illinois.

281. Hsu, Chi Tsu. A study of the present status of the home room organization and administration in the junior high or intermediate schools of Michigan. Master's, 1935. Michigan.

282. Mishey, Dwight L. The home room—evaluation and relative significance as a progressive educational agency in the junior high school. Master's, 1936. Ohio State. 164 p. ms.

Indicates that the home room with its freedom from unnatural restraints is a progressive educational agency because it provides for individual differences of the group, development of group consciousness, guidance in self-activity, opportunity for creative expression, and the acquirement of the tools of learning.

283. Smith, Julian W. Home room practices in larger Michigan high schools. Master's, 1936. Michigan.

284. Sprott, Rupert. The organization and administration of the home room with special reference to the San Antonio public schools. Master's, 1936. Texas.

285. Trimpe, Adrian. The nature and scope of guidance activities in the home rooms of the junior high schools in Michigan. Master's 1936. Michigan.

286. Wall, Lucy. The home room and its activity in the secondary school. Master's, 1935. Ind. St. T. C. 76 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 7: 111-12, July 1936)

Attempts to determine to what extent the objectives of the home room at Gerstmeier technical high school, Terre Haute, measure up to the objective set-up by various authorities on the home room in the secondary school, and describes plans and projects carried out in the Gerstmeier school.

287. Wright, James C. The construction of a home room program for Iowa high schools. Master's, 1936. Iowa. 155 p. ms.



## INDIVIDUAL INSTRUCTION

288. **Arendale, Lula Janet.** The individual-help program in the Beaumont public schools. Master's, 1936. Texas.

289. **Clark, Eleanor M.** Individual instruction in English essentials. Master's, 1936. Cincinnati.

290. **Enholm, Frederick Graves.** A proposed plan for individual academic instruction in an institution for delinquent boys. Master's, 1936. Denver. 133 p. ms.

Studies the academic department of the State industrial school for boys at Golden, Colo., involving an enrollment of 125 pupils and 4 teachers. Pupils, generally, ranged from 8 to 19 years of age, and classes offered were from the first to the tenth grade, inclusive. The problem is threefold: What is the present plan of instruction? What evidences can be given to show weaknesses? What possible solution may be offered?

291. **Holden, Harry D.** The use of supervised correspondence study materials as a means of individualizing instruction in secondary schools. Master's, 1936. Nebraska. 79 p. ms.

Describes experiments carried on in five schools using the experimental control group method. Twenty teachers experienced in using these materials gave opinions. Published materials on individualized instruction were consulted on class procedure. Finds that in four schools the norm of achievement was below standard in algebra and general science, that larger classes could be taught, that the method is reasonably valid and is liked by pupils and teachers, and that more creative teaching is possible.

292. **Noar, Mrs. Frances Mayhoffer.** Providing for individual differences in the teaching of language in the elementary school. Master's, 1936. Denver.

Attempts to solve the following problem: Is it possible to provide for individual differences in the teaching of language in the elementary grades by providing purposeful activities that offer many opportunities for the solution of language problems by methods which call for planning, executing, and evaluating; administering diagnostic tests after the completion of the activity to discover the particular skills that each individual child has not mastered; providing a series of self-instructive, self-appraising practice exercises related to the activities, and so closely correlated with the tests that each child can avail himself of the drill exercises as he becomes conscious of the need. The investigation involved a testing program limited to the pupils of Smedley school—grades 3B to 6A, inclusive, including 500 children. The experimental study was carried on during two different semesters with an interval of 3 years between the first study and the second. Detailed tests which were given at the beginning and close of each semester were scored, tabulated, and recorded on both individual and class charts. Reveals that there are great inequalities in rates of progress not only among pupils who have different abilities at the beginning of the learning period, but also among pupils of the same initial ability. It is obvious in this study that pupils do not learn at equal rates, and that the rates of progress do not correlate highly with the status at the beginning of the learning period. This fact is perhaps one of the most significant in indicating the need for individualization of instruction in the teaching of language in the elementary grades.

293. **Watkins, Walwyn S.** A comparison of the individual method with the group method of teaching plane geometry. Master's, 1936. Colo. St. Coll.

294. **Westerfield, Elizabeth C.** A comparison of individual and group methods of teaching work-type reading in the fourth grades of the Albuquerque public schools. Master's, 1936. New Mexico. 43 p. ms.

## METHODS OF STUDY

295. **Bauer, Harold C.** The study methods of high school pupils of five intelligence levels. Master's, 1936. Minnesota. 93 p. ms.

296. **Fields, Eugene E.** An experiment to determine the relative merit of the lecture demonstration method and the instruction sheet method. Master's, 1936. Illinois.



## PLATOON PLAN

297. **Patton, Fred J.** The philosophy of the platoon school. Master's, 1936. Oregon.

## RADIO IN EDUCATION

298. **Bradley, Allen Edward.** Educational institutions of Colorado in radio education. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 8)

Shows that there is no general education by radio program in Colorado; that any such work was carried on independently by each school; and that such programs as were broadcast consisted of information presented in an informal manner.

299. **McGee, Ruth Ann.** Services rendered by homemakers' half-hour of Iowa state college radio station as evidenced by programs given and correspondence received. Master's, 1936. Iowa St. Coll.

Finds that nearly half of the talks given included information on foods, that the next largest percentage of talks given was on miscellaneous topics, that the greatest increase in number of talks included information on child development, that more talks included information on selection than on any other phase of clothing, that home management ranked ninth in the number of times it was included in talks given, that the second largest percentage of talks distributed included information on leisure-time activities of which 97.3 percent was on art appreciation. Shows a need for further analysis of the programs and correspondence on the broadcasts.

300. **O'Connell, William Henry.** Radio has an important but limited function in the field of education. Master's, 1936. Boston Coll.

301. **Southworth, John VanDuyn.** The use of the radio for formal education in Great Britain and the United States, with special emphasis on the teaching of history. Master's, 1936. T. C., Col. Univ. 119 p. ms.

Finds that although Great Britain has a more unified system of educational radio than the United States, we produce a much greater volume of educational broadcasting; that the radio can supplement but not replace the teacher; and that the unlimited dramatization is the most desirable means of presenting history by means of the radio.

302. **Stone, Roy Marsh.** Radio in education with a survey of its use in Texas high schools. Master's, 1936. Texas.

303. **Taylor, Ruth.** A study of some of the developments in radio broadcasts for school use since 1931. Master's, 1936. Temple. 87 p. ms.

## VISUAL INSTRUCTION

\*304. **Bresnahan, Linus Timothy.** The use of visual aids in the teaching of commercial subjects. Master's, 1935. Boston Univ. 92 p. ms.

Discusses the economic advantages and disadvantages of visual aids, teaching methods for use of visual aids in the commercial subjects, motion pictures in teaching typewriting and shorthand, visual aids in the teaching of commercial geography, in the teaching of business organization, and the advantages of visual aids in caring for individual differences in native ability and educational status.

305. **Brown, Joseph L.** A critical survey and an annotated bibliography of the visual projection material available for the subject of geography. Master's, 1936. Temple. 1448 p. ms.

Gives a list of available films and other visual aids for use in connection with the teaching of geography, with information about source, price, length, and contents. Finds a large number of films and slides available for the teaching of geography but that there is a need for more free visual aid exchanges, and for more material on Australia.

306. **Elliot, Keith.** Utilization of the motion picture to promote reading in the first grade. Master's, 1936. T. C., Col. Univ. 46 p. ms.

307. **Garrison, Ellis Burgess, jr.** The place of visual education in sales training. Master's, 1936. Pennsylvania.

308. **Grupe, Everett Helling.** An annotated classification of motion picture films and their sources to be used as supplementary material in vocational guidance. Master's, 1936. N. Y. St. Coll. for Teach. 125 p. ms.

309. **Holland, B. F.** A survey of teacher preparation practice in visual instruction. Austin, University of Texas, 1936.

310. **Holmes, David L.** Holmes' "Movies on paper." Master's, 1936. T. C., Col. Univ.

Embraces the entire list of events in the modern track and field program.

311. **Irwin, Wylie Edward.** An experiment with auditorium motion pictures in the junior high school. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 304-305)

Describes an experiment conducted in the Southwest Greensburg junior high school during the school year 1935-36, in which two groups of 80 students each were used alternately as control and experimental groups. During one picture a brief oral introduction was given to acquaint the group with the picture and to develop a proper mental set, the introduction was omitted in showing the picture to the other group of students. Findings support the presentation of the motion pictures in the auditorium without the use of the oral introduction.

312. **LaPorte, Emma Mae.** Educational films as supplementary aids in the teaching of literature. Master's, 1936. Chicago. 65 p. ms.

Finds that available educational pictures used as aids do not furnish enough background for the understanding of literature to justify the time and expense involved.

313. **Levine, H.** A critique of the educational film based on an evaluation of experiments conducted in the elementary schools and the junior and senior high schools. Master's, 1936. Coll. of the City of N. Y. 184 p. ms.

Determines by an analysis of experiments conducted in this field, the specific contributions of motion-picture films to the subjects of the elementary school, and the junior and senior high schools at the various educative levels. Considers the characteristics of educative films, the methodology to be employed in their use, and problems of future research. Shows that in the aesthetic subjects (music and art) and in English, films are valuable as teaching devices; however, further experimentation is needed in these fields. In the pure and social sciences, the educational film is of distinct and extensive aid. The educational film should always be used in connection with other visual aids and is particularly effective in coping with the problem presented by students of subnormal I. Q.

314. **Rosier, Albert Eugene.** An experimental evaluation of the film-lecture. Master's, 1936. Chicago, 59 p. ms.

Concludes that silent films should be supplemented by a film lecture.

315. **Ruffa, Edward Joseph.** An experimental study of motion pictures as used in the teaching of certain athletic skills. Master's, 1936. Stanford.

316. **Vinson, Walter Eugene.** A basic program for the use of the photoplay in teaching secondary school English. Master's, 1936. Stanford.

317. **Woodburn, Lester O.** An experimental study of the effectiveness of silent motion pictures in ninth grade science. Master's, 1936. Cincinnati.

318. **Yeager, W. A.** Preparing teachers in the use of visual, sensory aids. Educational screen, 15: 74-76, March 1936. (University of Pittsburgh)



## PSYCHOLOGY—EDUCATIONAL

319. **Davis, Robert A. and Horsch, Alfred C.** Modes of textual presentation in educational psychology. *Journal of experimental psychology*, 4: 80-85, September 1935. (University of Colorado)

Finds that more than 85 percent of the topics treated are developed by the general, general-specific-general, and general-specific techniques.

320. **Gray, C. T.** History of educational psychology during the eighteenth century. Austin, University of Texas, 1936.

321. **Gray, J. S.** The extent to which writers of educational psychology textbooks use the data of psychological research. Pittsburgh, University of Pittsburgh, 1936.

322. **Sawyer, George Lippard.** A study of the relationship between courses in educational psychology at Appalachian state teachers college and teachers' activities performed by graduates of the college. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 27)

## CHILD STUDY

323. **Brandon, Vera Haskell.** A study of attitudes of college students in selected phases of child development. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series, no. 329)

Includes an analysis of the attitudes of college students to nine aspects of child development, an investigation of the effectiveness of a carefully planned program in modifying attitudes, and an analysis of the permanency of attitude changes after a period of 2 years following the administration of the learning program. Finds no uniform trend in the relation between intelligence and attitude test scores.

324. **Caldwell, Anna Mae.** A study of the child training practices of 55 families of Pittman Center, Tennessee. Master's, 1936. Tennessee. 50 p. ms.

325. **Cameron, Arlene J.** A study in the memory span of children at the five year level. Master's, 1936. Utah.

326. **Davis, Dorothy.** Dextrality quotients of seven-year olds in terms of hand usage and strength. Master's, 1936. Iowa.

327. **Dennis, Wayne.** The effect of restricted practice upon the reaching, sitting and standing of two infants. *Journal of genetic psychology*, 47: 17-32, September 1935. (University of Virginia)

328. ———. Laterality of function in early infancy under controlled developmental conditions. *Child development*, 6: 242-52, December 1935. (University of Virginia)

329. **Elrod, Stella.** An anthropometric study of some Stillwater public school children as an index of nutritional status. Master's, 1936. Okla. A. & M. Coll.

Presents an anthropometric study of 619 Stillwater public-school children for the purpose of measuring their nutritional status by the Baldwin-Wood table and the ACH screen index.

330. **Foster, Diane.** Study of choice and duration of activity in young children. Master's, 1935. Michigan.

331. **Giesey, Jean C.** Head injuries in children: a quantitative study of intellectual changes. Master's, 1935. Columbia.

†332. Iowa. University. Studies in infant behavior III. Iowa City, 1936. 207 p. (University of Iowa studies, new series no. 318. Studies in child welfare, vol. 12, no. 1)

Contents: (1) An investigation of conditioned responses in human infants, by M. A. Wenger, p. 7-90; (2) The relative brightness values of three hues for newborn infants, by Josephine M. Smith, p. 91-140; (3) Fluctuations in skin resistance of infants and adults and their relation to muscular processes, by M. A. Wenger and Orvis C. Irwin, p. 141-79; (4) The relation of reflex conduction rate in the patellar reflex to age in human beings, by Charles Hazard, p. 180-97; (5) Qualitative changes in a vertebral reaction pattern during infancy, a motion-picture study, by Orvis C. Irwin, p. 198-207. Studies 1 and 2, doctor's dissertations, 1934, were listed in U. S. Office of Education bulletins, 1936, no. 5, and 1935, no. 5, respectively.

333. Krause, Evelyn A. The study of the basal metabolism of Oklahoma children. Master's, 1936. Okla. A. & M. Coll.

Studies the basal metabolic rates of normal and underweight children, and those of tall and short parents. Finds that the basal metabolic rates of 98 children ranging in ages from 3.5 to 16 years are lower than those of northern children, and that heredity as to body build, plays no part in metabolic rates.

334. McCann, Kathleen. A seriatum study of motor achievements of pre-school ages. Master's, 1936. Iowa.

335. McCaskill, Carra Lou. A study of common motor achievements at the preschool ages. Master's, 1936. Iowa.

336. McCloy, William. An experimental study of creative imagination in children. Master's, 1936. Iowa.

337. Marshall, Everett L. A multiple factor study of 18 anthropometric measurements for Iowa City boys aged nine days to six years. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

338. Messner, Hazel. Pugnacious behavior in children. Master's, 1935. Michigan.

339. Moore, Louise Anderson. A study of the behavior of two to four year old children with emphasis upon the problems which these children present to their parents. Master's, 1936. Penn. State.

Analyzes questionnaires filled out in 177 Anglo-Saxon homes regarding the behavior problems of 200 children, classified according to age, sex, father's occupation, number of children in the family, family relationships, intelligence of the mother, method of handling children, social and environmental relations. Finds no relation between the proportionate number of behavior problems and the sex and age of the children, or the occupational class of the father. Indicates that in planning parent-child courses or teacher-child courses, there need not be any differences in the programs for the leaders of children in any particular grouping, and that the techniques employed in handling all groups of children of this age will be similar.

340. O'Brien, Mabel Irene. Some parent child relationships contributive to the development of the adolescent. Master's, 1936. Toledo. 101 p. ms.

Analyzes the opinions of guidance experts, parents, and students as to the causes of difficulty in child-parent relationships.

341. Page, Marjorie Lou. The modification of ascendant behavior in pre-school children. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Answers questions as to the effects training designed to increase self-confidence will have on ascendant behavior, and as to whether attendance in a preschool group will modify ascendant behavior. Finds that children attending a nursery school at an



orphanage maintained their level of ascendance throughout the study, that a control group which did not have the preschool experience showed significant losses, and that a group of Iowa City children showed a similar decrease in scores over the summer vacation period.

342. Peck, Leigh. A study of the eidetic imagery of preschool children. Austin, University of Texas, 1936.

343. Pounds, Ruth Parsons. A biographical study with especial reference to personality of a single child during the first year. Master's, 1936. Ohio State. 58 p. ms.

Describes an attempt at training and conditioning a child in her own home, and notes personality developments during her first year. Indicates that the personality pattern is present during the early part of the first year and is capable of change through training.

344. Reynolds, June Aileene. Jealousy in the preschool child. Master's, 1936. California.

345. Smyser, Martha Marbury. The effect of supplementary feedings of vitamin B and vitamin G concentrates on the growth of school children. Master's, 1936. California.

346. Svenson, Clarence Melvin. The seriousness of child behavior problems to parents. Master's, 1936. Denver. 54 p. ms.

347. White, Mary Augusta. The approach-withdrawal pattern in the social behavior of young children. Master's, 1936. Iowa.

348. Wolfer, Henrietta. Case studies of early adolescence. Master's, 1936. Oregon.

## TESTS AND TESTING

### PSYCHOLOGICAL TESTS

349. Adams, Lois S. Consistency in speed on simple mental and motor tests. Master's, 1935. Columbia.

350. Axelbaum, Ethel M. Differences between the Kohs and Stanford-Binet in a group of artistically gifted children. Master's, 1935. Columbia.

351. Beers, Howard W. Testing intelligence with questions of fact. Doctor's, 1935. Cornell.

Demonstrates the possibility of gauging intelligence with carefully drawn questions of fact with a degree of validity equal to that of Army Alpha.

352. Donovan, Mary N. A study of the history and nature of psychological tests. Master's, 1936. Temple. 103 p. ms.

353. Fennessey, Sister Mary David. Correlation between the achievement on reasoning tests and the ability to do thought problems. Master's, 1936. Notre Dame.

354. Fillmore, Eva A. Iowa tests for young children. Iowa City, University of Iowa, 1936. 58 p. (University of Iowa studies, new series no. 315. Studies in child welfare, vol. 11, no. 4)

Presents tests suitable for the age range 4 months to 2 years.

355. Finnie, Frances Ruth. A study of the validity of seven group intelligence tests using as a criterion the Stanford-Binet. Master's, 1935. George Washington. 74 p. ms.

Finds that all seven of the tests tend to rank the same individuals in the same order as the Stanford-Binet.

356. **Floyd, James Pugh.** Relation between psychological test scores and scholastic attainment of students entering the University of Alabama from Alabama high schools. Master's, 1936. Alabama. 41 p. ms. .

\*357. **Goren, Rose.** What effect has the arithmetic in four general intelligence tests upon the final scores in the tests? Master's, 1936. Boston Univ. 69 p. ms.

Describes an experiment in which the results of the National intelligence tests scale A—form I, Terman group test of mental ability, revised Alpha examination form 7, and Kuhlmann-Anderson intelligence test were used to determine the effect of the use of arithmetic upon the final scores in the tests. Finds that the arithmetic section of the National intelligence test is slightly more difficult than the test as a whole, that the arithmetic section of the Terman group test is more difficult than the National intelligence test, and that the arithmetic sections of the revised Alpha examination and of the Kuhlmann-Anderson test were so scaled that the results would be the same whether or not the arithmetic section was used.

358. **Gould, Elizabeth Carothers.** An experiment with a free association test in the second grade. Master's, 1936. Texas.

359. **Haury, Gertrude.** An analysis of the responses of normal and delinquent individuals to certain test items of the Stanford-Binet scale and the Pintner-Paterson scale. Master's, 1936. Kansas.

\*360. **Hertzman, Max.** The effects of the relative difficulty of mental tests on patterns of mental organization. Doctor's, 1936. Columbia. New York, 1936. 69 p. (Archives of psychology, no. 197)

Attempts to determine whether the level of difficulty of a test will affect its relationship with tests of different material, to find whether the level of difficulty of a test will affect its relationship with other tests of the same material, and to study the implications of the results obtained from working out the first two problems for the general problem of mental organization.

361. **Honzik, Marjorie K. P.** Factors related to changes in mental test performance during the preschool period. Doctor's, 1936. California.

Assembles data on mental tests and physical examinations given to a group of 252 children living in Berkeley, Calif., at specified age levels during their preschool years. Finds that an initial mental test given before the age of 2 years has little predictive value, but that mental performance is fairly constant between the ages of 3 and 6 years.

362. **Hurlbert, Raymond Donald.** The predictive value of the unit scales of attainment. Master's, 1936. Birmingham-Southern. 50 p. ms.

363. **Kirkner, Margaret Colyer.** A study of the relationship between measures of learning rate and tests of motor ability, skill, and strength. Master's, 1936. Texas.

364. **Landes, Jack Harry.** Riddle-solving ability and intelligence. Master's, 1936. Loyola. 92 p. ms.

Attempts to determine whether or not there is any correlation between what is called school intelligence in children and their ability to solve simple riddles.

365. **Lovegren, Levi Alton.** Students in the lowest decile of Miller's analogies test. Doctor's, 1936. Minnesota. 118 p. ms.

Studies students in the College of education to discover which college subjects are easiest and hardest for those in the lowest decile on Miller's analogies test (general intelligence). Finds that comparative grades of average and low decile students revealed that psychology, English, history, zoology, and sociology, economics are among the hardest subjects. Analysis of Fisher's tests for small samples suggests that there is probably no one best solution.



**366. Malott, James I.** Relation of intelligence to success in college studies as measured by a standard intelligence test. River Falls, Wis., River Falls state teachers college, 1936.

Studies the achievement of the freshman class of 1932 as it progressed through the courses offered by the college, and finds that the intelligence test is a reliable means for predicting student achievement.

**367. Martin, Dorothy Randolph.** A study of the goal gradient in massed and in distributed practice. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 45-46)

Investigates the goal gradient in human learning by administering two tests, one the usual pattern-type maze situation, and the other an arbitrary maze situation, to 20 students from the class in elementary psychology. Finds that in the first experiment, the persistent discrepancy between human and animal results may be attributed to masking factors; in the second experiment, where learning defined as uniformity of behavior, results might be interpreted as evidence for the goal gradient effect in human learning.

**368. Pratt, K. C.** Differential selection of intelligence according to denominational preference of college freshmen. Journal of social psychology. (Central State teachers college, Mt. Pleasant, Mich.)

Studies the intelligence test scores of 3,040 college freshmen, matriculating during 1928-1935, inclusive, distributed according to denominational affiliation or preference.

**\*369. Richardson, Marion Webster.** The relation between the difficulty and the differential validity of a test. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries. 1936. 16 p. (Reprinted from Psychometrika, 1: 33-49, June 1936)

**\*370. Rinsland, Henry Daniel.** Analysis of completion sentences and arithmetical problems as items for intelligence tests. Doctor's, 1935, T. C., Col. Univ. New York, Teachers college, Columbia university, 1935. 49 p. (Contributions to education, no. 666)

Describes an experiment conducted with pupils in grades 5, 6, and 7 in one ward school in Norman, Okla. Finds sentence completion and problem-solving to be valuable units in intelligence tests.

**371. Sargent, Cyril Garbutt.** Some practical results of psychological testing at the Mount Hermon school. Master's, 1936. Brown. 27 p. ms.

**372. Schrammel, H. E.** The Schrammel-Brannan revision of the Army alpha intelligence examination. Emporia, Kansas state teachers college, 1936. 8 p. ms.

**373. Shandler, P. S.** Value of the use of the internal consistency item coefficient in the construction of a general information test for mentally retarded children. Master's, 1936. Coll. of the City of N. Y. 43 p. ms.

Attempts to determine whether knowledge of the consistency coefficients for items on a general information test, when employed in addition to the validity coefficients for the items, improves the validity of a sub-test. The general information test was constructed to be administered to mentally retarded children. Points out that a low consistency coefficient for an item is an important criterion when the validity of the item is held constant.

**374. Stroud, J. B.** The reliability of nonsense syllable sources derived by a group method of experimentation. Journal of experimental psychology, 19: 621-29, October 1936. (Kansas state teachers college)

**375. Stump, N. Franklin.** Similarity of identical twins in learning a pencil maze. Journal of heredity, 27: 352-54, September 1936. (Kenka college)

Reveals the similarity of identical twins in learning a pencil maze, compares the time required to complete each pattern, and shows the similarity in the reduction of errors in successive trials.



†376. **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, 1935. Bellingham, Washington state normal school, 1936. 6 p. ms. (Bureau of research studies no. 55)

Finds that teachers vary greatly in their accuracy in grading the intelligence tests.

377. **Walker, Ellis Woods.** The predictive value of the Pintner-Cunningham primary mental test: a follow-up study. Master's, 1935. Birmingham-Southern. 57 p. ms.

378. **Weller, Dale C.** Predictive value of the Ohio state university psychological test toward college success. Master's, 1936. Wyoming. 37 p. ms.

379. **Wilkerson, H. C.** A study of psychological test results of the freshman class of year 1935-36. Platteville, Wisconsin state teachers college, 1936. 39 p. ms.

Finds wide differences among department groups; that students preparing to teach high-school subjects average 20 percentile points above the next nearest teacher group; that students not intending to teach averaged about the same as those in the secondary education department; that students who delayed a year or more before coming to school ranked 8.4 points above those who came without delay; and that there were wide individual differences in all of the groups studied.

380. **Winner, F. D.** Testing suggestibility. Master's, 1936. Penn State.

Constructs performance tests and verbal tests of suggestibility.

†381. **Woody, Clifford.** Sophomore testing program in the accredited high schools of Michigan, 1936. Ann Arbor, University of Michigan, 1936. 95 p. (Bureau of educational reference and research, bulletin no. 148)

Presents the results obtained from the administration of the American council on education psychological examination to 12,878 pupils in 176 accredited high schools of Michigan. Gives data on general levels of achievement, the pupils in high school, college intentions of these sophomores, their vocational choices, the relation of size of school to mental ability, mental scores according to the number of living children in the family, mental scores and the order of birth, study of twins, and suggests studies to be made by school principals.

#### SOCIAL INTELLIGENCE—TESTS AND SCALES

382. **Alpert, Harry.** Social distance, a problem in sociological measurement. Master's, 1935. Columbia.

383. **Barker, Constance.** The measurement of the relation between knowledge of social activities and success in primary reading. Master's, 1935. Michigan.

384. **Beckwith, Erma J.** Achievement on personality and educational tests by children from non-broken and broken homes. Master's, 1936. Michigan.

385. **Bernholz, Elna.** Independence of traits and consistency of measurement in the Bernreuter personality inventory. Master's, 1935. Columbia.

386. **Bolton, Floyd Beverly.** Free association as a measure of normal social reaction. Master's, 1936. Chicago. 128 p. ms.

387. **Chi, Pan Lin.** Reliability and validity of personality ratings. Doctor's, 1936. Chicago. 76 p. ms.

Treats of the validity and reliability of attentiveness, mental alertness, intellectual curiosity, originality, industry, persistence, accuracy, carefulness, neatness, promptness, initiative, independence, leadership, self-assertion, facing reality, cooperation, sociability, emotional balance, and muscular coordination.



388. **Copeland, Harold W.** A study of the reliability of the Bernreuter personality inventory as determined by the Spearman-Brown formula through various grouping methods. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 19)

Experiments with several methods of obtaining half-scores to determine which gives the best sampling of the test, by giving the Bernreuter personality inventory to 231 inmates of the Colorado state reformatory, and scoring the tests in the traits of self-confidence and sociability.

389. **Crandall, Elizabeth Bolard.** The relationship of ratings on the Stanford personal rating blank to intelligence, scholarship, and certain personality traits. Master's, 1936. Stanford.

390. **Dierenfield, Harold.** A study to determine the personality adjustment in athletes as measured by the Bernreuter personality inventory. Master's, 1935. Michigan.

391. **Dimmitt, Mildred.** The construction and evaluation of a scale to measure audience attitude toward any play. Master's, 1936. Purdue. 80 p. ms.

Constructs an attitude scale and evaluates it with four high-school and one Little theater organization to determine the reaction of the various groups to particular plays.

\*392. **Dudycha, George J.** An objective study of punctuality in relation to personality and achievement. Doctor's, 1936. Columbia. New York, 1936. 54 p. (Archives of psychology, no. 204)

Analyzes records of carliness and lateness of students enrolled at Ripon college during the academic year 1934-35 to determine whether punctuality or tardiness is a general or a specific trait in student behavior; whether punctual students differ from tardy students in such personality traits as neuroticism, self-sufficiency, introversion, and dominance; how early and late students compare in intellectual ability and scholastic attainment; how accurately students judge the punctuality of their associates; whether or not they know their own behavior; and how a person's ability to predict his performance time in simple tasks compares with one's promptness in social situations. Finds that early students are rated as early and late students as late by their colleagues; there is a significant association between student ratings and behavior in four specific situations; that students believe it is more important to be punctual at work and for appointments, and least essential at games and extracurricular activities.

\*393. **Gassert, M. Elizabeth.** A study of the characteristics of individuals with strong, pleasing personalities. Master's, 1936. Penn. State. 63 p. ms.

Analyzes the personality trait ratings of 100 high-school and 100 college students who rated their contemporaries. Finds that men and women with strong, pleasing personalities have very much the same characteristics.

394. **Glaser, E. M.** A determination of personality patterns through measurement of the relative dominance of certain basic personality interests. Master's, 1936. Kansas. 82 p. ms.

Attempts to determine the structure of personality by means of a test designed to measure the relative strength or dominance in an individual of 5 basic evaluative attitudes of personality—the aesthetic, economic, religious, social, and theoretic. The group of subjects treated consisted of more than 200 college and university students. The test succeeded in distinguishing between groups of known personality characteristics, each of which showed a higher mean score for its interest-value than the score made by any other group for that value. The reliability of the test was considerably higher than that reported for the Allport-Vernon *Study of values test*.

395. **Gristle, M.** The measurement of the attitudes of college students towards militarism and pacifism. Master's, 1936. Coll. of the City of N. Y. 68 p. ms.

Constructs and applies to a random group of 260 college students, a scale for the measurement of attitudes towards militarism and pacifism and the determination of the relation of education, age, and major interest to these attitudes. Finds a con-



sistent change in favor of pacifism with an increase in scholastic status. The oldest students tended to be less favorable, on the whole, to pacifism than the youngest students whereas the age-grade-status comparison indicated that the more accelerated students were more favorable to pacifism than the less accelerated students. Students interested in the social sciences were found to be more pacifistic than students interested in the exact sciences and in languages and literature. No difference in attitude was found between the students of the exact sciences and those interested in languages and literature. The attitude of the total group of students tested appeared to be decidedly more favorable toward pacifism than militarism.

**396. Hawkins, M. Lawrence.** The construction of a three-axial scale for measurement of attitude toward any existing or proposed social activity. Master's, 1936. Purdue. 39 p. ms.

Compiles 800 statements expressing various degrees of attitude toward the aim of any social activity, its supporting vehicle, and personal participation in such activities.

**397. Heineman, Alma L.** A check list for the study of social responsibility in children. Master's, 1936. Cincinnati.

**398. Helmstadter, Carl William.** A comparison of several types of executives with regard to their peculiar interests in various activities. Doctor's, 1936. Iowa. (Abstract in: Iowa University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Describes an experiment in which 200 individuals engaged in eight different types of executive positions completed the Strong vocational interest blank. Develops a scoring scale for each of the types of executive positions, and applies them to the blanks filled out by the executives. Finds that the executives when taken by groups had a distinct set of interest characteristics which differentiated one group from the other.

**\*399. Hendrickson, Helga.** A questionnaire to detect shyness in pupils of the seventh, eighth, and ninth grades. Master's, 1936. Penn. State. 26 p. ms.

Attempts to construct a questionnaire that will be useful in discovering those pupils who, because of shyness, are not making adequate adjustments to the situations they encounter in their environment. Formulates questions as a result of conferences with many shy children and adults and by use of the Bernreuter personality inventory, and evaluates the questionnaire. Finds that their scores on the questionnaire separate the shy children from the self-confident children.

**400. Horne, E. Porter.** Socially significant attitude objects: measurement and their interpretation. Master's, 1936. Purdue. 75 p. ms.

Describes three surveys made to determine the more socially significant attitude objects, whether these attitude objects could be placed in an order of magnitude from the most socially significant to the least socially significant; and to determine the order of social significance.

**\*401. Horowitz, Eugene L.** The development of attitude toward the Negro. Doctor's, 1935. Columbia. New York, 1936. 47 p. (Archives of psychology, no. 194)

Studies objectively the development in white children of attitudes toward Negroes. Devises and standardizes three pictorial tests which were administered to children from kindergarten through the eighth grade in New York and in urban Tennessee, and in urban and rural Georgia. Finds that the Southern groups tested showed no more prejudice than did the children in New York City, and that attitudes toward Negroes are chiefly determined not by contact with Negroes, but by contact with the prevalent attitude toward Negroes.

**402. Hubbell, Marian Bellamy.** The Allport-Vernon study of values and leisure-time activities. Master's, 1935. Columbia.

**403. Janney, Joseph Elliott.** An effort to measure feminine sociality at the college level. Doctor's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 18:211-20)

Describes the student body of a small women's college, differentiates the students by social success as well as by academic achievement, compares the social achievement of young women in relation to other young women with their social achievement in relation



to young men, and relates social achievement with academic success. Finds a common ability underlying achievement in both scholarship and extracurricular activities, and that the raters tend to rate highly those students whose interests and achievements were primarily on their own campus and to give low ratings to students whose interests and achievements were primarily off-campus.

\*404. LaBarre, Emma Dorothy. A measure of the extent to which scores on the Bernreuter personality inventory are influenced by reticence. Master's, 1936. Penn. State. 26 p. ms.

Describes an experiment in which the personality inventory, and mimeographed forms listing the items which showed a tendency toward a neurotic condition were administered to 77 men and 65 women college students to determine their reticence in answering some of the questions on the inventory. Finds no decided sex differences, and that the scores on the inventory are not the results of reticence.

405. Lewis, Arthur. The prediction of delinquency from the results of certain pencil tests. Master's, 1936. Utah.

406. Mallett, Donald Roger. A study of the validity at the college level of certain measures of personality adjustment. Doctor's, 1936. Iowa. (Abstract in: Iowa University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Attempts to determine, by means of statistical analysis, the relationship of the factors measured by the Thurstone personality schedule, the Woodworth-House mental hygiene inventory, and the Bell adjustment inventory to the scholastic and social adjustment of the individual in the college environment, as shown by a study of freshmen entering the college of Liberal arts in the years 1931-32, 1932-33, 1933-34, and 1934-35. Suggests that the Woodworth-House mental hygiene inventory is the most valid of the measuring instruments studied, when scholastic, health, and social factors are taken as criteria of personality adjustment.

407. Merica, Stanley B. A critical analysis of the equally often noticed difference principle when applied to attitude measurement. Master's, 1936. Purdue. 23 p. ms.

Attempts to determine to what extent an individual who has a relatively extreme attitude toward a given object will tend to mark more items than if his attitude is relatively neutral. Analyzes and compares 6,600 marked attitude scales, representing expressions of attitude toward 14 different objects. Finds a slight distortion when objects toward which there is evidenced a relatively extreme attitude are used.

408. Molsberry, Hazel. Sociability and knowledge of social standards as shown by two tests of eighth grade pupils in Adair county, Iowa. Master's, 1936. Iowa St. Coll. 91 p. ms.

400. Page, David Perkins. The measurement of leadership in a military organization. Master's, 1935. Columbia.

410. Rice, Margaret E. The reliability of the Bernreuter personality scores obtained from institutionalized criminals. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 58-59)

Analyzes the Bernreuter personality inventory scores of 126 industrial school inmates at Golden, 231 reformatory school inmates at Buena Vista, and 159 penitentiary inmates at Canon City. Concludes that the Bernreuter personality inventory can be used to describe traits in institutionalized criminals and delinquents satisfactorily for the trait of confidence, and that it did not test so consistently for the trait of sociability.

411. St. Clair, Walter. A study of the validity of the Bernreuter personality inventory. Master's, 1936. Temple. 41 p. ms.

Reports findings derived from the administration of the Bernreuter tests and certain other instruments to 729 men and 433 women freshmen in Temple university upon entrance, during the scholastic years 1934 and 1935.



412. **Shapland, Dorothy.** A study of personality tests as they may be used in vocational guidance, including an experiment with the Bernreuter personality inventory test. Master's, 1935. Michigan.

413. **Shaw, Robert W.** Use of the Bernreuter personality inventory among college freshmen. Gunnison, Colo., Western state college.

414. **Skoglund, John Egnar.** A technique of personality analysis and synthesis. Master's, 1935. Berkeley Baptist.

415. **Soderquist, Harold O.** Validity of the measurement of social traits of high school pupils by the method of rating by associates. Doctor's, 1936. Minnesota. 18 p. ms.

Attempts to investigate reliability and validity of rating by associates (ranking) in the traits of sociability, friendliness, leadership, and pep.

\*416. **Stambaugh, Charles J. jr.** A study of the correlation of pre-competitive excitement and the Bernreuter personality inventory. Master's, 1936. Penn. State. 28 p. ms. \*

Analyzes the replies of 40 high school football and basketball players to the Bernreuter personality inventory and to an especially prepared questionnaire. Finds that precompetitive emotions are similar for all of the subjects.

417. **Staton, Thomas.** The potential values of certain tests in emotionality and adjustment. Master's, 1936. Georgia.

\*418. **Tuttle, Harold Saxe.** A study of the influence of campus agencies on the increase in social mindedness of college freshmen. Doctor's, 1936. T. C., Col. Univ. - New York City, 1936. 89 p.

Describes an experiment in which a specially constructed test was administered to freshmen students of four colleges at the start and close of the school year. Finds that courses exert no perceptible influence on social ideals, but that instructors, progressive reading, work, and enthusiastic participation in service projects do.

419. **Unruh, Isabelle.** A preliminary investigation of a method for constructing a genetic scale to measure the social sex development of the child. Master's, 1935. Michigan.

420. **Walker, Marjorie Jean.** An experimental study of the social interaction of 30 children in a first grade. Doctor's, 1936. Minnesota.

#### EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

421. **Allbeck, Willard D.** The development of a scale for measuring four religious attitudes in a junior high school population. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 7-14)

Develops a test to determine the relative strength of the repentant, obedient, mystical, and serving attitude in adolescents of junior high school age. Evaluates the test by administering it to the junior high school populations of a small middle-class town, two industrial communities, a Pittsburgh suburb, and in two parochial schools. Compares the attitudes of children in six denominational groups, and in age groups.

422. **Amsberry, Rolla L.** An experimental evaluation of a new type of a proof-reading test in English correctness. Master's, 1936. Iowa. 39 p. ms.

423. **Ausherman, Paul F.** The establishing of Kwalwasser-Dykema music test norms for the Negro race. Master's, 1936. Ind. St. T. C. 32 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 7: 132, July 1936)

Establishes norms for each of the 10 tests at the fifth- and sixth-grade, seventh-, eighth-, and ninth-grade, and tenth-, eleventh-, and twelfth-grade levels, and compares these norms with the norms of the white race. Finds the Negro boys superior to the



Negro girls at each level, finds a positive correlation between age and grade of the subject. Finds in comparing the white and Negro races that the white race is superior in all but four of the 33 instances cited.

424. **Berg, Harry D.** Analysis of the 1935 Iowa every-pupil test in world history. Master's, 1936. Iowa. 166 p. ms.

425. **Bice, Harry V.** Some preliminary studies of the word association technique preparatory to standardization of a test. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 72)

Devises a word-association test consisting of 50 words from the Kent-Rosanoff free-association test and 50 other words with some objective indication of a close relation to the emotional life, and administers them to 650 students.

426. **Brighthouse, Gilbert.** A study of aesthetic apperception. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Describes an experiment in which 10 paintings, representing a wide range of subject matter and technical treatment, were presented to a total of 94 observers. Finds that the aesthetic experience of artistically untrained adults and children was characterized by an immediate hedonic tone followed by a series of relatively passive, random observations; that the artistically trained gave evidence of a much more highly organized, directed, and dynamic judgmental process.

427. **Bronson, Edwin M.** An evaluation of aptitude tests in mathematics in guiding high school students. Master's, 1936. Utah.

428. **Brown, Eura.** Study of achievement test results in Striplin elementary school Gadsden, Alabama. Master's, 1936. Alabama. 55 p. ms.

429. **Brownlee, John Arthur.** The development and use of a self-scoring device for objective tests. Master's, 1936. Chicago. 150 p. ms.

Shows how a crude mechanism was devised, improved, and developed into an efficient self-scoring device.

430. **Church, J. Frank.** A critical analysis of a proof-reading test in capitalization. Master's, 1936. Iowa. 41 p. ms.

431. **Cushing, Mary Elizabeth.** An evaluation of Thorndike-McCall reading test for use with high school freshmen: an analysis of reading errors. Master's, 1936. Kansas.

432. **Czarnitzki, Arvid.** Construction and validation of objective tests in chemistry for Columbia high school. Master's, 1936. South Carolina. 133 p. ms.

Describes the construction, administration, and evaluation of objective tests in chemistry under classroom conditions.

433. **De Kalb, Leo. F.** Analysis of the 1936 Iowa every-pupil test in general science. Master's, 1936. Iowa. 89 p. ms.

434. **Deyoe, G. P.** Pencil and paper tests for measuring achievement in vocational agriculture. Agricultural education, 8: 90-91, December 1935. (Platteville, Wisconsin state teachers college)

435. **Dickey, Dwight L.** Effect of varying confusions in a multiple choice test. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 298)

Attempts to determine the effect that changing the confusions in a first-grade vocabulary test will have upon its difficulty.

436. **Duel, Henry Ward.** Measurement of some of the outcomes of laboratory work in college physics. Doctor's, 1936. Minnesota. 242 p. ms.

437. **Fielding, K. M.** Freshman and senior students of Springfield college as rated by the Gates-Strang health knowledge test Master's, 1936. Springfield.

438. **Gauthier, Edward Haines.** Tests and drills for the writing program in Americanization. Master's, 1936. Brown. 180 p. ms.

439. **Gray, Hob and Votaw, D. F.** The new-south achievement tests: primary forms A, B, C, and D, grades 2, 3, 4. Austin, Texas, Steck company, 1936. (University of Texas)

\*440. **Greenleaf, Edith Eleanor.** An evaluation of visual perception tests for predicting success in first grade reading. Master's, 1936. Boston Univ. 34 p. ms.

Attempts to determine the validity of the methods used in the reading readiness tests measuring visual discrimination; studies the relation between the perceptual abilities measured in these tests and various types of reading achievement; and studies the value of the tachistoscope as a measure of achievement. Describes an experiment in which the Newton reading readiness tests, and either the Pintner-Cunningham primary mental test or the Kuhlmann-Anderson test for grade 1 were given to the 750 kindergarten children in the Newton public schools in the spring of 1935, and their records checked with those of 471 of the same children to whom the Kuhlmann-Anderson and the Pintner-Cunningham tests were given in the first grade the following year. Studies the results of the Kibbe tachistoscope as used in giving flash and pronunciation tests to 104 pupils in 1936. Finds the Newton reading readiness tests too easy for statistical evaluation, finds the visual perception test to have the greatest relation to reading readiness, and that the tachistoscope test is a reliable measure of achievement in reading.

441. **Hadley, J. Edwin.** Measurement of attitude outcomes from the teaching of poetry. Master's, 1936. °Purdue. 102 p. ms.

Constructs a scale to measure the effective and critical attitudes of students toward selections of poetry, and finds that the attitudes of 135 high-school students were changed significantly from less to more favorable.

442. **Hassett, J. Frank.** The comparative value of sense and non-sense material in determining mathematical aptitude. Master's, 1936. Mass. St. Coll. 110 p. ms.

Shows that the average student entering high school has ability to learn new kinds of mathematics. The correlation indices give evidence that non-sense material would be better than sense material in measuring one's ability to learn new kinds of mathematics.

443. **Heilman, J. D.** The 1936 report on the cooperative testing programs of the Teachers college personnel association. Greeley, Colorado state college of education, 1936.

Analyzes results of 70 teachers colleges on two psychological and two achievement tests, establishes national percentile and PE scales, equates the tests, and compares the teachers college entrant of 1932 with the entrant of 1935. Gives results on the value for predicting college success of a number of items which appear on application blanks for entrants to colleges and universities.

444. **Hibler, John Henry.** A survey of standardized achievement tests in plane geometry. Master's, 1936. Chicago. 58 p. ms.

Analyzes 12 achievement tests in plane geometry to determine extent to which they measure the principles of learning that are related to the study of plane geometry.

445. **Hunter, John W.** An analysis of the 1936 Iowa every-pupil test in silent reading comprehension for grades six, seven and eight. Master's, 1936. Iowa. 141 p. ms.

†446. **Iowa state teachers college.** Sophomore tests, 1935. Cedar Falls, 1935. 7 p. ms. (Research report, no. 20)

Shows geographically the results of the cooperative general science test, the cooperative contemporary affairs test, and the cooperative mathematics and language tests given to sophomores in colleges and teachers colleges.



447. Johnson, Palmer O. and Jackson, B. W. An application of factor analysis to a set of achievement tests. Minneapolis, University of Minnesota, 1935. 20 p. ms.

Determines the validity of the Spearman two factor hypothesis applied to examinations in college biology. Finds a general factor for the several outcomes of biological instruction measured.

448. Kaskadden, Alfred A. A critical analysis of the 1936 Iowa every-pupil test in algebra. Master's 1936. Iowa. 102 p. ms.

449. Katz, Marguerite. The McAdory art appreciation test correlated with two intelligence tests. Master's, 1935. Columbia.

450. Knipfer, Godfrey Glen. The influence of time of administration upon reliability and validity of an achievement test in mathematics. Master's, 1936. Iowa. 37 p. ms.

451. Lawshe, Charles. A study of the relationship of certain factors to the rates at which children learn and forget certain word meanings as indicated by appropriate vocabulary tests. Master's, 1935. Michigan.

452. Lincoln, Hazel. A study of the Cornell-Coxe performance ability scale with superior children. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 374-75)

Compares the scores of superior children on the Cornell-Coxe scale and on the Stanford-Binet test.

453. Lister, Herman E. An analysis of the Iowa every-pupil test in plane geometry, 1936. Master's, 1936. Iowa. 73 p. ms.

454. Lynch, John E. An experimental evaluation of a new type of proof-reading test in English correctness. Master's, 1936. Iowa. 63 p. ms.

455. McBlain, Robert A. Evaluation of a proofreading type of test in English correctness. Master's, 1936. Iowa. 55 p. ms.

456. Manuel, Herschel. Results of the 1935 testing program of the Texas commission on coordination in education, 1936. Austin, University of Texas, 1936.

†457. ——— Spanish and English editions of the Stanford-Binet in relation to the abilities of Mexican children. Austin, University of Texas, 1935. 63 p. (University of Texas bulletin, no. 3532)

Describes an experiment in which the Spanish and English editions of the Stanford-Binet test were given to 98 children of grades 2-5 of a school attended by Mexican children in San Antonio. Finds that a Spanish translation of the test can be used to advantage in the prediction of the achievement of Spanish-speaking pupils in the first and second grades, that the peculiar language experiences of these bilingual children result in a handicap which persists for an undetermined period and is difficult to evaluate in individual cases, that success in certain tests in English because of school experience with the vocabulary or situation used in the test may cause the examiner to overestimate the pupil's general ability to use English, that the low mean intelligence and achievement of Mexican pupils is associated with a low mean socio-economic status, but the correlation within the group is low.

458. Moore, Hazelle S. A critical study of the aptitude hypothesis in vocational guidance and selection. Doctor's, 1936. Southern California.

Finds, from an evaluation of aptitude tests that present tests act as partial indicators for individual guidance, but no definite list of fundamental aptitudes can be formulated, that they merely indicate probable success or failure in motor, mechanical, and art abilities; that they are inadequate for musical ability; that they have selective but not guidance reliability for specific occupations; and that they are more reliable for scholastic aptitude.



459. **Omohundro, Mary Gladys.** Developing a test to measure ability to use scientific method on the eighth grade level. Master's, 1936. William and Mary. 128 p. ms.

Indicates that the test can be used as a means of measuring ability to use the scientific method on the eighth-grade level.

†460. **Paul, J. B.** Sophomore tests, 1935. Cedar Falls, Iowa state teachers college, 1935. 7 p. ms. (Research report no. 20)

Compares the attainments of 346 of the Iowa state teachers college sophomores in 1935 with the attainments of sophomores in colleges and teachers colleges generally as measured by the Cooperative general science test, Cooperative contemporary affairs test, Cooperative mathematics test and the Cooperative tests in French, German, Spanish, and Latin.

461. **Peterson, Virginia.** A study of reading comprehension and ability to resist unwarranted generalizations in an aptitude test. Master's, 1936. Iowa.

462. **Pugh, Delbert Joseph.** An analysis of the 1936 Iowa every-pupil test in United States history. Master's, 1936. Iowa. 115 p. ms.

\*463. **Sanders, Jack H.** The effect of experience in perceiving verbal and geometric contexts. Doctor's, 1935. Columbia. New York, 1936. 58 p. (Archives of psychology, no. 196)

Deals with contexts that were selected with the purpose of showing differential effects in their perception caused by past experience over and above any other variable, and with the prognostic value of the verbal context test for IQ, grades, adjustment ratings, learning scores, beliefs in misconceptions, performance with the geometric designs, and the effects of noise distraction on 103 seniors of the Sterling high school, Sterling, Colo.

†464. **Schrammel, H. E.** Report of results of the 1935 English testing program of college freshmen. Emporia, Kansas state teachers college, 1935. 5 p. ms.

Gives percentile scores computed from 3,388 scores; percentile scores computed for 22 colleges; percentile rank assigned each college; and frequency of errors computed for each test item.

†465. ——— and **Davis, Vera.** Report of the twenty-third nation-wide every pupil scholarship test for high schools and elementary schools, January 8, 1936. Emporia, Kansas state teachers college, 1936. 24 p. (Bulletin of information, vol. 16, no. 3)

Computes percentile scores from 92,500 scores in 25 high-school and elementary school subjects; percentiles computed from school median scores from 2,289 subject and grade medians; and compares achievement of schools in 11 states.

†466. ——— and ———. Report of the twenty-fourth nation-wide every pupil scholarship test for high schools and elementary schools, April 8, 1936. Emporia, Kansas state teachers college, 1936. 21 p. (Bulletin of information, vol. 16, no. 5)

Gives percentile scores computed from 172,303 scores in 40 high-school and elementary school subjects; percentiles computed from school median scores from 3,516 subject and grade medians; and compares achievement of schools in eight states.

467. **Shannon, S. Boyd.** An analysis of the 1936 Iowa every-pupil test in physics. Master's, 1936. Iowa. 149 p. ms.

468. **Shaw, Lewis A.** Administering and making use of the results obtained through a testing program in a small school. Master's, 1936. Michigan.

469. **Shlentag, Isabel.** A study of individual responses in the Kent-Rosanoff and Rorschach tests. Master's, 1935. Columbia.

470. **Spless, Marie Anne.** Measurement of comprehension and appreciation of literature in Garfield Heights high school, Cleveland, Ohio. Master's, 1936.



Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 68-69)

Describes an experiment in which Stanford tests of comprehension of literature (the three tests of form B), Abbott-Trabue test of ability to judge poetry (series Y), and the Carroll prose appreciation test were administered to 437 senior high school pupils. Finds the need for teaching for appreciation, emphasizing the interests of boys, grouping homogeneously, and providing for individual differences.

471. Stancliff, Glenn Elwood. A comparative study of five years of Iowa's every-pupil tests in general science. Master's, 1936. Iowa. 105 p. ms.

472. Swanson, Helen Elna. The relationship between vocabulary test scores and ages, intelligence, and school achievement. Master's, 1936. Michigan.

473. Teasley, Mildred. Prognostic value of certain tests. Master's, 1936. Georgia.

\*474. Tracy, Howard Clyde. The testing program for the social business subjects of the secondary school. Master's, 1935. Boston Univ. 180 p. ms.

Gives a historical summary of the testing movement; discusses the social business subjects of the secondary school and the need for reorganization of their content, the criteria of a good examination, standardized tests versus informal teacher-made tests, functions of tests, procedures for drafting new type tests, summary of existing published tests and examinations in the social business studies, methods of changing test scores into grades, the problems of ability grouping, and the group intelligence test as an aid to the commercial teacher.

475. Trimble, Clyde E. Experimental evaluation of an objective type of test in punctuation. Master's, 1936. Iowa. 51 p. ms.

†476. Upshall, C. C. Analysis of the results of the arithmetic computation and arithmetic reasoning sections of the new Stanford achievement test taken by the children in grades 4 to 8, inclusive in the training school. Bellingham, Washington state normal school, 1936. 45 p. ms. (Bureau of research studies no. 51)

Finds that the children used in this analysis did not master the fundamental processes until nearly 4 years after these were first taught. Presents implications for the curriculum in grades 6 to 12.

†477. ———. Report of the results of the achievement tests given to the pupils in the training school during October 1935. Bellingham, Washington state normal school, 1936. 32 p. ms. (Bureau of research studies no. 54)

Finds that the children were younger, grade for grade, than typical children, that they did better than the test grade norms on the reading and information tests, and that they were below the grade norms on the arithmetic and spelling tests.

†478. ———. Report of the tests given to the first, second, fourth, and seventh grades of the Bellingham city schools during September and October 1935. Bellingham, Washington state normal school, 1936. 49 p. ms. (Bureau of research studies no. 53)

Describes an experiment in which the Kuhlman-Anderson intelligence test was given to all Bellingham first-grade children, the Gates primary reading test to all second-grade children, and the modern school achievement test to all seventh-grade children. Finds that the Bellingham children are typical of those on whom the norms were based.

479. Van Dyke, Boscoe F. A critical analysis of a new type test in English correctness. Master's, 1936. Iowa. 40 p. ms.

480. Victor, Georgia C. An analysis of pupil responses to items in Iowa every pupil test in basic language skills for 1935. Master's, 1936. Iowa. 141 p. ms.

481. Von Eschen, Clarence. Teacher performance on the Iowa every pupil tests of basic skills in reading and language. Master's, 1936. Iowa. 91 p. ms.

482. **Wagner, Oliver W.** An analysis of the 1934 Iowa every pupil test in world history. Master's, 1936. Iowa. 102 p. ms.

483. **Weatherman, Don Edward.** An analysis of the 1935 Iowa every pupil test in the understanding of contemporary affairs. Master's, 1936. Iowa. 94 p. ms.

484. **Webber, Donald D.** A critical analysis of the 1936 Iowa every-pupil test in ninth grade English correctness. Master's, 1936. Iowa. 62 p. ms.

485. **Welch, Oliver Maynard.** The construction of a series of tests in first year algebra. Master's, 1936. Ohio State. 205 p. ms.

Contains the 34 original cumulative tests, the bases of revision, and the revised series of tests.

486. **Wrenn, C. Gilbert and Darner, W. M.** Preliminary form of Stanford reading test. Stanford University, Calif., Stanford university, 1936. 27 p.

#### PHYSICAL ABILITY—TESTS AND SCALES

487. **Anderson, Theresa.** Weighted strength tests for the prediction of athletic ability in high school girls. Master's, 1935. T. C., Col. Univ. 12 p. ms.

488. **Backus, Alice Louise.** A history of physical education, tests and measurements for women in the United States. Master's, 1936. Cincinnati.

489. **Blesh, Trolando Erwin.** A survey of tests and measurements in physical education and the study of a method of classifying college students. Master's, 1936. Stanford.

\*490. **Boynton, Bernice.** The physical growth of girls: a study of the rhythm of physical growth from anthropometric measurements on girls between birth and 18 years. Doctor's, 1936. Iowa. Iowa City, University of Iowa. 1936. 165 p. (University of Iowa studies new series, no. 325. Studies in child welfare, vol. 12, no. 4)

Analyzes and compares mean growth curves for 22 anthropometric measurements on girls, and studies individual stature curves in regard to comparison with the mean trend for stature and with reference to the possibility of predicting stature growth. Analyzes 55,886 observed measurements on 1,241 Iowa City girls. Shows an adolescent acceleration of growth 2 years earlier for girls than for boys, that termination of growth in girls occurs at approximately 16 years, while boys are still growing at 18 years of age.

491. **Briggs, Harry E.** Tentative preclass testing program in junior high school physical education. Master's, 1936. Ind. St. T. C. 105 p. ms. (Abstract in: Indiana state teachers' college. Teachers college journal, 7: 133-34, July 1936)

Presents a tentative program for the seventh, eighth, and ninth grades in physical education classwork, meeting the need for activity in the individual free play time preceding the regular class lesson.

492. **Coleman, James W.** The differential measurement of the speed factor in large muscle activities. Master's, 1936. Iowa.

493. **Cooper, Bernice.** An achievement test in volleyball for high school girls. Master's, 1936. Iowa.

494. **Gebhardt, F. Don.** A study of the use of McCloy classification index I in classifying boys of the eighth and ninth grades for participation in interscholastic basketball. Master's, 1935. Michigan.

495. **Hoffman, Vern Burdette.** Strength comparison of athletes and non-athletes in the items measured by Rogers' physical capacity tests. Master's, 1936. Michigan.



\*496. House, Howard Henry. A study of the standing high kick as a test of motor ability. Doctor's, 1936. New York. 109 p. ms.

Studies the motor ability of college men in freshman and sophomore classes in a limited number of events. Shows that the high kick has some validity as a measure of motor ability in football and track, and that it may be used as a means of classification for the skilled and the low skilled in athletic sports.

\*497. Howland, Amy B. The establishment of national achievement standards for girls in specific physical education activities. Doctor's, 1935. New York. 237 p. ms.

Reports the results of a national survey of girls' performance in physical education activities and establishes standards for national use, giving minimum levels of performance in certain physical education activity skills which average girls should achieve at given ages.

\*498. Humiston, Dorothy. A measurement of motor ability in women. Doctor's, 1936. New York. 101 p. ms.

Attempts to develop a method of measurement which will determine with relative accuracy the present status of motor ability in college women by studying the freshmen women at Iowa state teachers college for the years 1932-33 and 1933-34, and by comparing them with junior and senior women majoring in physical education, and with women from the University of California. The age range was from 16 to 29 years, and the activity range was for such major and minor sports as hockey, soccer, tennis, basketball, baseball, volleyball, swimming, and archery.

\*499. Kelly, Harriet J. Anatomic age and its relation to stature. Doctor's, 1936. Iowa. Iowa City, University of Iowa, 1937. 38 p. (University of Iowa studies new series no. 331. Studies in child welfare, vol. 12, no. 5)

Evaluates various indices of anatomic development and selects the index found to be the most valid and practical within the age limits of 6 and 18 years, determines norms at 6-month intervals throughout the age period under consideration for the index selected, and studies individual curves for stature and anatomic age.

500. Kilander, Holger Frederick. A survey of health knowledge of high school and college students. East Orange, New Jersey, Panzer college of physical education and hygiene, 1936.

Tests 5,000 students in senior high school and college by means of a health knowledge test consisting of 100 multiple-choice questions. Finds a need for more health education in high school, a great variation in health knowledge between different schools and in individual classes, and that little additional information is acquired after high school, unless specific courses in health and related subjects are taken.

501. Kolberg, Eric Everett. An athletic ability index for high school boys. Master's, 1936. California.

502. Koob, Clarence J. A study of the Johnson motor skills test as a measure of motor educability. Master's, 1936. Iowa.

503. MacDonald, Kenneth. An objective health knowledge test for the senior high school. Master's, 1936. Iowa.

504. McElroy, H. Nelson. A study of the relationship of certain physical tests with the strength index. Master's, 1936. New York. 47 p. ms.

Analyzes the relationship of certain skill tests to the strength index of the Rogers physical capacity test, and validates the skill test selected as the measure of skill.

505. Miller, Henry G. The contribution of physical capacities and abilities as measured by motor tests to success in college football. Master's, 1936. Iowa.

506. Nolan, Arvilla Ellen. The measurement of power and its relationship to strength and general motor ability. Master's, 1936. Wellesley.

507. Nordstrom, A. A critical analysis and interpretation of body build indices. Master's, 1936. Springfield.



508. **Petsch, Clemens Charles.** The reliability and validity of the Brace football achievement tests. Master's, 1936. Texas.

509. **Roads, Hazel M.** A comparative study of the Brace-type of test and Johnson-type of test as measures of motor educability in the senior high school girl. Master's, 1936. Iowa.

\*510. **Rudel, Alexander G.** The evaluation of a pulse ratio test with the physician's cardiac diagnostic test. Master's, 1936. New York. 55 p. ms.

Studies 54 pupils in the cardiac class of Seward Park high school in New York city. Finds that the testing technique evolved was more reliable than that of the physician in determining their activity capacity; that the testing technique was superior to previous types offered; that normal students in terms of capacity were discovered by the test technique although physicians had prescribed modified cardiac activities; that the accuracy of physician's activity prescription compared with the pulse-ratio technique was lower in these 54 cardiac boys.

\*511. **Russell, Trent S.** An evaluation of the Brace test and norms for Negroes. Master's, 1936. New York. 54 p. ms.

Attempts to determine the validity, reliability, and objectivity of the Brace test in an attempt to develop standards which will help in the instruction of pupils, to classify pupils in a program of intramural athletics, and to serve as a basis for determining an accomplishment quotient for the activities of physical education.

512. **Smith, W. N.** Comparison of physical ability tests given at Wethersfield, Conn., and East Syracuse, N. Y. Master's, 1936. Springfield.

513. **Spealler, Louis R.** A study of cardio-vascular changes in an unselected group of boys under standard work conditions. Master's, 1936. Temple. 110 p. ms.

Aims to discover the normal pulse and its normal variations, the normal increase under the stimulus of controlled amounts of work, in the case of boys of high-school age, and to compare these points with those obtained in similar tests given to girls of high-school age.

\*514. **Warner, Marion.** Laboratory tests as the basis for the classification of women students in physical education activities. Master's, 1936. New York. 33 p. ms.

Studies the value of various tests used in classifying women students in physical education at the University of Chicago. Indicates that the use of a battery of such tests could be used to measure a variety of traits, but that the measurement of the traits involved in the execution of the tests is not an adequate measurement of athletic ability.

#### VOCATIONAL TESTS

515. **Abbott, Dorothy May.** Measuring the aptitude of keyboard operators. Master's, 1936. Nebraska. 48 p. ms.

Tests the value of an apparatus devised by Dr. Charles Fordyce to measure aptitude for the operation of such machines as typewriters and comptometers. Finds that correlation between scores made on the apparatus and achievement scores made at the close of a semester of practice in typewriting was sufficiently high to give evidence that this device may be a valuable prognostic instrument.

516. **Abramowitz, Elias.** Correlation analysis of the differential weighting technique of the Strong vocational interest blank. Master's, 1935. Columbia.

517. **Casady, Carmie.** Prognosis of typewriting success. Master's, 1936. Iowa. 50 p. ms.

518. **Danko, Thomas J.** An introduction to power tests in electricity. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 296-97)

Describes power tests as embodying mental picturing of machine parts as well as assembling parts using standard symbols and diagrams, and finds that they are diagnostic



and remedial in nature and can supplement the practical performance tests to a large extent because of expense and time involved.

519. **Fox, Nathan B.** Prognosis of stenographic ability. Master's, 1936. Temple. 63 p. ms.

Describes an experiment in which a prognostic test was conducted and administered to 210 students of the 10B commercial arithmetic classes of the Simon Gratz senior high school, Philadelphia. Compares the results of the test with the students' marks after the first term of stenography? Finds a positive correlation between achievement in stenography and in English and foreign languages; that the prognostic test gave a lower correlation, but gave favorable results compared with other tests.

520. **Green, Alice Catherine.** Scale for measuring skill in Munson shorthand. Master's, 1936. Chicago. 114 p. ms.

Develops scale of value for drill and for the discovery of errors in learning to write the 1,000 commonest words. (Horn).

\*521. **Hicks, Ethel M.** A study of the validity of the Allport-Vernon scale. *A study of values* with students of the twelfth grade. Master's, 1936. Penn. State. 42 p. ms.

Administers the Allport-Vernon scale to 136 boys and 61 girls of the twelfth grade of a city high school whose usual enrolment ranges from 2,800 to 3,000, and administers the Strong's *Vocational Interest blank* to the 136 boys; studies records kept by the pupils of their extracurricular activities; and analyzes replies to a questionnaire filled out by each of the students as to the school activities in which he participated, the five school activities he liked best in the order of their preference, the three school subjects he liked best in the order of their preference and the three he liked least, and his three chief interests in the order of their preference.

522. **Murphy, Laura White.** The relation between mechanical ability tests and verbal and non-verbal intelligence tests. Doctor's, 1936. Penn. State.

Finds that verbal intelligence tests measure a different function from the mechanical aptitude tests, but that the non-verbal intelligence tests were more like the mechanical aptitude tests than like the verbal intelligence tests in the function which they measured.

523. **Smothers, Robert Fey.** A standard test in typewriting. Master's, 1936. Colo. St. Coll.

524. **Voelker, Paul.** The value of a battery of vocational tests in prognosticating scholastic success in a trade school. Master's, 1935. Michigan.

## RESEARCH, EDUCATIONAL

### TECHNIQUES

†525. **Good, Carter V., Barr, A. S. and Scates, Douglas E.** The methodology of educational research. New York, D. Appleton-Century. company, 1936. 882 p. (University of Cincinnati. University of Wisconsin)

Contents: Nature of scientific thinking; the selection of the problem, needed research in education; survey of related information; the formulation and testing of hypotheses; the classification of research methods; the historical method; the normative-survey method, survey, testing, questionnaires, inquiries, documentary frequency studies, interview, observation, and appraisal procedures; experimental method; other methods of research especially adapted to the analysis of complex causal relationships; analysis and interpretation of data; formulation of conclusions and generalizations; preparation of the research report; standards for evaluation of writing, research, and procedure in education; and training and supervision of research workers.

526. **Gray, J. S.** A neglected phase of educational research. *Journal of educational research*, 29: 83-90, October 1935. (University of Pittsburgh)

527. **Hamilton, Thomas T.** Principles derived from educational research as a basis for the selection of learning exercises. Doctor's, 1936. Illinois.

528. **Nauhaus, Ida Plant.** A decade of doctoral research in public school personnel. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 12: 316-17)

Surveys the doctoral studies for the decade 1922-1932 to show what research has done in discovering and solving the problems pertaining to public-school personnel. Shows that the doctoral studies emphasize the fact that the leadership of an educational system must be of the highest character, that every aspect must seek to obtain the greatest possible degree of equalization of educational opportunity for all the children of all the people, and that personnel work must become personal for both the administrator and the child.

529. **Whitney, F. L.** Elements of research. New York, Prentice-Hall, 1937. (Colorado state college of education)

530. **Youtz, Margaret.** The technique of summarization of the known facts and principles relating to certain pedagogical issues. Master's, 1935. Michigan.

### REPORTS

†531. **Cincinnati University.** Abstracts, graduate theses in education, Teachers college, University of Cincinnati, 1931-1936, compiled and edited by Carter V. Good and Gordon Hendrickson. Cincinnati, Ohio, 1936. 249 p. vol. 2.

The 1935 theses listed were included in the U. S. Office of Education, Bulletin, 1936, no. 5, Bibliography of research studies in education, 1934-35.

†532. **Colorado University.** Abstracts of theses and reports for higher degrees, 1936. Boulder, 1936. 77 p. (University of Colorado bulletin, vol. 36, no. 17. General series no. 385. University of Colorado studies, vol. 24, no. 1)

†533. **Columbia university, in the City of New York.** Master's essays, 1935. New York, Columbia university press, 1935. 39 p.

534. **Dwyer, Brother Justin.** Classified abstracts submitted by graduate students in the Department of education of the University of Notre Dame since the establishment of the Department in 1918. Doctor's, 1936. Notre Dame.

†535. **Fordham university.** Dissertations accepted for higher degrees in the graduate school. [New York city], 1936. 70 p. (Educational bulletins)

536. **Hayes, Mary Anna.** Survey of masters theses in elementary education—1928-1936. Master's, 1936. Peabody. 95 p. ms.

Surveys 180 theses accepted in the Department of elementary education of George Peabody college, and finds that 21 studies were made by men and 159 by women. In the various fields of elementary education, 103 theses were written on the curriculum, subjects of the curriculum, of these, reading 29, social studies 23, and pre-school 10 studies, ranked highest.

†537. **Indiana state teachers college.** Abstracts of unpublished masters' theses, Indiana state teachers college, 1936. Teachers college journal, 7: 106-40, July 1936.

†538. **Iowa University.** Programs announcing candidates for higher degrees, February, June, July and August, 1936. Iowa City, 1937. v. p. (University of Iowa studies, new series no 329. Series on aims and progress of research, no. 50)

Several of the doctors' dissertations abstracted in this volume were listed in U. S. Office of Education, Bulletin 1936, no. 5, Bibliography of research studies in education, 1934-35.



†539. Louisiana state university. Abstracts of theses, regular session, 1935-1936, summer session, 1936. Baton Rouge, 1936. 130 p. (University bulletin, vol. 28 N. S., no. 12)

†540. North Carolina. University. Research in progress, October 1934-October 1935. Chapel Hill, 1935. 117 p. (University of North Carolina record, no. 298. Graduate school series, no 29)

†541. Ohio state university. Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1935. Columbus, 1936. 410 p. (Abstracts of doctors' dissertations, no. 18)

Contains abstracts of several theses listed in U. S. Office of Education, Bulletin 1936, no. 5. Bibliography of research studies in education, 1934-35.

†542. ——— Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter 1935. Columbus, 1936. 215 p. (Abstracts of doctors' dissertations, no. 19)

†543. ——— Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, 1935, winter quarter, 1936. Columbus, 1936. 170 p. (Abstracts of doctors' dissertations, no. 20)

†544. Pennsylvania state college. Abstracts of studies in education at the Pennsylvania state college, part 6, 1936. State College, 1936. 65 p. (Penn state studies in education, no. 12)

Most of the theses listed were included in the U. S. Office of Education, Bulletin 1936, no. 5. Bibliography of research studies in education, 1934-35.

†545. Pittsburgh. University. Abstracts of theses, researches in progress, and bibliography of publications, vol. 12, 1936. Pittsburgh, 1936. 441 p. (University of Pittsburgh bulletin, vol. 33, no. 1)

†546. Southern California. University. Trends in scholarship: annotations of theses and dissertations accepted by the University of Southern California, 1910-1935. Los Angeles, 1935. 6 v. p. (University of Southern California publications, university chronicle series, no. 4)

†547. Southern Methodist university. A list of masters and abstracts of their theses, 1933-34 and 1934-35. Dallas, 1936. 98 p.

Entries for most of the 1934-35 theses have been included in Office of Education, Bulletin 1936, no. 5. Bibliography of research studies in education, 1934-35.

†548. 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, 1935-36. Stanford University, California, 1936. 227 p. (Stanford university bulletin, vol. 11. Sixth series, no. 36)

†549. Virginia. University. Publications and research, January-December 1935. Charlottesville, University of Virginia, 1936. (University of Virginia record, extension series, 20: 483-588, May 1936)

## CURRICULUM STUDIES

550. Anderson, Henry William. An evaluation of the curriculum by high school graduates. Master's, 1936. Iowa.

†551. Canady, Herman G. and Pyant, William C. Curriculum building and behavior adjustment in a short term camp: a proposal of method. Institute, West Virginia state college press, 1936. 47 p. ms.

Proposes a method for curriculum building in a short-term camp which utilizes the rapidly developing resources in the fields of education, psychology, mental hygiene, sociology, and kindred sciences in the character development of Negro boys.



552. Carbaugh, Gaile Alexander. A program for secondary education with its implications for curriculum construction. Doctor's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 19: 1-8)

Formulates a tentative program of secondary education, comprising 12 basic generalizations derived from a social philosophy of education, from a consideration of the contributions of contemporary biology and psychology as to the nature of the individual, and from a careful scrutiny of the professional literature in the field of principles of education and the published and unpublished work of others who have attempted to define the objectives and functions of present-day secondary education.

†553. Cohen, Joseph G., Newman, Herbert M. and Justman, Joseph. Survey of practices with reference to the use of course syllabi at Brooklyn college. Brooklyn, N. Y., Brooklyn college, 1936. 30 p. ms.

Surveys the extent to which the content of the various courses in the college has been formulated for the instructors and students. Finds that in 81 percent of the course units for which responses were secured the instructors possess a syllabus, and in 34 percent of these course units the students are given a syllabus. In 81 percent of the course units having a syllabus, the syllabus has been prepared by the department for the use of all instructors. All syllabi are revised at least every 2 years. Also investigates the extent to which devices other than that of the syllabus are employed in formulating the work of courses.

554. Cox, Freeman Robert. The determination of curriculum offerings for the Attica high school. Master's, 1936. Purdue. 112 p. ms.

Surveys the high school enrollment records for the past 10 years to determine the length of stay, number graduated, subjects failed, scholarship rating, reasons for withdrawal, curriculum pursued, parent's occupations and the pupil's occupation; surveys the occupations represented in the Attica school patronage area to determine the probable placement opportunities for persons trained at the Attica high school; and designs three curricula to fit the present needs of the high school.

555. Davis, Hubert V. College entrance requirements affecting the curriculum of the private school. Master's, 1936. Michigan.

556. Hale, Wyatt Walker. The individualization of the curriculum. Transactions of the sixth conference of academic deans of the southern states . . . December 4, 1935: 23-29. (Birmingham-Southern college)

557. Hertema, G. William. An evaluation of the programs of studies of small Iowa high schools. Master's, 1936. Colo. St. Coll.

558. Hood, Fred Carlyle. A critical examination of modern theories of curriculum construction. Master's, 1936. Illinois.

\*559. Jaffe, Philip. Development of a method of evaluating courses of study and syllabi in arithmetic, and the application of the method to an evaluation of the New York City course of study and syllabus in arithmetic of 1929 for grades 1 to 6. Doctor's, 1936. New York. 312 p. ms.

Studies previous methods of evaluation, trends in curriculum reconstruction, general objectives of arithmetic, the child's early social needs and interests in arithmetic, the adult's social needs and interests in arithmetic, the social values of arithmetic, the child's abilities in arithmetic, solving arithmetic problems, postponing arithmetic teaching; and evaluates the New York City course of study and syllabus.

560. O'Hara, James Leo. Inventories of curricular interests in educational prognosis. Doctor's, 1936. Yale.

561. Pickens, Horace. The selection and evaluation of curricular materials for courses in directed teaching. Doctor's, 1936. Michigan.

562. Swindler, Robert E. Responsibility of the principal for curriculum adjustment. Secondary education in Virginia, 21: 19-23, November 1935. (University of Virginia)



\*563. Tyler, Laura Terry. A development of a plan for evaluating the curriculum reconstruction program in junior high schools and the application of this plan in the evaluation of curriculum reconstruction in the junior high schools of Westchester county, New York. Doctor's, 1936. New York. 225 p. ms.

Studies the literature pertaining to curriculum reconstruction in junior high schools to discover what the trends in curriculum reconstruction are, evaluates trends of curriculum reconstruction in the various parts of the United States, develops a plan for evaluating the curriculum reconstruction program in specific junior high schools, and applies the plan to the junior high schools of Westchester county in order to evaluate the trends of curriculum reconstruction in the junior high school educational program.

564. Vaughn, Eva Inez. Installation of new Virginia course of study for elementary schools. Master's, 1936. Peabody. 188 p. ms.

†565. Virginia. University. Specimen units in certain high school subjects. Charlottesville, University of Virginia, 1935. 75 p. (University of Virginia record, vol. 20, no. 5. Secondary education in Virginia, no. 21)

Contents: (1) Composition standards for Virginia high schools, by John B. May, p. 2-12; (2) Directing the acquisition of understanding in problem solving, by F. G. Lankford, Jr., p. 13-18; (3) Responsibility of the principal for curriculum adjustments, by R. E. Swindler, p. 19-23; (4) Directing the acquisition of appreciation in literature, by Richard A. Meade, p. 24-31; (5) Units in plane demonstrative geometry, by F. G. Lankford, Jr., p. 32-38; (6) Unit in tenth grade mathematics, by F. G. Lankford, Jr., p. 37-48; (7) Unit in high school chemistry, by F. G. Lankford, Jr., p. 49-59; (8) Unit in tenth grade English, English III, unit 1, by Richard A. Meade, p. 60-66; (9) Unit in problems of American democracy, by R. E. Swindler, p. 67-75.

566. Wilkins, Clarence E. Problems involved in translating high school programs to the six period basis. Master's, 1936. Iowa. 109 p. ms.

#### READING

\*567. Acomb, Allan. A study of the psychological factors in reading and spelling. Master's, 1936. Boston Univ. 89 p. ms.

Attempts to determine the relationships between visual memory of word patterns, auditory recognition of words pronounced, speed of handwriting from copy, written recall from silent reading, fluency of written recall from silent reading, reading grade based on Stanford achievement test, spelling grade based on Stanford achievement test, chronological age, mental age, and IQ of 380 children in grades 3, 4, 5, and 6 of Reading, Mass.

568. Adler, Daniel L. A study of intelligence as manifested by perception of relationships in reading. Master's, 1936. Iowa.

569. Agnew, Donald C. The effects of varied amounts of phonetic training on primary reading. Doctor's, 1936. Duke. 165 p. ms.

Describes two experiments, one of which was carried on in the third grade of the Raleigh, N. C., schools with white children who had made normal progress in school and who had received all of their school training in the Raleigh schools and whose former teachers were available. The second investigation was carried on in the Durham, N. C., schools employing the same measures and the same criteria for selecting subjects. Finds that whereas small or medium amounts of phonetic training have little effect on the test scores, large consistent amounts of phonetic training have favorable effects on most of the reading abilities measured by the tests used.

570. Baird, Dwight Calvin. The relation between reading ability and achievement of high school seniors. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 3-4)

Analyzes data on the reading scores and the school marks of 318 high-school seniors in 11 Colorado high schools to determine the relationship between reading ability and English, social studies, science, foreign language, and mathematics. Shows a significant relationship between reading comprehension and achievement in high-school subjects, and indicates that a sound reading program in the grade school would aid materially in improving achievement in high-school subject matter.



571. Barlow, Guy J. An experiment in corrective reading. Master's, 1936. Lawrence. 99 p. ms.

Evaluates a corrective reading program with selected junior high school pupils who have been found to have deficiencies in reading. Finds that the reading ability of the majority of retarded readers in the junior high school can be improved through group training in corrective reading; that ordinary junior high school classroom procedures are not adequate to keep the slow readers and the poorly comprehending pupils up to a desirable achievement level. Suggests that it would be an economical expenditure of school funds to provide corrective reading classes for junior high school pupils who are in the lowest quarter of their respective grades in reading achievement.

572. Beckey, Ruth E. A critical evaluation of certain exercises for the teaching of interpretative reading based upon the novel. Master's, 1936. Iowa.

573. Black, Sara Edna. An experiment to show the results from special attention to individual reading difficulties. Master's, 1935. South Carolina. 80 p. ms.

Studies the individual progress of a class of pupils below grade level when special attention is given to individual reading difficulties.

574. Bowman, Myrtle E. Comparative study of vocabularies of white and Negro children. Master's, 1936. Baylor. 95 p. ms.

575. Buehler, Rose Burgess. Adapting reading instruction to achievement levels in a second grade. Master's, 1936. Chicago.

576. Crawford, Isabel. A study of the variability of reading rates. Master's, 1936. Iowa. 51 p. ms.

577. Dement, Frances. A critical study of certain exercises in interpretative reading based on the short story. Master's, 1936. Iowa.

578. Doolittle, Arthur. Nationality differences and reading progress in the Negunee elementary school. Master's, 1935. Michigan.

579. Estel, Gretchen M. Improvement of silent reading comprehension ability in the social studies. Master's, 1936. Iowa. 65 p. ms.

\*580. Fairbanks, Grant. The relation between eye-movements and voice in the oral reading of good and poor silent readers. Doctor's, 1936. Iowa. Princeton, N. J., Psychological review company, 1937. Psychological monographs, vol. 48, no. 3, whole no. 215: 78-107. (Studies in psychology of reading, vol. 1. University of Iowa studies in psychology, no. 21)

Analyzes eye-voice records of the oral reading of 25 university freshmen who scored above the 90th percentile and 23 who scored below the 10th percentile on the Iowa silent reading test. Finds that eye-movement and eye-voice measures showed marked differences between the two groups of readers, that variations in eye-movement scores within the reading passage were determined by variations in context difficulty, and that errors were related to context difficulty. Concludes that training the eye-movement is not the best clinical practice, and that remedial training in reading should be directed toward the central phases of the skill.

581. Farris, Lucian P. Visual defects as factors influencing achievement in reading. Doctor's, 1936. California.

Attempts to determine experimentally whether or not visual defects influence achievement in reading, as shown by an experiment conducted with pupils in the seventh grade in the Oakland public schools. Finds that the superficial eye tests now given in many of the public schools are inadequate and should be replaced by more thorough and more complete tests, that eye clinics should be established and maintained as a part of the health program of the public schools, that there should be closer coordination between school counselors and school nurses and doctors, and that methods and procedures in the teaching of reading should be modified in the interests of the physical welfare of pupils having eye defects.



582. **Friedman, Genevieve.** To what extent is the mental age of the child beginning school a factor in reading readiness? Master's, 1936. Washington Univ. 34 p. ms.

583. **Gardner, J. E. jr.** An experiment to evaluate the effectiveness of five reading systems in the first grade. Master's, 1936. Birmingham-Southern. 121 p. ms.

584. **Glass, Roy Lawton.** A comparative study of students' abilities in reading and geometry. Master's, 1935. Peabody. 35 p. ms.

Finds a low correlation between students' abilities in reading and geometry, and between intelligence and ability in geometry, a high correlation between intelligence and reading.

585. **Gliatto, Julia H.** Teaching remedial reading in a regular classroom. Master's, 1936. Loyola. 253 p. ms.

Investigates the nature and causes of reading difficulties, discusses remedial methods, and explains the procedure followed in the experiment.

586. **Goldstein, Ruth.** Relationship of reading ability and memory span in first and second grade pupils. Master's, 1936. Ohio State. 37 p. ms.

587. **Green, Mary.** The extensive and intensive teaching of reading. Master's, 1935. Emory.

588. **Hamilton, Jean.** Survey of recent trends in the teaching of reading on adolescent levels. Master's, 1936. Maryland. 88 p. ms.

Finds that reading instruction is needed on the junior high school level and that it should provide for continued growth of students in reading ability.

589. **Harrison, M. Lucile.** Reading readiness. Boston, Mass., Houghton Mifflin company, 1936. 106 p. (Colorado state college of education)

Discusses factors influencing readiness; the testing program for reading readiness and placement and the remedial program.

590. **Harrison, Nettie.** Reading ability of college students. Master's, 1936. West Ky. St. T. C. 36 p. ms.

591. **Hodgins, Dorothy Lee.** Comparative study of prose reading list for the junior and senior-high school. Master's, 1936. Stanford.

592. **Kelley, Prudence Vernon.** The reading readiness and progress of first-grade pupils. Master's, 1936. Chicago. 103 p. ms.

Finds that progress in reading is definitely affected by the adaptation of instruction to the varying needs of the pupils.

593. **Kilgrew, Francis Joseph.** Improving reading in an elementary school through a testing program. Master's, 1936. Boston Coll.

594. **King, Ruby.** A survey of experimental effects to discover the relation of eye movements to reading disabilities. Master's, 1936. Oregon.

595. **Lewis, Helen Virginia.** A study of the reading ability of fifth and sixth grade pupils in the public schools of Freeport, Texas. Master's, 1936. Texas Christian. 49 p. ms.

596. **Long, Margaret B.** Frequency with which certain etiological factors are associated with severe reading disability. Master's, 1936. Iowa.

597. **Lyon, Elva Anne.** The construction and evaluation of a course in developmental reading for a technical institute. Doctor's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 19: 73-80)

Analyzes the types of reading required and the reading abilities needed for successful accomplishment of the work at Mechanics institute, Rochester, N. Y.; constructs a training

course in reading designed to develop more efficient habits of work in the students; administers the course as a controlled experiment to determine whether the outcomes of such a system of training justify its inclusion in the regular orientation program for all entering students; and measures the results of the experiment.

598. **Mauger, Virgil E.** Supervision of reading. Master's, 1936. Ohio State. 60 p. ms.

599. **Metz, Martha G.** Knowledge of word meanings as a contributory factor to reading success. Master's, 1935. Michigan.

600. **Miller, Joe M.** An analysis of reading reports submitted by tenth-grade pupils. Master's, 1936. Texas.

601. **Murray, Ethel Margaret.** Current practices in teaching reading as revealed in courses of study for the primary grades. Master's, 1936. Chicago. 104 p. ms.

Analyzes 25 courses of study adopted since 1925 and finds wide variation in number of objectives.

602. **Muse, Montie McCrimmon.** An experiment in the classification of the first grade children of the Statesville city schools for reading. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 248: 26)

603. **Nolte, Karl Frederick.** The effect of simplification of vocabulary on comprehension in reading. Doctor's, 1936. Iowa. (Abstract in: Iowa University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 320)

Attempts to determine the extent to which simplification of vocabulary affects reading comprehension. Describes an experiment in which the sixth grade of 32 elementary schools in eight city school systems in Iowa and Illinois cooperated. Shows no statistically significant differences between the comprehension of selections read in the original form and material read with reduced vocabularies.

604. **O'Connor, Mary Ethel.** A study to determine differences between 10 poor and 10 good readers in grade II. Master's, 1936. Michigan.

605. **Parker, Alice Ada.** A case study in reading disability. Master's, 1936. Illinois.

606. **Peddy, Roberta.** Determination of the most common difficulties in elementary school reading and suggested remedies for overcoming them. Master's, 1935. Michigan.

607. **Petty, Mary Clare.** An experimental study of certain factors influencing reading readiness. Master's, 1936. Texas.

608. **Polson, Thomas Clyde.** An experimental study of the effects of heterogeneous auditory stimuli of various sound levels upon reading rate and reading comprehension. Doctor's, 1936. California.

Surveys noise conditions in schools to establish the sound levels to be used in the experimental study of reading; studies the effects of noise, music, and speech stimuli, upon reading rate and reading comprehension.

609. **Quinlan, Sister Margaret.** An analysis of aids to the development of comprehension in reading. Master's, 1936. Chicago. 111 p. ms.

Analyzes three sets of geographic texts, readers, and histories, and finds that of the total 18,625 aids to comprehension found, 38.7 percent are found in readers, 46.3 percent in geographies, and 15 percent in histories.

610. **Schenbecker, Alberta A.** The chief causes of reading difficulties as revealed by a survey of investigations from 1926 to 1936. Master's, 1936. Temple. 127 p. ms.

Finds that causes of reading disability include physical defects, low mental ability, and emotional factors, and that success in learning to read is insured by postponing reading



until the child reaches a mental age of 6-6, by small classes, by a combination of oral and silent reading, carefully chosen textbooks, and separate teaching of phonics.

611. Schneller, Millard Robert. A study of the characteristics of primary reading materials. Master's, 1936. Loyola. 163 p. ms.

Attempts to discover the characteristics which should be embodied in primary reading material in order to lessen the development of reading disabilities.

612. Schoenberg, Louise Sidonie. Phonics as an aid in teaching reading. Master's, 1936. Chicago. 86 p. ms.

Discusses present status of teaching of phonics and finds that the trend is toward teaching 3 or 4 methods of analysis.

613. Schwartz, Elberta Margarethe. Case studies of seventh grade pupils having reading disability. Master's, 1936. N. Y. St. Coll. for Teach. 85 p. ms.

614. Schwarz, H. O. Determination of the influence of specific training in reading on success in grammar grade arithmetic. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 96-97)

Describes an experiment in which a reading test and an arithmetic test were given to pupils entering the sixth grade of the Winnfield school, to test the work done in the fifth grade. The class was divided into two equal groups, one of which received definite and specific training in reading, and the other group received only the usual reading instruction. Finds a small gain in both arithmetic and reading ability on the part of students given specific training in reading, and recommends that more specific training in reading be given by the teachers.

615. Semmelmeier, Madeline. The diagnosis and remedial training of retarded readers. Master's, 1936. Chicago. 156 p. ms.

Finds that remedial instruction improves most retarded readers under ordinary classroom conditions.

616. Simmons, Effie P. Which is more effective, reading from compulsion or free reading? Master's, 1935. Howard. 37 p. ms.

Finds that free reading seemed to increase comprehension as measured by the Los Angeles elementary test, form 1.

617. Snyder, Walter E. An attempt to apply a diagnostic and remedial technique in reading to a high school situation. Master's, 1936. Oregon.

618. Spain, Cecilia Gertrude. Reading disability in the elementary grades. Master's, 1936. Stanford.

619. Steele, Vera B. The relation of kindergarten experience to success in learning to read. Master's, 1936. Colo. St. T. C.

620. Storey, Bernice L. Analytical appraisal of a remedial program in reading for pupils with an IQ of 90 and below. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 245-52)

Analyzes the effects of a 3-year remedial program in silent reading comprehension with a group of 208 grade 3 to grade 6 pupils having IQs of 90 and below to determine the relative worth of different methods of teaching comprehension. Finds little or no improvement during the 3-year period in the physical and socio-economic status of the pupils, no consistent trend toward improvement in reading comprehension was apparent within the racial and nationality groupings, that success of the program was brought about by the use of varied methods of improving reading comprehension, rather than by the use of any one type, and that gain in reading age exceeded gain in mental age.

621. Turner, Minnie L. A comparison of bright and dull children in reading. Master's, 1935. Michigan.



622. **Vogt, S. Harlan.** The effects of a special technique upon rate and comprehension in teaching silent reading. Master's, 1936. Louisville.

Attempts to determine whether a technique embracing certain factors in teaching silent reading would result in an increase in speed and comprehension. Finds that while pupils may be made to read more rapidly there is no definite indication that they comprehend equally well what they read.

623. **Webber, Bernice Aline.** Study of intermediate grade children's preferences in prose nature reading. Master's, 1936. Peabody. 67 p. ms.

Finds that intermediate grade children have decided preferences as to method of presentation as to fanciful, true story, or factual. The preferences of boys and girls differ slightly. The preferences changed some in the daily and final checkings. The preferences changed from grade to grade; children of lower and higher I. Q. show some differences in preference. The content of the fourth-grade reading texts that were analyzed has been organized so as to appeal to the children's interests from the standpoint of method of presentation of prose nature material more than the content of texts for either of the other two groups.

624. **West, Reginald Jesse.** Visual defects and other factors in relation to expressed preference for or aversion to reading as a school subject. Master's, 1936. Texas.

625. **Wilson, Percy Edward.** A statistical study of the relationship between comprehension in reading and reasoning in problem solving in elementary school arithmetic. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 101)

Analyzes scores made by all seventh and eighth grade pupils in the various schools of Jefferson Davis parish on standardized reasoning test in problem solving in arithmetic, and in a standardized comprehension test in reading. Indicates that failure to solve problems in arithmetic is due to some more important factor than inability to read with comprehension.

626. **Wood, Martha Carolyn.** Non-remedial provisions for individual differences in reading in elementary grades. Master's, 1936. Peabody. 100 p. ms.

Studies the literature from 1918 to date and finds recommendations for diagnosing children, grouping pupils by rooms and within the classroom, providing for individual differences in reading through materials and through the adaptation of methods of instruction to individual and group needs, for giving special help when necessary, and for allowing individual promotion.

627. **Woods, Lulu M.** Effects of the summer vacation upon the reading ability of first grade children. Master's, 1936. Buffalo. 42 p. ms.

628. **Word, Ruth L.** A study of silent reading ability and achievement in grades seven and eight. Master's, 1936. Kansas.

\*629. **Wright, Wendell William.** Reading readiness—a prognostic study. Doctor's, 1936. Indiana. Bloomington, Indiana university, 1936. 46 p. (Bulletin of the school of education, Indiana university, vol. 12, no. 3)

Describes a 2-year prognostic study, including approximately 400 beginning first-grade pupils in the Bloomington, Ind., public schools, to whom were given the Metropolitan readiness test, the Detroit first-grade intelligence test, the Lee-Clark reading readiness test, and who were rated by their first-grade teachers on a pupil rating scale. The criterion of success measures were teachers' marks in reading and the total grade score on the Gates primary reading tests. Finds that prognosis is valuable as a basis for guidance of pupils in the present curriculum of systematic reading.

630. **Yarian, J. Ellsworth.** Some measurable aspects of reading ability as related to indices of scholastic success at the college level. Master's, 1936. Purdue. 31 p. ms.

Tests 150 college students as to their reading ability. Indicates that the assumption that scholastic success is proportional to the ability to read is not founded on fact.



631. **Yoakam, G. A.** The improvement of reading and study habits. *Elementary school journal*, 36: 175-84, November 1935. (University of Pittsburgh)

632. ——— The improvement of reading in the middle grades. *Education*, 56: 1-6, September 1935. (University of Pittsburgh)

633. ——— Research studies in work type reading: a summary of work done at one university. *Journal of educational research*, 29: 532-43, March 1936. (University of Pittsburgh)

634. ——— The supervision of instruction in reading. *Educational method*, 15: 3-10, October 1935. (University of Pittsburgh)

#### HANDWRITING

635. **Ashby, Robert Mayfield.** The status of handwriting instruction and the qualifications of teachers of handwriting in the elementary and secondary schools of Kentucky. *Master's*, 1936. West. Ky. St. T. C. 57 p. ms.

636. **Boraas, Harold O.** An experimental study of the relative merits of certain written letter forms with respect to legibility, with speed and stability as related factors. *Doctor's*, 1936. Cornell.

Describes experiments conducted with: 18 pupils in a small village high school to test the speed and stability of three forms of four capital letters; 232 students from a small village school, from a city of 16,000 inhabitants, and from a university of 600 students to test the legibility of three forms of each of the capital letters of the alphabet. Finds that stability is important in writing, and can be measured by reliable measuring instruments; that great variations in speed, stability, and legibility exist in handwriting; that there is need to select letter forms with respect to speed, stability, and legibility; that the most legible forms are of the print type.

637. **Guilford, William H.** Left-handedness: its effect upon the quality and speed of writing of pupils in the fifth and sixth grades. *Master's*, 1936. Puget Sound. 24 p. ms.

Compares the writing success and writing procedure of a number of left-handed pupils in the schools of Tacoma with success of an equal number of right-handed pupils.

638. **Stieg, Lewis Francis.** An introduction to paleography for librarians. *Doctor's*, 1935. Chicago.

#### SPELLING

639. **Bangert, Florence.** Spelling difficulty as revealed by learning effort. *Master's*, 1936. Iowa.

640. **Becker, Frances Ellen.** Fifteen hundred most important words for a child to be able to spell at the end of grade four. *Master's*, 1936. Iowa.

641. **Dick, Mary E.** A study of learning difficulty of certain spelling words. *Master's*, 1936. Colo. St. Coll.

642. **Fox, Mary Elizabeth.** Free, one phonetics laboratory. Gunnison, Colo., Western state college.

643. **Garrison, K. C.** The high school spelling vocabulary. *High school journal*, 19: 147-50, 172, May 1936. (North Carolina state college)

Studies the words most commonly used and most commonly misspelled by high-school pupils.

644. **Gillespie, Vivian Jepson.** A study of the frequency with which the small and capital letters are used. *Master's*, 1936. West. Ky. St. T. C. 41 p. ms.

645. **Johnson, Vera Yeteva.** The comparative frequency of the spellings of the phonetic alphabet as found in a selected word list. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 67)

Surveys briefly the sources of the English language, its development, and recent investigations that have been made in the field of spelling. Assembles a word list of some 42,000 words based primarily on the Daniel Jones', *An English pronouncing dictionary*.

646. **Ludman, Julia.** An experimental study of spelling in an eighth grade class. Master's, 1936. Ohio State, 137 p. ms.

Studies spelling in the eighth grade, taught by five methods of transfer and rates words used in compositions according to Thorndike's list. Finds that pupils must master the spelling of the first 3,000 words in Thorndike's list since most of the words used in their writing are in this list. By the time a pupil reaches the eighth grade, he should take over individual responsibility for spelling growth in connection with his letter work unless he is a problem case. The experiment provided a basis and sanction for an integrated and functional emphasis on spelling with individuals in place of a separate subject-matter approach with an eighth-grade class.

647. **McClure, Ruth.** An experiment in the use of kinesthetic spelling procedure. Master's, 1936. Colo. St. Coll.

648. **Orr, Aubye Tidmore.** A study of misspelled words in letters written by sixth grade pupils. Master's, 1935. Birmingham-Southern. 43 p. ms.

649. **Pennie, Lois M.** A diagnostic, remedial, and enrichment spelling program in the McCaskill training school, Superior, Wisconsin. Master's, 1936. Iowa. 163 p. ms.

650. **Smith, Harley.** A recording of English sounds at three age levels in Ville Platte, Louisiana. Doctor's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 67-68)

651. **Sutton, J. P.** The effect of environmental background on spelling ability. Master's, 1936. Peabody. 118 p. ms.

652. **Thomas, Emily B.** Themes as a source of a spelling word list for the high schools of Union county, New Mexico. Master's, 1936. Colo. St. Coll.

653. **Trent, Edith Wilma.** A comparative study of two methods of teaching spelling. Master's, 1936. Iowa. 100 p. ms.

654. **Wood, Linnie B.** A comparison of the relative value of teaching spelling by column and paragraph form. Master's, 1936. Colo. St. Coll.

#### ENGLISH LANGUAGE

##### GRAMMAR AND COMPOSITION

655. **Allebach, Kathryn Y.** An investigation of failure cases in high school English with special reference to remedial procedures. Master's, 1936. Buffalo.

656. **Bailey, Barbara.** An analysis of language errors in written composition in intermediate grades. Master's, 1936. Kansas.

657. **Bailey, Margaret.** A comparison of oral and written methods in teaching verbs. Master's, 1936. Michigan.

658. **Baylor, Florence.** A survey of what has been done to adapt the teaching of English to individual differences in the senior high schools of Detroit. Master's, 1935. Michigan.



**659. Beard, John R.** A study to determine the minimum essentials in English to be emphasized in the junior high school. Master's, 1936. Louisville.

Attempts to determine the minimum essentials in spelling, punctuation, capitalization, and grammar, and what items in grammar should receive the most emphasis in the junior high school, as shown by analyses of the errors of 2,151 pupils in the junior high schools of Louisville.

**660. Berrier, Raymond.** Symbolic formulation and expression in speech with special regard to vocabulary. Master's, 1936. Iowa.

**661. Besig, Emma M. S.** History of composition teaching in secondary schools of the United States. Doctor's, 1935. Cornell. 370 p. ms.

**662. Braly, Nona Frances.** Trends in English instruction. Master's, 1936. Tennessee. 120 p. ms.

Attempts to determine the most significant changes being made in the teaching of literature, composition, and functional grammar in junior and senior high schools. Finds a general tendency toward revising, enriching, and expanding the English course of study, and a closer association of departments, or the cooperative teaching of English as a method for improving habits in English usage.

**663. Breese, Sarah E.** A measurement of the effect of vocabulary training on progress in the major junior high school subjects. Master's, 1935. Michigan.

**664. Brunelli, Julia.** The effectiveness of teaching eighth grade English by the inductive and deductive methods with special reference to the verb. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 292-93)

Favors the inductive method of teaching grammar as it affords training in the development and organization of thought and in the formation of speech habits for effective expression.

**665. Busboom, Hugh.** Variations in punctuation skills of sixth grade pupils in friendly and business letters. Master's, 1936. Iowa. 87 p. ms.

**666. Clark, Isabel.** A comparative study of technical pupils in the elimination of errors in English composition. Master's, 1936. Loyola. 85 p. ms.

Investigates the accomplishment of vocational or technical pupils in English classes, and finds that vocational or technical pupils profit as much or more than non-vocational pupils in the study of grammar as applied to composition writing.

\***667. Coble, Robert.** An experimental study to determine the incentive value of knowledge of marks on achievement in English grammar. Master's, 1936. Penn. State. 32 p. ms.

Analyzes data collected in English classes in the Sandy township high school in Du Bois, Pa., as to whether or not pupils can be motivated as effectively in English grammar with "pass" and "failure" as with the usual school marks. Finds that a certain percent of students will work at approximately the same rate regardless of whether they know their grades or not, but the majority will respond better with the incentive of grades.

**668. Conrad, Lawrence H.** The laboratory process in junior high school reading teaching. English journal, H. S. ed. 26: 211-17, March 1937. (State teachers college, Upper Montclair, N. J.)

Presents eight distinct and cumulative processes, one for each year, by which reading writing may be taught simultaneously. Finds that the processes have been useful in China in teaching English to Chinese students, and may have a wider application there, where the experiment is being continued.

\***669. Convery, John Joseph.** English as a skill in occupations. Master's, 1936. Boston Univ. 72 p. ms.

Studies the use of English as a skill in secretarial work, newspaper writing, radio broadcasting, writing of advertisements, salesmanship, writing book reviews and short stories, and civil service positions.



670. **Darlington, Meredith W.** A program for the improvement of English in the seventh grade of the Fairbury junior high school and its effect on the other school subjects. Master's, 1936. Nebraska. 91 p. ms.

Finds that pupils learn fully as much in the other subjects when correct English is stressed by all teachers and that their improvement in English is much greater than when the English teacher alone insists on correct English usage.

671. **Davis, Bess Tohill.** A study of the parts of speech in English grammar. Master's, 1936. Michigan.

672. **Denison, Bruce.** The education of English majors in relation to the subjects they teach. Master's, 1936. Colo. St. Coll.

673. **Dowley, Edith M.** The effect of teachers' verbal direction on the language of young children. Master's, 1935. Michigan.

674. **Duckett, Mary Elizabeth.** A comparative study of two contrasting types of language composition instruction: instruction based on functional centers of expression and instruction based on rhetorical centers of expression. Master's, 1936. Chicago. 107 p. ms.

Compares progress in composition ability of classes employing contrasting methods of instruction.

\*675. **Dunn, Alice.** The number of separate language errors attaching to an individual child. Master's, 1936. Boston Univ. 108 p. ms.

Describes an experiment conducted with 39 sixth grade children in the Wells school, Boston, to whom the Wilson language error test was administered. Data indicate the high frequency of a limited number of errors.

\*676. **Eberling, Agnes Emma.** Functional grammar in the junior high school. Master's, 1936. Boston Univ. 204 p. ms.

Discusses the views of noted educators on functional grammar, and develops a course of study to teach functional grammar in the junior high school.

677. **Filk, Anna.** Survey of teaching practices of teachers of English. Master's, 1936. Minnesota. 236 p. ms.

678. **Fisher, Frances E.** Experimental units for an eighth grade course of study in English. Master's, 1936. Colo. St. Coll.

\*679. **Fitzgerald, Mary Thecla.** Four units in high school English. Master's, 1936. Boston Univ. 169 p. ms.

Applies the unit plan to *The Idylls of the King*, and to the writing of business letters, and gives a description from actual data of a twelfth grade English class of 28 members in the Mary E. Wells high school, Southbridge, Mass.

680. **Hagan, Edith Grace.** A guide book for the teaching of college composition. Master's, 1936. Stanford.

681. **Hanna, Orville M.** Reading maketh a full man. English journal, college edition, 25: 138-41, February 1936. (River Falls state teachers college)

Studies the relation between the vocabulary test of 737 college freshmen and the grades they made in English composition, and finds a definite relation between vocabulary and ability in English composition.

682. **Harford, Lynne Sullivan.** An experiment in correlating English with content subjects. Master's, 1936. Chicago. 92 p. ms.

Investigates the extent to which correlation has a definite value to the English class as well as to the classes in correlated subjects.

683. **Hart, Robert L.** A study of methods in the teaching of secondary school English. Master's, 1936. Ohio State. 106 p. ms.

Shows that methods today tend to place emphasis upon the importance of performing more meaningfully, more happily, and more satisfactorily all those activities in which the pupil naturally engages in life situations.



684. Hassold, Ernest. From sophomore English to humanities. *English journal*, college edition, 24: 47-56, January 1936. (University of Louisville)

\*685. Heylman, Elizabeth Crawford. An analysis of present practices and tendencies in freshman English in certain colleges and universities. Master's, 1935. George Washington. 127 p. ms.

Analyzes freshman English requirements in 122 colleges, and replies to questionnaires sent to 194 chairmen of freshman English committees and to 54 graduate students attending summer school in two universities. Finds deficiencies in preparation of their entrants one of the chief problems. Data indicate that the course is not maintaining standards commensurate with its possibilities, that some colleges are putting the study of literature in first place in the course, that some are giving training in thinking and are placing more emphasis on what is said, and that creative writing is advocated only for superior students.

686. Hobbs, Valine. Beginning dictionary habits—fourth and fifth grades. Master's, 1936. Peabody. 271 p. ms.

Finds that children may be taught to use the dictionary with ease and pleasure; these children used a dictionary frequently of their own volition; there is a distinct gradation of difficulty in the various types of dictionary exercises; the most frequent sources of difficult words are reading and social studies; definitions and spelling are the items most frequently looked for in a dictionary; girls seem to surpass boys in the use of the dictionary; and Webster's elementary dictionary proved the most useful dictionary for these children.

687. Holte, Hartley M. Variations in punctuation as used by pupils of the fifth grade. Master's, 1936. Iowa. 115 p. ms.

\*688. Howard, Helen White. Errors in certain essentials of English form and usage in grades 7, 8, and 9. Master's, 1936. Boston Univ. 55 p. ms.

Attempts to determine how much the pupils of grades 7, 8, and 9 improve in the mechanics of written composition from one grade to another; to find out what types of errors are being made in each grade and to arrange them in the order of their importance; to find out what errors are eliminated from grade to grade; to determine the relationship between the pupils' intelligence and the errors made, and between the pupils' scholastic achievement and the errors; and to find out what errors are common to each grade and to each ability group within each grade. Analyzes the written composition work of 286 pupils in two school systems, in which both groups wrote a friendly letter and a business letter.

689. Johns, Walter Birchard. The growth of vocabulary among university students with some consideration of methods of fostering it. Master's, 1936. Nebraska. 99 p. ms.

Measures gains in technical vocabulary under highly motivated conditions; general vocabulary in a class where new words were reported by students and later used in tests; general vocabulary from the beginning to the end of a school year without special motivation.

690. Kearins, Nelle Cecile. Laboratory versus recitation method of teaching English composition. Master's, 1936. Chicago. 62 p. ms.

691. Keith, G. L. A course of study in English for the tenth grade in Maddox high school. Master's, 1936. Emory.

692. Laun, Fillmore C. An analysis of fifth grade language skills. Master's, 1936. Iowa. 136 p. ms.

693. Leary, Genevieve Mary. Free compositions as an aid in child guidance. Doctor's, 1936. Yale.

694. Little, Marguerite F. Analytical scale of language achievement. Master's, 1936. Iowa.

695. **McGehee, William.** The free word associations of elementary school children. Master's, 1936. Peabody. 137 p. ms.

Investigates the sex and age level differences of 400 children, ages 7-10, as revealed by a free word association test. Finds the reaction time of boys consistently shorter than the reaction time of the girls.

696. **Meade, Richard A.** Derivation of special abilities in grammar. Master's 1936. Virginia. 209 p. ms.

697. **Meierdierks, Ruth Dick.** The functional emphasis in recent senior high school English courses of study. Master's, 1936. Chicago. 128 p. ms.

Finds that the literature reading objectives are primarily functional in all grades.

698. **Miller, Clarence Withoft.** A suggestive language curriculum for the lower school. Master's, 1936. Georgia.

699. **Moore, John Abe.** A comparative study of the school progress of certain language groups in the rural schools of Texas. Master's, 1936. Texas.

700. **Mortimore, Ralph O.** The maintenance of fundamental English skills in junior high school grades through a pupil self-help project. Master's, 1936. Iowa. 84 p. ms.

701. **O'Neil, Mary Theresa.** The development of a suitable course of study in English for handicapped pupils of the junior high school. Master's, 1936. Boston Coll.

702. **Ord, Avis C.** The content of existing courses of study in language for the primary grades. Master's, 1936. Colo. St. Coll.

703. **Parker, Laura J.** Present practices in senior high school English as revealed in 20 state courses of study published since 1929. Master's, 1936. Oregon.

704. **Peterson, Aubrey H.** English majors of the Western Kentucky state teachers college, 1924-1935. Master's, 1936. West. Ky. St. T. C. 39 p. ms.

705. **Peterson, Shaller A.** Teaching the special vocabularies. Oregon education journal, 11: 2, 16-18, November 1936. (University of Minnesota)

Attempts to determine whether the inductive method may be successfully used for building scientific vocabularies and synthesizing meanings by their roots and parts; shows that these are successful techniques and that these abilities may predict achievement in science.

706. **Polk, Helen Olivia.** An experiment in teaching English expression. Master's, 1936. Indiana. 108 p. ms.

707. **Pyle, Winifred.** A study of certain teaching practices in the field of English. Master's, 1936. Stetson. 101 p. ms.

Finds that the proper teaching procedures will develop the character and ideals of high-school students.

708. **Reeverts, Emma.** An analysis and evaluation of a special two hour course in English language and composition for all seniors in Berea academy in 1933-34. Master's, 1935. Michigan.

709. **Reid, Florence E.** A study of the achievement of teachers in training on certain basic language skills. Master's, 1936. Iowa.

710. **Sarbaugh, Mabel Bell.** The relative value of supervised study and the traditional method, including homework assignments, in the teaching of English grammar. Master's, 1936. Buffalo. 57 p. ms.



711. Sechler, Hazel B. A pre-third grade course of study in language. Master's, 1936. Iowa. 96 p. ms.

712. Seybold, Arthur M., Snyder, Henry, and others. Integration in grade eight. Upper Montclair, State teachers college, 1936. 39 p. ms.

Presents a correlated program of English, history, and mathematics.

† 713. Smith, Henry Lester and Painter, William Isaac. Bibliography of literature on the teaching of English from January 1, 1930 to January 1, 1936. Bloomington, Indiana university, 1936. 209 p. (Bulletin of the School of education, Indiana university, vol. 13, no. 1)

Presents an annotated bibliography prepared with the express purpose of classifying and arranging recent periodical materials related to the teaching of English in such form that English teachers may be able to find readily articles related to any phase of instructional activity or subsidiary interest.

714. Smith, Ova Coffman. A proposed rating scale for the evaluation of junior high school English teaching. Master's, 1936. Oklahoma. 64 p. ms.

Reveals the difficulty of setting up definite separate criteria for the evaluation of English teaching, and that the standards for judging good teaching should be considered first from the standpoint of the teacher, and then from the standpoint of the learner.

715. Stacy, Walter M. The maintenance of fundamental English skills in junior high school grades through a pupil self-help project. Master's, 1936. Iowa. 78 p. ms.

716. Starr, Lelah Caroline. The development of an English composition unit in junior high school. Master's, 1936. Denver. 111 p. ms.

Attempts to develop a plan by means of which a pupil may increase his power in both oral and written expression, and to impress on his mind a knowledge of certain essentials and fundamentals in the use of his mother tongue. The development of the plan was made with a 7B class in one of the junior high schools in Denver, September 1933 to January 1934. The plan is designated in the thesis as the Self-appraisal plan. The specific objective of the study of teaching oral and written expression by this plan was to determine if a method was desirable which would set up with the student definite standards by which to appraise and correct his own oral and written expression; would place emphasis on content rather than form; would arouse language consciousness and awareness; would interest student in keeping records of his successes and failures.

717. Steele, Eileen French. Changes in the English curriculum of Kansas high schools, 1866-1934. Master's, 1936. Kansas.

718. Thompson, Olive. Educational units in second grade language. Master's, 1936. Iowa. 257 p. ms.

719. Tubre, Beaumont. An experimental study of two teaching procedures in seventh grade English. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 99)

Compares the achievement of two groups of 7B pupils in the Rosenthal grammar school in Alexandria, one group taught by the supervised study method and the other taught by the question-answer method. Finds that the question-answer group was consistently superior to the supervised study group.

720. Vasche, Joseph Burton. A course of study in English for the Oakdale union high school. Master's, 1936. Stanford.

721. Warren, Alice Fern. The comparative progress of Latin and non-Latin high school pupils in comprehension of English grammar and vocabulary. Master's, 1936. Puget Sound. 119 p. ms.

Compares the success in English of pupils who had Latin in high school and of pupils who had additional English in lieu thereof in two Idaho high schools.

722. Wentland, L. Bonita. An analysis of the content of 16 courses of study in English for the ninth grade. Master's, 1936. Michigan.



723. **Whatley, Janie Ruth.** A study of the teaching of written composition in senior high schools. Master's, 1936. Texas.

724. **Wheeler, Alice Loper.** Control over various period usages by pupils in the fourth, fifth, and sixth grades. Master's, 1936. Iowa. 122 p. ms.

725. **Whitfield, Gladys.** An analysis of 10 courses of study in English for the fourth grade. Master's, 1935. Michigan.

726. **Wilder, Arthur Scott.** The influence of a typewriting course on English composition. Master's, 1936. Michigan.

727. **Woolley, Frances.** English courses of study in Kansas high schools from 1908-1935, with special reference to the growth of American literature. Master's, 1936. Kansas.

728. **Works, Bennie.** English instruction in the eighth grade of Texas junior high schools. Master's, 1936. Chicago. 136 p. ms.

Examines five phases of English instruction: (1) individualization, (2) use of present-day materials, (3) functional composition, (4) instructional grammar, and (5) correlation.

## LITERATURE

729. **Bradshaw, Ruth E.** Children's choices in poetry in primary grades. Master's, 1936. Iowa. 120 p. ms.

730. **Camn, Constance Elizabeth.** The appeal of Victor Hugo for the adolescent. Master's, 1936. Stanford.

731. **Clow, Ruth Maurine.** Shakespeare's *The Merry Wives of Windsor*: a textual study. Master's, 1936. Stanford.

\*732. **Cuff, Roger Penn.** A study of the classical mythology in Hawthorne's writings. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 7 p. (Abstract of Contribution to education, no. 180)

733. **Ferrill, Virginia Mae.** Themes and interest factors found in poetry for intermediate children. Master's, 1935. Peabody. 51 p. ms.

734. **Henry, Dora D.** The short story as a means of developing appreciation in the high school literature program. Master's, 1936. Ohio State. 100 p. ms.

Presents a historical survey of the development of the short story as a type and its early recognition in the secondary school program; gives a comprehensive picture of the place occupied by the short story in the average high-school curriculum at the present time; points out certain unfortunate traditional tendencies in regard to the selection of the stories and authors that have received the sanction of the school and are included in the typical course of study. Finds that the short story is worthy of inclusion in the high-school literature program; that the school has been slow to recognize its possibilities; that the teacher is largely responsible for the careful selection of a wide variety of stories to be recommended to students; and that, with proper handling, the short story can become one of the most effective means of developing appreciation.

735. **Hollowell, Lillian.** Teaching of high school literature. Tennessee teacher, 3: — January 1936. (Murray state teachers college)

736. **Huse, Esther Lydia.** An experimental study of the relative effectiveness of an ideational and a technical approach of teaching poetry. Master's, 1935. Washington. 99 p. ms.

737. **Jacobs, Leland B.** Some considerations of poetry recommendations for children in grades four, five, and six. Master's, 1936. Michigan.

738. **Kennedy, Ruth P.** A study of children's choices in poetry. Master's, 1936. Colo. St. Coll.



739. Meade, Richard Andrew. Directing the acquisition of appreciation in literature. Secondary education in Virginia, 21: 24-31, November, 1935. (University of Virginia)

740. Miller, Dorothy Mavis. A collection of material for the teaching of *Kim*. Master's, 1936. Peabody. 151 p. ms.

741. Nesler, Millage E. A study to determine the factors which influence high schools pupils in their attitude toward literature. Master's, 1936. Ind. St. T. C. 54 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal. 7: 125-26, July, 1936)

Analyzes replies to a questionnaire distributed to 500 high-school juniors and seniors in Sullivan, Vigo, Parke, Montgomery, and Fountain counties, and finds that 27 percent of the boys and 30 percent of the girls said that they disliked literature; that on the average boys read more than girls; that in the families in which the parents did little reading the children did not enjoy reading; that few of the children enjoyed poetry.

742. Pjnard, Jeanne Y. The history of the teaching of English literature in secondary schools. Master's, 1936. Mount Holyoke. 106 p. ms.

Shows that English literature had to struggle against the handicaps of tradition and of teachers trained under a disciplinary philosophy of education. These two handicaps appear in the struggle to include English literature in the curriculum and the long fight to get teachers to drop methods of teaching used for the ancient languages in favor of methods consonant with the true aims of the teaching of literature.

743. Rally, Sister M. Rosalita. The oral method versus the silent reading method in developing an appreciation of lyric poetry. Master's, 1936. Johns Hopkins.

744. Roberts, Flora Ellen. Grade placement of poems most frequently used in secondary schools. Master's, 1936. Stanford.

\*745. Sailer, H. Carl. A comparative study of various methods of memorizing poetry. Doctor's, 1936. New York. 2 vols.

Attempts to determine which of four methods of memorizing poetry, their own, aural, visual, or the combination, is the most economical of time and repetitions in securing the most nearly perfect and lasting retention in memorizing sonnets by the whole method using distributed repetitions by high-school students over a number of days. Describes an experiment conducted with 129 students in the ninth and tenth grades in high school in memorizing Shakespeare's sonnets. Presents case studies for each of the pupils in the experiments.

746. Schuler, Sister M. Lucina. A study of the effect of an interpolated mental activity upon children's recall of prose. Master's, 1936. Catholic Univ. 25 p. ms.

Shows the influence of an interpolated mental activity upon children's recall of prose as obtained by a comparison of the mean scores of the control groups with those of the experimental groups at five age levels. Interpolation caused a consistently slight and statistically insignificant hindrance effect in the 9-, 10-, and 11-year age groups while a representation of the original learning gave a consistently slight and statistically insignificant facilitation effect.

747. Smith, Corrie Evelyn. The literary comprehension of eighth-grade pupils. Master's, 1936. Chicago. 56 p. ms.

Finds that literary comprehension of students can be measured with a fair degree of accuracy.

748. Snodgrass, Dorothy Marks. Shakespeare's sonnets: their relation to other sonnets of the Elizabethan period. Master's, 1936. Stanford.

749. Stenhouse, Bessie Charlotte. Relative merits of teaching English literature by discussion method and supervised study sheets. Master's, 1936. Chicago. 75 p. ms.

750. Tupper, Florence E. Teaching literature in the high school during an era of change. Master's, 1936. Ohio State. 180 p. ms.



751. Turner, John William. Importance of American writings through emphasis in literary histories. Master's 1935. Peabody. 218 p. ms.

Analyzes eight school histories of American literature and records the space devoted to 4,670 writings.

752. Worrell, Charlotte. Literary clubs as activities supplementary to the English course in the secondary school. Master's, 1936. Ohio State. 96 p. ms.

Finds that literary clubs may be valuable supplements to regular classwork, by providing a more life-like situation for the students, but that the clubs must be based on pupils' interests, closely correlated with school work and effectively supervised.

## FOREIGN LANGUAGES

### CLASSICAL LANGUAGES

753. Atwater, Elizabeth A. Latin in the colleges of the early nineteenth century. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 280-81)

754. Colvin, Charles G. A study of the practical value of Latin to men and women in various occupations and professions. Master's, 1935. Ind. St. T. C. 210 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 110, July 1936)

Analyzes replies to a questionnaire received from 200 teachers, 100 medical and allied workers, 100 housewives, 78 salesmen, 77 business men, 70 clerical workers, 61 farmers, 56 attorneys, 38 clergymen, 24 unskilled laborers, 24 skilled laborers, 13 engineers, 11 journalists, and 17 persons in a miscellaneous group in Indiana, Illinois, and Ohio, all of whom had studied Latin for 1 year or more. Finds that 516 of the 869 persons replying to the questionnaire recommended Latin to those preparing to enter their occupation or profession; that 2 years of Latin was recommended with the greatest frequency; that the study of Latin resulted in a better understanding of English grammar; that the study of Latin made it easier to learn other foreign languages; that the Latin course should be more closely related to the English course.

755. Dallin, Robert B. A study of Cicero's *De Officiis*. Masters', 1936. T. C. Col. Univ. 43 p. ms.

756. MacDonald, Elizabeth Jane. Trends in first year Latin instruction. Master's, 1935. Brown.

757. Mercer, Mrs. Helen Patton. A follow-up study of the finalists in the Indiana state Latin contest from 1924 to 1935. Master's, 1936. Indiana. 123 p. ms.

758. Smith, Mary Elizabeth. Relation of high school Latin to scholastic success in freshman year at college. Master's, 1935. Minnesota. 92 p. ms.

Analyzes the records of 1,025 freshmen in the Liberal arts college of the University of Minnesota to discover any differences in scholastic success between those who did and did not have Latin. Finds that students presenting two units of Latin do slightly better than those who have taken no language in high school—boys more than girls, but evidence is not great enough to warrant drastic measures regarding Latin as a required subject.

### MODERN LANGUAGES

759. Bergenthal, H. The history of the German language and literature in the curriculum of the College of the City of New York. Master's, 1936. Coll. of the City of N. Y. 195 p. ms.

Reveals that the study of German has been an integral part of the curriculum of the College since 1852, and the number of instructors and students of German has



considerably increased from that time to the present. The development of the courses offered shows a definite swing from a stress of grammar and syntax to one of literature and philology.

760. **Berry, Lesta Marie.** A survey of foreign language teaching in the schools of Indiana in 1935-36. Masters, 1936. Indiana. 51 p. ms.

\*761. **Bonnous, Joel Daniel.** The Waldensian patois of Pramol. Doctor's 1936. Peabody: Nashville, George Peabody college for teachers, 1936. 4 p. (Abstract of Contribution to education, no. 181)

Compiles a basic vocabulary of a Waldensian patois as it is spoken today in the region of Pramol in northern Italy; compiles a basic grammar of the same patois; and gives, by means of phonetic symbols, the sounds of that patois.

762. **Flenniken, Mary B.** A professionalized study of the teaching of Spanish. Master's, 1936. Tennessee. 174 p. ms.

763. **Flower, Ione K.** A study of the effectiveness of teaching French pronunciation to young pupils by means of the phonetic symbols of the international phonetic alphabet and by direct imitation. Master's, 1936. Mass. St. Coll. 105 p. ms.

Studies the imitation method and the phonetic method. Derives numerous tests to examine the results of instruction obtained in groups of pupils, shows a constantly smaller number of pronunciation errors and a uniformly greater ability of comprehension in that group which had been taught pronunciation by the Phonetic method.

764. **Gross, Stuart Murray.** A vocabulary of New-Mexican Spanish. Master's, 1936. Stanford.

765. **Haile, Kathryn.** Laboratory exercises for Grosjean's *New Chardenal French grammar*. Master's, 1936. Peabody. 86 p. ms.

766. **Homeier, G. A. Custer.** An investigation of the study of German in the North central schools of Michigan and an attempt to determine the causes which are affecting its present status. Master's, 1936. Michigan.

767. **Miller, Minnie M.** Annotated bibliography of courses of study in modern languages. *Modern language journal*, 21: 247-53, January 1937. (Kansas state teachers college)

768. **Pease, Helen L.** Comparative study of direct learning procedures in Spanish. Master's, 1936. Ohio State. 77 p. ms.

\*769. **Schug, Howard Leshner.** Latin sources of Berceo's *Sacrificio de la Misa*. Doctor's, 1935. Peabody. Nashville, George Peabody college for teachers, 1936. 112 p. (Contribution to education, no. 171)

Discusses the poetry of Gonzalo de Berceo, traces the Latin sources of several of his poems, and finds that his style and characteristics are the qualities which characterize Spanish literature throughout its entire course.

\*770. **Schwartz, Emanuel K.** Experimental didactics of the teaching of German in the light of the Gestalt theory. Doctor's, 1936. New York. 333 p. ms.

771. **Smith, Bella May.** The French etymology, as based on the New York state modern foreign languages syllabus, of certain tests in English vocabulary for high school students. Master's, 1936. N. Y. St. Coll. for Teach. 82 p. ms.

772. **White, Evelyn.** The incidence of a limited vocabulary in Spanish prose. Master's, 1936. Tennessee. 51 p. ms.

Attempts to determine how many words of Spanish prose of average difficulty must be read in order to encounter all of the first 1,500 and all of the first 2,200 items in *A graded Spanish word book* by Milton A. Buchanan, and whether the first 1,500 or first 2,200 items should be considered the vocabulary objective for the 2-year high-school course.



## MATHEMATICS

773. **Abernethy, Howard R.** A survey of the objectives of high school mathematics. Master's, 1936. Kansas.

\*774. **Blair, Robert V.** Phases of the modern theory of conics and their professional treatment. Doctor's, 1935. Peabody. Nashville, George Peabody college for teachers, 1936. 4 p. (Abstract of Contribution to education, no. 177)

Shows the topics and concepts of secondary mathematics that are contacted significantly by a serious study of conic theory and its concomitant techniques, and indicates how such a study may contribute to the teacher of secondary mathematics a broader vision, a deeper understanding, and a greater appreciation of the problems of his field.

775. **Cooney, Bernadine J.** A critical study of the development of elementary mathematical pedagogy in Massachusetts. Master's, 1936. Mass. St. Coll. 104 p. ms.

Presents a historical analysis of the theories and practices in the teaching of mathematics during the last 300 years.

776. **Davis, Lillian Margaret.** A study of retention of eighth grade general mathematics by tenth grade students. Master's, 1936. N. Y. St. Coll. for Teach. 36 p. ms.

777. **Denman, Martha.** Geometric constructions and their interpretations by other branches of mathematics. Master's, 1935. Columbia.

778. **Funkhauser, H. Gray.** A history of the graphical representation of statistical data. Doctor's, 1935. T. C., Col. Univ.

Attempts to give the historical background of the use of graphic methods in such a manner and with sufficient biographical and bibliographical material as to furnish the graphic statistician with a perspective for his work, and to enable him better to understand and evaluate present practice.

779. **Hard, Benjamin, jr.** Mathematical models. Master's, 1935. Peabody. 57 p. ms.

Deals with the history and construction of certain mathematical curves and figures, accompanied by models.

780. **Huff, Leslie George.** A comparison of present practices in eighth-grade mathematics in Texas and other states. Master's, 1936. Texas.

\*781. **Jacks, Robert W.** An empirical test of the reliability of the Peters-Van Voorhis tetrachoric coefficient of correlation. Master's, 1936. Penn. State. 27 p. ms.

782. **Johnson, Palmer O.** The measurement of growth in learning. Minneapolis, University of Minnesota, 1936. 20 p. ms.

Develops statistical methods appropriate for measuring growth in learning, and applies the methods in various college fields.

783. ——— and **Neyman, J.** Tests of certain linear hypotheses and their application to some educational problems. London, University of London, Union college, 1935. 33 p. (Statistical research memoirs, vol. 1) (University of Minnesota)

Studies statistical methods dealing with the tests of linear hypotheses with special application to educational and psychological problems. Develops appropriate statistical tools for treating educational problems capable of statement in the form of statistical hypotheses.

784. **Kirwan, Elizabeth Thille.** Curriculum unit for a course in statistical method in a library school. Master's, 1936. Denver. 72 p. ms.

Shows that the need for a study of content of a course in statistics in a library school was felt after a course of this type had been offered experimentally at the University of



Denver school of librarianship for 4 years with successful results. The method used was, simply, the building of a questionnaire to be sent out to librarians throughout the country, which included the fundamental features of an elementary course in statistical method with application to the field of library work. When completed, the questionnaire was circulated to a mailing list of 125 librarians for their judgment and comment, after their assistance had been sought in a preliminary letter. The results which were obtained from the 71 percent return were tabulated on a question-by-question schedule, and the curriculum unit was built from the results. The weight which was given the various questions formed the basis of decision in time allotment in the course. Verbal opinions were received at the American Library Association Conference in Denver, June 24-28, 1935, and were taken into consideration.

785. Kratt, Edward J. A., jr. Course of study in mathematics for the Brooklyn technical high school. Master's, 1936. T. C. Col. Univ. 56 p. ms.

786. Middleton, J. B. Incidental versus formal remedial treatment in mathematics. Master's, 1936. Howard. 48 p. ms.

787. Nelson, Marie. A study of the recitation outside assignment plan as compared with intensive classroom work in teaching seventh grade mathematics. Master's, 1936. Colo. St. Coll.

788. Newsom, C. V. An introduction to mathematics: a study of the nature of mathematical knowledge. Albuquerque, University of New Mexico, 1936. 39 p. (University of New Mexico bulletin, whole no. 295. Philosophical series, vol. 1, no. 2)

789. Piepenburg, Irma E. Johnson. A comparison of the mastery of mathematical concepts by certain rural and urban pupils. Master's, 1936. Michigan.

790. Reinhart, Ralph Raymond. A survey of previous scholastic records of students who are superior in advanced mathematics. Master's, 1936. N. Y. St. Coll. for Teach. 19 p. ms.

791. Richmond, Claude Manby. Trends in junior high school mathematics during the past 25 years. Master's, 1936. George Washington. 62 p. ms.

Discusses the reorganization of mathematics in 1920, the teaching of mathematics in the junior high schools between 1921 and 1932, and from 1932 to date.

792. Schaulderman, Marie. The basic factors involved in a space arts curriculum. Master's, 1936. Oregon.

793. Searson, Maude H. A topical history of elementary mathematics. Master's, 1936. Creighton. 76 p. ms.

794. Seegers, Robert L. Correlation between achievement in mathematics of students of Lincoln parish high schools and Louisiana polytechnic institute. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 120)

Studies the consistency of mathematical achievement of students from the Lincoln parish high schools and the same students in Louisiana polytechnic institute, and the probable advantage the students receiving their training in high school under a specialized mathematics teacher have over students receiving their training under a teacher not a specialist in mathematics. Data indicate a close relationship between high-school marks and marks received in college, and that students having a teacher who had specialized in mathematics made better marks than did students under the ordinary teacher.

795. Shanner, William Maurice. Statistical concepts used in dissertations in the Department of education, 1925-1934. Master's, 1936. Chicago. 78 p. ms.

Analyzes statistics employed in 547 theses in the Department of education of the University of Chicago, 1925-1934.

796. Smith, Clinton Gilbert. Recreational mathematics as used by teachers of secondary mathematics in the junior and senior high schools of Indiana. Master's, 1935. Ball. St. T. C. 70 p. ms.



797. **Spradley, E. S.** Remedial drill program in mathematics for grades seven and eight. Master's, 1936. Peabody. 147 p. ms.

\*798. **Stearnes, Reaumur Coleman.** A mathematical analysis and evaluation of the Pearson coefficients of correlation and regression. Doctor's, 1936. New York. 268 p. ms.

Inquires to what extent the theorems and principles of pure mathematics confirm the worth and validity of Karl Pearson's coefficient of correlation, and the resulting equations of regression, as measures of relationship.

799. **Thompson, James O.** An evaluation of certified public accountancy. Master's, 1936. Colo. St. Coll.

800. **Tucker, Marie Louise.** Teaching aids for seventh-grade mathematics. Master's, 1936. Texas.

801. **Turner, Nura.** A study of certain pre-tests for first-year college mathematics. Master's, 1936. Iowa.

802. **Wainscott, Clinton Schenck.** An attempt to discover a relation between degree of introversion and scholarship in mathematics. Master's, 1936. Stanford.

† 803. **Walker, Helen M. and Durost, Walter N.** Statistical tables, their structure and use. New York, Teachers college. Columbia university, 1936. 76 p.

\*804. **Weiss, George D.** The accuracy of the coefficient of correlation from a small number of intervals when corrected for broad categories. Master's, 1936. Penn State. 37 p. ms.

Presents an empirical study of the accuracy of the coefficient of correlation from a small number of intervals when corrected for broad categories.

## ARITHMETIC

805. **Andreen, Earl Philip.** Workbooks in arithmetic. Doctor's, 1936. Yale

806. **Bader, Lenore.** An experimental unit on stocks and bonds for a dull normal 8A arithmetic class. Master's, 1935. Michigan.

807. **Banner, Alberta Ethel.** The effect of practice on the perception and memorization of digits presented in single exposures. Doctor's 1936. Ohio State. (Abstract in: Ohio state university. Abstracts of doctor's dissertations, 20: 3-12)

Attempts to determine the amount of improvement in the visual perception and memorization of digits which resulted from daily practice for a period of approximately 3 months, the evolution of method in this task for three graduate and two undergraduate students during the course of practice, the effects on these same subjects of discontinuing practice for 6 weeks, and the relation between the errors and the serial position of the digits. Finds that a great improvement resulted from approximately 3 months of training in the perception and memorization of digits; that there were wide individual differences in performance both before and after practice; that two subjects who resumed practice after 6 weeks of no practice showed an actual gain in ability; and that what at first sight appears to be some phenomenal native capacity of talent can be largely developed by means of constant and determined practice.

808. **Beardsley, Florence.** A study of the arithmetical ability of the children in ungraded rooms of a city school system. Master's, 1936. Oregon.

809. **Bell, Genelle.** An analytical study of the processes involved in the fundamental operations of arithmetic. Master's, 1936. Texas.

810. **Briggs, Virgil.** An analysis, quantitative and qualitative, of arithmetical ability in grades six, seven, and eight. Master's, 1936. Iowa. 103 p. ms.



811. Brooks, Wiley Glen. The relation between quantity and quality of learning and quantity and quality of stimulus in addition of fractions. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Presents a detailed study of what happens during learning in an analysis of known stimuli and the interrelationships implicit in their character. Describes an experiment in which 254 fifth-grade children from 12 schools in three states, worked through eight units of instructional material in addition of fractions, using the individualized plan of instruction. Finds that the pupils made satisfactory learning progress under this plan.

812. Bruce, Mabel L. The content of social arithmetic in the high schools of Texas. Master's, 1936. Colo. St. Coll.

813. Butterfield, Clair J. The sociology of verbal problems in fifth grade arithmetic. Master's, 1936. Iowa. 46 p. ms.

\*814. Caton, Anne Josephine. How much time is needed to take an average fifth or sixth grade pupil from inaccuracy to 100 percent accuracy in a fundamental process of arithmetic—multiplication for example? Master's, 1936. Boston Univ. 65 p. ms.

Attempts to diagnose types of errors in multiplication and to furnish remedial measures necessary to attain 100 percent accuracy in one fifth and one sixth grade. Finds that every pupil of normal intelligence in the fifth and sixth grades can secure perfect mastery in multiplication if the teaching is satisfactory.

815. Challand, Harold U. A comparative analysis of the achievements of homogeneously and heterogeneously grouped pupils in seventh grade arithmetic. Master's, 1936. Iowa. 78 p. ms.

816. Cramer, Cathryn H. Sociology of verbal problems, grade six. Master's, 1936. Iowa. 103 p. ms.

817. Daniels, Guy. The study of the effectiveness of remedial work in business arithmetic. Master's, 1936. Iowa.

818. Dugger, Lonnie Lee. The improvement of the teaching of mathematics in the first six grades with special reference to the Macclenny school. Master's, 1936. Florida. 118 p. ms.

819. Franseth, Jennie Helen. A study of the relative growth of city and rural children in learning the addition combinations. Master's, 1936. Michigan.

820. Gibson, Travis M. The efficiency of arithmetic teaching in intermediate grades of an elementary school. Master's 1936. Tennessee. 257 p. ms.

821. Goetsch, Walter Robert. A study of the relative effectiveness of different types of graphical representation at the elementary school level. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Attempts to determine the types of graphs most commonly used in elementary school instructional materials and to identify the specific skills necessary to interpret the facts thus presented; to identify and analyze the specific difficulties which pupils at different grade levels meet when they attempt to interpret graphs; to determine which types of graphs pupils at different grade levels can read most readily; and to determine the type or types of graphs which give the pupils the most permanent impressions of the data represented.

822. Herndon, Mary B. A study of transfer in second grade arithmetic. Master's, 1936. Colo. St. Coll.

823. **Hieber, Helen Mae.** The validity of principles of techniques on the teaching of directed numbers. Master's, 1935. Michigan.

824. **Hilton, Ernest E.** Evaluation of certain elementary arithmetic practices in Wyoming schools in 1935-1936. Master's, 1936. Wyoming. 92 p. ms.

825. **Lankford, Francis G. jr.** Directing the acquisition of understanding in problem solving. Secondary education in Virginia, 21: 43-19, November 1935. (University of Virginia)

826. **Leech, Lulu E.** Appraisal of the social worth of the verbal problem provisions in the third grade. Master's, 1936. Iowa. 72 p. ms.

827. **Bevi, Joseph.** The correlation of intelligence with arithmetic ability. Master's, 1935. Columbia.

828. **McCune, Margaret Cecelia.** Case studies of four children requiring remedial work in arithmetic. Master's, 1936. N. Y. St. Coll. for Teach. 55 p. ms.

829. **McLaughlin, James J.** A graphic survey of intelligence and arithmetic and reading achievement in the 7th, 8th, 9th grades. Master's, 1936. Michigan.

830. **McMurtry, Anna.** History of mathematics as applied to the teaching of arithmetic, algebra, and geometry. Master's, 1935. T. C., Col. Univ. 28 p. ms.

831. **McNeil, Ethel.** The history and development of methods of numbering and counting in relation to modern arithmetic. Master's, 1936. Temple. 177 p. ms.

832. **Miller, Mabel Irene.** Arithmetical growth of pupils of a four-year high school. Master's, 1936. Chicago. 97 p. ms.

Shows growth in arithmetical abilities and skills during the high-school period.

833. **Paulson, Harold M.** Analysis of growth in long division by motion pictures. Master's, 1936. Iowa. 91 p. ms.

\*834. **Randall, Joseph Hungerford.** Corrective arithmetic in junior high school. Master's, 1936. Boston Univ. 129 p. ms.

Describes an experiment conducted at the North junior high school, Quincy, Mass. to determine the possibility of overcoming weakness in arithmetic fundamentals through corrective procedure on the "100 percent-plan", to be used under certain reasonable conditions and limitations.

835. **Reed, C. Herbert.** A professionalized study of arithmetic. Master's, 1936. Tennessee. 313 p. ms.

836. **Rodefer, Velma Frances.** An experiment in the use of a self-directing study guide in the teaching of business arithmetic. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 322-23)

Shows that pupils using the study guide judged almost unanimously that they had gained in sense of responsibility, independence, and self-direction.

† 837. **Ruch, G. M., Knight, F. B., Olander, E. A. and Russell, G. E.** Schemata for the analysis of drill in fractions. Iowa City, University of Iowa, 1936. 58 p. (University of Iowa studies, new series, no. 327. Studies in education, vol. 10, no. 2. Educational psychology series, no. 3)

Presents a plan for analyzing and constructing drill in common fractions and mixed numbers, for appraising instructional material, and reports the actual drill contained in several textbooks in current use.



838. Schane, Evelyn B. Characteristic errors in common fractions at different levels of intelligence. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 324-25)

Studies 53 superior, 85 subnormal, and 136 normal pupils in the seventh and eighth grades of the Millin school and in the sixth, seventh, and eighth grades of the Hays school to determine whether certain errors in the four processes in common fractions were characteristic of different intelligence levels.

839. Scott, Mildred. The sociology of verbal problems in fourth grade arithmetic. Master's, 1936. Iowa. 50 p. ms.

840. Singer, Frank R. jr. The effect of teaching verbal problems before teaching the mechanics of equation solving. Master's, 1935. Washington Univ. 51 p. ms.

841. Smith, Arthur Joseph. The value of a diagnostic and remedial program in arithmetic. Master's, 1936. Chicago. 77 p. ms.

Investigates the value of systematic and remedial treatment of the difficulties in arithmetic of third- and fourth-grade children.

842. Smith, O. S. and Pugh, Stanley. Mastery units in socialized arithmetic. Chicago, Ill., Lyons and Carnahan company, 1935. 390 p. (East Texas state teachers college)

843. Stull, J. Milton. A study of the arithmetic achievement of the seventh and eighth grades of the Hornell junior high school. Master's, 1936. N. Y. St. Coll. for Teach. 39 p. ms.

\*844. Wilson, Dorothy Waters. What measures do people know, and why? Master's, 1936. Boston Univ. 101 p. ms.

Describes an experiment in which a test designed to bring out a different type of knowledge with respect to measures was given to 2,817 people distributed among grade children, high-school children, and adults in different sections of the country. Finds that elementary school children have a knowledge of the measures which are used in buying commodities commonly used in the family, and that much of the teaching of measures in the schools is memorization without meaning; that adults know the measures used in buying and selling commodities with which they have had experience, and the tabbed facts which they commonly use. Indicates that experience rather than training in school is the most important factor in determining knowledge of denominate numbers and measures.

845. Wilson, Mary Nancy. Acceleration in arithmetic: its effect upon subsequent work in mathematics. Master's, 1936. Peabody. 50 p. ms.

846. Wilson, Nellie Alma. An analysis of the sociology of verbal problems in arithmetic texts, grade seven. Master's, 1936. Iowa. 38 p. ms.

847. Young, Austin Frederick. Some error factors in column addition. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress and bibliography of publications, 12: 330-31)

Analyzes the results of 100 fifth- and sixth-grade children in column addition.

#### ALGEBRA AND GEOMETRY

848. Arthur, Lee Edwin. Measuring the effect of remedial teaching in first-year algebra. Master's, 1936. Chicago. 114 p. ms.

Studies errors and effects of remedial teaching carried on during the year 1933-34.

849. Bible, Buford A. Some factors conditioning success in first year algebra. Master's, 1936. Tennessee. 65 p. ms.

Attempts to determine the relative value of intelligence, aptitude, arithmetic reasoning, arithmetic manipulation, and interest in predicting success in first-year algebra. Finds the best combination for predicting success in first-year algebra is IQ, prognosis test score, and arithmetic reasoning test score.



850. Cowles, Mildred Elizabeth. An analysis of the errors made in elementary algebra. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 19)

Attempts to determine the type and extent of errors made by pupils who have studied algebra for 1 year by administering the Douglas standard diagnostic test for elementary algebra to the elementary algebra pupils of two high schools in which algebra is a required subject.

851. Davis, Raymond T. Individualized plane geometry. Master's, 1936. Iowa.

852. Ewer, Aulus B. A workbook in geometric design. Master's, 1936. Colo. St. Coll.

853. Fender, Villa Eola. The amount of practice and the errors in learning special binomial product formulae by ninth grade algebra students. Master's, 1936. Kansas.

854. Fisher, Fred E. A comparison of the achievement in first algebra in small and large high schools. Master's, 1936. South Dakota. 48 p. ms.

855. Foote, Mrs. G. H. The use of originals in the teaching of plane geometry. Master's, 1936. Okla. A. & M. Coll.

Attempts to collect, organize, and present in a unified whole the fragmentary material on the use of originals in the teaching of plane geometry. Shows that the kind of thinking used in the solution of a geometric original is of the same type as that needed to investigate any kind of given data and draw conclusions. Indicates that if any transfer of training is to result from the study of geometry, definite teaching for transfer must be done.

856. Foster, Don A. An analysis of the ability of beginning algebra students to apply specific skills in varied situations. Master's, 1936. Iowa. 72 p. ms.

857. Galat, Sister M. Juliana. Analysis of workbooks in plane geometry. Master's, 1936. Catholic Univ. 40 p. ms.

Analyzes 13 published workbooks in plane geometry as to aims and purposes of workbooks as stated by the authors, the number and type of geometric exercises, the amount of drill material devoted to the various topics, and special features of the workbooks. Finds variations in the relative emphasis upon the various topics and in the distribution of drill exercises.

858. Gibson, Roy. Study of two groups of pupils in the Odenville high school with regard to algebra and geometry. Master's, 1936. Alabama. 34 p. ms.

859. Girod, Charles. The analytical representations of points, lines, and circles associated with a triangle. Master's, 1936. Kan. St. T. C., Emporia. 88 p. ms.

860. Hass, David M. A study in diagnosis in addition and subtraction of algebraic fractions. Master's, 1936. Temple. 122 p. ms.

861. Lamb, Nathan W. Scott. An educational study of elementary geometry. Master's, 1936. Tennessee. 204 p. ms.

862. Lavengood, Lawrence W. The effect of the study of plane geometry on the ability of high school students in logical reasoning. Master's, 1936. Colo. St. Coll.

\*863. Lawton, Robert C. A comparison of results obtained with pupils of two levels of ability in ninth grade algebra through the use of three methods of instruction. Master's, 1936. Boston Univ. 88 p. ms.

Describes an experiment conducted with a beginning class in algebra for a 30-week period in which one group was taught for 10 weeks each by the recitation, unit, and supervised study methods while the second group was taught by the supervised study.



recitation, and unit methods. Finds that with the pupils used in this experiment, the recitation plan produced the best results with the less capable pupils, and that the supervised study method was best for the more able students.

864. Lockard, Velma Hurst. Technical study of mathematics vocabulary for high schools. Master's, 1935. Peabody. 75 p. ms.

865. Lyden, Julia Jeanne. The development of the parallel postulate and its final culmination in the establishment of non-Euclidean geometry. Master's, 1936. T. C., Col. Univ. 24 p. ms.

866. Miller, Marshall B. Will definite directions for study improve achievement in first year algebra? Master's, 1936. Kansas.

867. Oakley, C. W. A comparative study of the effects of two seasons of learning on second year algebra and plane geometry in the Ambridge, Pennsylvania senior high school. Master's, 1936. Penn. State.

Compares groups of matched students taking algebra in the winter term with those taking it in the summer term. Finds no statistically significant difference attributable to difference in season.

\*868. Prey, Stanley A. An analysis of the difficulties encountered by elementary algebra pupils in the solution of written problems. Master's, 1936. Penn. State. 72 p. ms.

Describes an investigation involving 85 boys and 82 girls in five ninth-grade algebra classes to whom four tests of written problems were given. Finds little mastery of problem work in algebra by the pupils; suggests that individual instruction with careful diagnosis of the preceding work is the only possible way to improve the ability of pupils in verbal problems.

869. Schafersman, Clara. A study of the effects of remedial teaching in plane geometry. Master's, 1936. Nebraska. 170 p. ms.

Studies two classes, totalling 26 pupils, in plane geometry for a period of 18 weeks, using a battery of tests to determine abilities necessary for the learning of geometrical principles. One class was given diagnostic tests and remedial work, while the control group was given no such work unless they requested it. Shows that the experimental group made a decided gain over the control group.

870. Sproull, Mary Alta. Student difficulties in the study of college algebra. Master's, 1935. Peabody. 101 p. ms.

871. Sutliff, Grace K. A comparison of arithmetic ability with reading ability of special class pupils of the elementary schools of Albany as ascertained through standardized achievement tests. Master's, 1936. N. Y. St. Coll. for Teach. 53 p. ms.

872. Sutton, R. O. A study in predicting success in plane geometry. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 98-99)

Attempts to determine by comparison whether these elements, taken singly or in combination, indicate success in plane geometry: IQ's derived from the Otis self-administering test of mental ability, higher examination, form A; prognostic test scores secured from Columbia research bureau algebra test, form A, and Columbia research bureau plane geometry test, form B; average of combined eighth and ninth grade teachers' marks; eighth grade arithmetic marks; ninth grade algebra marks; and ninth grade biology marks. Finds that the average of the previous school marks is the best factor with which to predict success in plane geometry; success in geometry cannot be predicted more accurately for boys than for girls; success in plane geometry depends on things other than intelligence, and depends to a great extent upon the teacher.

873. Whiteley, Paul J. Predicting success in ninth grade algebra. Master's, 1936. Temple. 76 p. ms.

874. Wilson, Buena Melissa. Significant episodes in the history of algebra. Master's, 1936. Peabody. 89 p. ms.



## SCIENCE

## GENERAL SCIENCE

875. Adams, Edward L. The trends in the content and methods in general science. Master's, 1935. Emory.

876. Adams, Paul Lorne. The analysis of 12 general science and biology glossaries to determine the words essential for understanding or desirable for enrichment of the courses. Master's, 1935. Michigan.

877. Anderson, Wendell H. An investigation of Adams' list of general science words and an investigation of newspapers science words. Master's, 1936. Michigan.

878. Archambo, Frank C. A comparison of the use of the problem and the factual assignments in ninth grade physical science. Master's, 1936. Toledo. 86 p. ms.

Describes an experiment in which 100 pairs of students, matched for intelligence, age, school achievement, and sex, were taught five units by using the assignment of facts to be learned in one group and problems to be solved in the other. The groups were reversed in succeeding units. Finds that intelligence was a significant factor in all cases; that the problem assignment was somewhat superior to the factual assignment in every unit but one.

879. Bickel, John C. A comparison of scientific attitudes in the ninth grade. Master's, 1935. Michigan.

\*880. Burlingame, Mrs. Paul. Some evidence of the interests of eighth grade children in the materials of science. Master's, 1936. Louisville. 69 p. ms.

Attempts to determine whether children at the eighth grade level are interested in any particular fields of science, whether their science interests are distinct, whether they are affected by the children's IQ's, and whether their science interests show any definite trends. Analyzes replies to a questionnaire of 150 items administered to approximately 900 eighth grade pupils in schools in Louisville, Ky. Finds that external motivation will be required in increasing measure for achievement in learning in several of the fields of science; that interest or lack of interest in any science field will be fairly constant among children of the same age and the same socio-economic background, regardless of intelligence; that no sex difference in interest in general science as a whole will be found significant enough to warrant making adjustments in the curriculum for boys and girls; and that children will show a spontaneous interest in any material of science that escapes the commonplace and the familiar, that challenges the imagination, that deals with cataclysmic changes, and that possess the qualities of mystery or of grandeur.

\*881. Carlson, E. Ross. The avowed success of general science teachers in relation to their science training. Master's, 1936. Penn. State. 27 p. ms.

Attempts to determine what and how much science had been studied by the teachers of general science in the high schools and junior high schools of Pennsylvania, and to ascertain the success that these teachers were having in attaining certain objectives in teaching general science. Finds a wide difference in the amount of training that teachers of general science have had; that there is no relation between the amount of training and avowed success in attaining the aims of general science; that there is no relation between the kinds of science courses which constitute the training and the avowed success; that there is little difference in the mean success of teachers with college training and teachers with college training plus some graduate training, and that there is no relation between the number of years' teaching experience in general science and avowed success.

882. Eshleman, Fred K. The relative importance of intelligence, reading ability, and mathematics in determining successful science achievement of Fordson high school seniors. Master's, 1936. Michigan.



†883. Gentry, C. B. Survey of science teaching in Connecticut public junior and senior high schools, 1935-36. Storrs, Connecticut state college, 1936. 34 p. ms.

Studies the training, experience, combination of subjects taught in first year of teaching and during the current year, and teaching load as shown by replies to a questionnaire sent in by 329 teachers.

884. Harris, Ralph W. A guide for laboratory work in elementary science in grades 7 and 8. Master's, 1935. Ind. St. T. C. 101 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 109, July 1936)

Presents a group of experiments suitable for use in the instruction of general science in the rural schools and the smaller high schools, arranged to follow the units of work given in the state course of study in general science.

885. Hartin, Fred. A first year course in related science for vocational and industrial arts programs. Master's, 1936. Tennessee. 115 p. ms.

Selects instructional subject matter to meet the needs of industrial arts and general continuation school classes for shop related science information. Shows a similarity between industrial arts and general continuation school courses which permits the use of the same general science course in each, and that class discussion and demonstration methods of presentation are applicable in teaching the course.

886. Heitz, George C. Testing the ability to apply principles in general science. Master's, 1936. Ohio State. 110 p. ms.

887. Hobart, Calvin Romain. A synthetic determination and evaluation of desirable subject matter topics in general science. Master's, 1936. Michigan.

888. Hoffhaus, Edwin H. Relation of science teaching to pupils' reading activities. Master's, 1936. Ind. St. T. C. 60 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 124-25, July 1936)

Attempts to determine the relationship between the science taught in rural high schools and the reading activities of the pupils. Analyzes replies to a questionnaire given to 1,027 senior high school students in 15 rural high schools in eight different counties. Finds that the rural high school students read a relatively large number of magazines and newspapers, and that a large percent of the pupils read some of the scientific articles found in the newspapers and magazines.

889. Jones, Arthur Pierce. A survey of the educational and social adjustment of forty Cleveland students in science courses in Albany high school. Master's, 1936. N. Y. St. Coll. for Teach. 123 p. ms.

890. Ketchum, Clement B. Reconstruction of secondary school science teaching. Master's, 1936. Lawrence. 61 p. ms.

Finds that the general practice of science teaching has not kept pace with changing social conditions, and shows that the social implications of science must receive the main emphasis at the expense of the traditional technological emphasis.

891. Killebrew, William B. A teaching unit in general science. Master's, 1936. Peabody. 162 p. ms.

892. Lannholm, Gerald V. The knowledge of general science which high school seniors possess. Master's, 1936. Iowa. 86 p. ms.

893. Leibson, B. M., A critical analysis of the New York city syllabus in seventh and eighth year science. Master's, 1936. Coll. of the City of N. Y. 90 p. ms.

Evaluates the New York city syllabus in seventh and eighth year science on the basis of available experimental data, authoritative opinion, and answers to a questionnaire from 77 teachers using the course of study. Finds that the content of the course of study satisfied the requirements of the authorities and is proving successful in operation as far as teachers using it are able to judge.



894. Leonard, Newton Peckham. An experiment in adapting science instruction to individual differences in pupil abilities and interests. Master's, 1935. Brown.

895. Lund, E. T. Subject matter preparation of science teachers in Minnesota high schools, 1934-35. Doctor's, 1936. Minnesota. 304 p. ms.

896. Lyles, Edith Eliza. An investigation of the scientific interest of pupils entering the eighth grade science classes in South Carolina. Master's, 1936. South Carolina. 66 p. ms.

Shows the science interests of 2508 eighth grade pupils in South Carolina as checked on a science interest test.

897. McMullen, Warren Anthony. Course of study materials for ninth grade general science. Master's, 1936. Nebraska. 87 p. ms.

Deals with the improvement of the Lincoln, Neb., junior high school course of study in ninth grade general science.

898. Maeske, Harvey A. The science interests of intermediate grade children. Master's, 1936. Chicago. 152 p. ms.

Records attempt to determine the order of children's interests in natural phenomena, science and invention, animals, birds, insects, and plants.

† 899. Melton, Arthur W., Feldman, Nita Goldberg, and Mason, Charles W. Experimental studies of the education of children in a museum of science. Washington, D. C., American association of museums, 1936. 106 p. (Publications of the American association of museums, new series, no. 15) (University of Missouri)

Studies the relative educational effectiveness of various methods of instruction, and of other attendant circumstances of the formal visits of school children to the Buffalo museum of science. Analyzes the methods used for preparing the children for the subject of the museum visit, the methods of instruction used during the actual visits to the museum exhibits and variations in the ability of the teacher, and the methods used for reviewing or fixing the primary educational accomplishments of the museum visits.

900. Narber, Helen Louise. A transcript record of science instruction in a second grade. Master's, 1936. Iowa. 288 p. ms.

901. Neyland, Inez. Training of chemistry teachers in certain Louisiana institutions. Master's, 1935. Louisiana State. 175 p. ms.

902. Palmer, E. Laurence. A guide to science teaching. Washington, D. C., American nature association, 1936. 128 p. (Cornell university)

Attempts to reconcile programs in science for the first 10 years and to integrate into them material from *Nature magazine*.

903. Rice, B. S. Extensive reading versus intensive textbook study as a means of acquiring a knowledge of scientific facts. Doctor's, 1935. Penn State. (Abstract in: Penn State studies in education, 14: 43-44)

Describes an experiment conducted with 1,708 pupils selected from three high schools in which the extensive reading group read approximately 2.8 times as much as the intensive reading pupils, and the extensive reading pupils learned approximately 200 supplementary items more than the intensive study groups. Finds that extensive reading of scientific materials is a significantly more effective method of acquiring a knowledge of scientific facts than intensive study of a more restricted body of materials.

\*904. Richardson, Evan Carleton. Home-made and improvised apparatus and materials in general science instruction. Master's, 1936. Boston Univ. 245 p. ms.

Analyzes periodicals, manuals and workbooks, textbooks, and replies to a questionnaire sent to 114 teachers and supervisors in public high schools in Massachusetts to determine the types and value of home-made and improvised apparatus used in general science instruction in the schools.



905. Rutherford, John LeRoy. Needs for vocabulary study in seventh grade general science as revealed by a sampling investigation of two selected textbooks. Master's, 1936. Iowa. 88 p. ms.

906. Schauss, Mabel. A comparative study of practical scientific knowledge possessed by rural and city children. Master's, 1936. Ind. St. T. C. 66 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 123-24, July 1936)

Describes an experiment in which a science test of 156 questions dealing with the practical scientific knowledge a child derives from his environment was given to 187 country children and to 236 city children in the 9B grade. Shows that the country group ranked highest on the test as a whole, and that the city group had the highest IQ's.

907. Slocum, J. S. A comparison of lecture demonstration and laboratory method in teaching general science. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S. no. 12: 97-98)

Compares the achievement of a group of students taught general science by the lecture demonstration method with that of a group taught by the laboratory method. Finds that the lecture demonstration method is slightly superior in teaching essential materials as outlined in the state course of study, is effective as a timesaver, and is much less expensive; that the laboratory method is better for imparting skills in manipulating laboratory equipment, and for long and difficult experimentation.

908. Stanley, Frances G. A study of available excursions for the teaching of general science in and around Philadelphia. Master's, 1936. Temple. 118 p. ms.

Shows that there are 348 excursions available for the teaching of general science in Philadelphia and within a radius of 40 miles of that city.

909. Sullivan, Frances Malvin Ethel. A study of living materials for use in elementary science curriculum construction in Corpus Christi. Master's, 1936. Texas.

910. Whitaker, Ellis Hobart. A study of the relations between undergraduate attainments and teaching success of a group of high school science teachers. Master's, 1936. Cornell. 156 p. ms.

911. Whitten, Wiley Lee E. The supervisor's uses of objectives in high school sciences and mathematics. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1936: 74)

Describes an experiment conducted with students entering the Brady, Tex., high school, in which intelligence tests were administered, and in which standard tests were thereafter employed to determine the achievement of the students in the science and mathematics courses. Remedial instruction was employed to bring the class up to standard. Finds increased interest on the part of the students and improved methods of instruction resulted.

#### NATURE STUDY, BIOLOGY, AND BOTANY

\*912. Anthony, Marian Elizabeth. Appreciation units in biology. Master's, 1935. Boston Univ. 138 p. ms.

Prepares appreciation units for children in Massachusetts on the planning and planting of a garden, patrolling the garden, making the acquaintance of plants without chlorophyll, and making the acquaintance of birds and their relation to us.

\*913. Arnold, Herbert J. The selection, organization, and evaluation of localities available for unspecialized field work in earth science in the New York city region. Doctor's, 1935. T. C., Col. Univ. New York city, 1936. 229 p.

Attempts to select major generalizations from the field of geology which may be of interest to liberally educated persons, to develop a technique for the selection of



localities and materials suitable for the illustration of these generalizations, and to discover what materials and localities are available within a reasonable distance of New York city for the illustration of these generalizations. Presents source material which may be useful in constructing courses of study in science, and in organizing units of work for the elementary school, and shows the value of field trips.

914. **Arnott, Benwick Coe.** A study and laboratory guide for general biology. Master's, 1936. N. Y. St. Coll. for Teach. 203 p. ms.

915. **Bates, Ruth Anne.** Living specimens for biology teaching in western Oregon high schools. Master's, 1936. Oregon St. Agr. Coll. 147 p. ms.

Presents a series of suggestions for the collection and the maintenance of living specimens from the plant and the animal kingdom for high-school biology laboratories and presents a list of some typical plants and animals suitable for laboratory study.

916. **Belcher, Carl J.** A study of the evolution of the course of study in high school botany. Master's, 1935. Ind. St. T. C. 48 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 107-108, July 1936)

Shows the changing tendencies of the course of study of botany at the high-school level as indicated by the textbook content analyzed over a period of about 42 years. Shows that very few general textbooks adaptable to the high-school pupil were written during this period in comparison to the number written in the other sciences, that little research has been done on building botany courses or on the content analysis of botany texts.

917. **Brown, Clara M. and others.** An experiment in the biological science courses at the University of Minnesota. Minneapolis, University of Minnesota, 1936.

Studied more than 1,500 students in an experiment carried on during 1934-35 and 1935-36, in which accomplishment by students in the biological science courses in the general college was compared with that of those who took the traditional courses in zoology and physiology. Finds that students in general college represent a group of lower potential scholarship than those in the traditional courses. Shows that women tended to know less than men on the pretests, but they tended to gain more than did the men during instruction, and to show equal achievement at the end.

918. **Cheney, L. Keith.** Unit problems in the conservation of natural resources. Master's, 1936. Michigan.

919. **Flegel, Dorothy.** Social hygiene content in biology classes of Oregon high schools. Master's, 1936. Oreg. St. Agri. Coll. 66 p. ms.

920. **Goldstein, A. I.** The reliability of the check-question technique in determining the relative interests of the elementary school graduate in biology, chemistry, and physics. Master's, 1936. Coll. of the City of N. Y. 30 p. ms.

Attempts to determine by means of a check-list questionnaire, the relative interests which 157 elementary school graduates had in biology, chemistry, and physics before having studied any of them, and to verify the validity of the check-question procedure by readministering the questionnaire within 1 month of the first administration. The questionnaire supplied opportunity for direct and indirect indications of interests. In about 50 percent of the cases, indirect and direct indications of interest agreed. Biology was the most interesting subject and physics the least interesting. Individual responses on the two administrations of the test varied to the extent of 20 percent or less.

921. **Hamblett, Joseph, jr.** An analysis of 10 high-school biology laboratory manuals. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 34)

Analyzes and compares the 10 high-school biology laboratory manuals used in California to determine their size, number of exercises, date of publication, cost, number of illustrations, and teacher aids. Sets up criteria for the selection of laboratory manuals suited to the teachers' needs.

922. **Hart, William G.** An investigation of technical terms appearing in scientific terms taken from two newspapers and an investigation of the scientific terms desirable for inclusion in a textbook of biology. Master's, 1936. Michigan.



923. John, Lester B. Creative activity in biology on the high school level. Master's, 1936. T. C., Col. Univ. 34 p. ms.

924. Johnson, Palmer O. An application of biological knowledge. Minneapolis, University of Minnesota, 1935. 10 p. ms.

Finds that transfer of training takes place from acquisition to application of knowledge.

925. ——— Concomitant learning in human biology. Science education, 20: 11-17, February 1936. (University of Minnesota)

Determines the outcomes of learning, other than specific learning, accruing from a course in human biology in the General college of the University of Minnesota. Finds a significant change in the reactions of students toward common beliefs regarding health and disease took place over a 3-month period during which they were given instruction in human biology.

926. Keefer, Daryle E. The status of biology teachers in Indiana. Master's, 1935. Ball. St. T. C. 82 p. ms.

Compares men and women teachers of biology in Indiana; finds that men outnumber women teachers two to one; that men receive higher salaries, have had more training and more experience than women teachers; and that the subject combinations and teaching load were approximately the same for both men and women teachers.

927. Linderman, Haziel. Units of work in nature study for grade two. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 44)

Assembles a group of integrated units of work centering around nature study topics of interest to children of second grade level, and describes an experiment in which these units were taught to a group of second grade children in the Pioneer state teachers college training school at Platteville, Wis., during the school year 1935-36. The results of teaching these integrated units show an exceptionally high rating by the children in standard achievement tests of knowledge and skills, a high degree of interest in the activities during the year, and the development of many desirable attitudes, habits, and appreciations.

928. Lubke, Anna Catharina. An evaluation of a first grade's experience with nature materials. Master's, 1936. Peabody. 155 p. ms.

\*929. Magruder, Marion Virginia. An experiment in the teaching of the principles of photosynthesis. Master's, 1935. George Washington. 57 p. ms.

Describes an experiment in teaching the principles of photosynthesis to 118 biology pupils in the 10A-12B grades of a high school in Washington, D. C. Finds, from a three-way experiment, that the amount and placement of structural detail has little or no effect upon the understanding of the principle of photosynthesis.

930. Mayfield, Leonard. A course in high school biology. Master's, 1936. Oregon.

931. Moyer, Harold E. The determination of the relative importance of biological principles as shown by applicatory activities. Master's, 1936. Colo. St. Coll.

932. Olds, Charles B. The principles of biology for secondary science instruction. Master's, 1936. Colo. St. Coll.

\*933. Owens, J. Harold. Brief for high school science course covering biology, physiology, and psychology. Master's, 1935. Boston Univ. 124 p. ms.

Develops a course of study in science for a class of juniors, seniors, and post-graduates in a typical senior high school.

934. Thomas, Dorothy G. Source materials for nature study for children. Master's, 1936. Bethany Biblical. 150 p. ms.

Lists and evaluates books on the subject of animals in America as a phase of nature study.

935. **Tyrrell, Mary A.** A study of the solution of some of the problems connected with procuring equipment and materials for teaching biology in moderately sized high schools in eastern Nebraska. Master's, 1935. Cornell. 316 p. ms.

936. **Vinton, Kenneth W.** Some field study aids in high school biology. Master's, 1935. T. C., Col. Univ. 65 p. ms.

## CHEMISTRY AND PHYSICS

937. **Anderson, Stanley E.** An experiment in the teaching of vocabulary in chemistry. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 288-89)

Attempts to determine the effect of an increased emphasis on vocabulary in chemistry on the comprehension and achievement of high-school chemistry students. Finds that emphasis on vocabulary in chemistry increases the comprehension and achievement of high-school chemistry pupils.

938. **Astell, Louis Alexander.** Research in the curriculum in high school physics. Master's, 1936. Illinois.

939. **Beagle, Calvin.** Prognosis in high school, with special application to high school physics. Master's, 1936. Wyoming. 46 p. ms.

940. **Boram, Helen Byanskas.** A study of the chemistry requirement of professional students of physical and health education. Master's, 1936. Ohio State. 250 p. ms.

941. **Broman, Francis F.** An evaluation of the chemograph as an aid in teaching chemistry. Master's, 1936. Alabama.

942. **Collins, Earl Lyman.** Functional course in high school chemistry. Master's, 1936. Wyoming. 184 p. ms.

\*942. **Crowell, Persis.** Appreciation units in high school physics. Master's, 1936. Boston Univ. 83 p. ms.

Develops a technique for the setting up of appreciation units in physics and presents a few sample units to show an appreciation of physics may be given to pupils through material from natural phenomena and practical applications in the home.

944. **Davis, Wayne E.** Slides and films as aids in teaching high school chemistry. Master's, 1936. Colo. St. Coll.

945. **Eavey, J. Carter.** A laboratory manual using chemicals and apparatus found in the home, on the farm, and locally. Master's, 1935. Ind. St. T. C. 102 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 100-10, July 1936)

Analyzes state courses of study and laboratory manuals in chemistry. Prepares a laboratory manual, following a standard form in constructing the experiments, using chemicals and apparatus found in the home, on the farm, and locally; and gives instructions for the construction of necessary equipment. Proves that a course in chemistry could be offered without the outlay in chemicals and apparatus that had formerly been considered necessary.

946. **Ebel, Robert L.** A study of the influence of irrelevant data included in physics test problems on the difficulty, discrimination and other characteristics of the problems. Master's, 1936. Iowa. 118 p. ms.

947. **Ekstrand, Clarence Albin.** A maturation study of a high school physics class. Master's, 1936. Iowa. 61 p. ms.

948. **Goodson, Max.** The physics curriculum and the art of thinking. Master's, 1936. Illinois.



\*949. Harbaugh, H. Edwin. A controlled experiment to determine the effectiveness of the cumulative laboratory procedure in teaching high school chemistry. Master's, 1936. Penn. State. 60 p. ms.

Describes an experiment conducted during the second semesters of the 1932-33 and 1933-34 school terms in the senior high school, Altoona, Pa. Devises a general laboratory test to measure knowledge of laboratory technique and knowledge of immediate laboratory objectives. The control group did laboratory work each week as discussions dictated while the experimental group took up all problems, discussions of subject matter and lectures before experiments were performed in the laboratory, allowing a continued laboratory procedure of 18 days. Finds that the cumulative laboratory method resulted in a somewhat greater achievement of a general knowledge of chemistry, of a knowledge of laboratory techniques, of immediate objectives in material covered by laboratory experiments, and in the efficiency of performance and recording of results of experiments.

950. Hellmer, Leo. A. A historical survey of chemistry as a subject in the colleges and universities of the United States. Master's, 1936. Kans. St. T. C., Emporia. 139 p. ms.

951. Henius, H. Holger Herman. The contribution of chemistry to vocational guidance. Master's 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 302)

Analyzes five leading textbooks of high-school chemistry for materials pertaining to actual occupational mentions, as well as for chemical processes, giving the reader glimpses of aspects of occupations.

952. Huber, E. L. A proposed course of study for high school physics. Master's, 1936. Kentucky. 75 p. ms.

Reviews the literature dealing with aims and objectives of high-school physics; presents an analysis of the content of eight laboratory manuals and four textbooks; and sets up a proposed course of study in high-school physics, intended to remedy some of the defects found in the present course of study.

953. Johnson, Almer Edwin. Comparative study of laboratory method and demonstration method in teaching high-school chemistry. Master's 1936. Chicago. 127 p. ms.

Finds that the demonstration group did better work.

954. Johnson, Lowell Wallace. An experiment in the teaching of physics by two methods, the laboratory versus the demonstration. Master's 1936. Washington. 103 p. ms.

955. Katterhenry, Harold S. A study of the articulation of chemistry courses in high school and first year of college. Master's, 1936. Washington Univ. 84 p. ms.

956. Kimball, Donald Stevens. A proposed new type course in physics: section on heat. Master's, 1936. Maine.

\*957. Klovstad, George S. The chemistry subject matter for integrated curriculums. Master's, 1936. North Dakota. 79 p. ms.

Presents a course of study in chemistry composed of units of life experience, arranged so that they become integrated within the unit and consequently with the experience of the pupil.

958. Korhonen, Uno John. A study of certain aspects of laboratory procedure in high school chemistry and physics. Master's, 1936. Wyoming. 70 p. ms.

959. Lillard, Donal R. A study of prediction of achievement in first year college physics. Master's, 1936. Iowa. 95 p. ms.



960. Madigan, Marian East. A study of oscillation as a unitary trait. Doctor's, 1936. Chicago. 132 p. ms.

Investigates the behavior-unit of oscillation. The study applies more explicitly the scheme of inter-correlations, tetrads, and factorial analysis, in connection with other variables, to ascertain the existences of oscillation as a unitary trait or factor.

\*961. Martin, Ralph James. Relative importance and frequency of use of 730 topics which might be included in a practical course in high school chemistry. Master's, 1936. Boston univ. 64 p. ms.

Submits a list of 730 topics which might be included in a practical course in high school chemistry designed for pupils not expecting to go to college, to 60 judges, 38 of whom had received training in chemistry, and the balance of whom had never studied chemistry.

962. Oerlein, Karl Ferdinand. Mathematical requirements for the first year course in college physics. Doctor's, 1936. Pennsylvania.

963. Orvis, Lewis B. The chemistry needed by a teacher of high school physics as determined by an analysis of high school physics textbooks. Master's, 1936. Colo. St. Coll.

964. Paris, Ethel Louella. A study of problems peculiar to the teaching of physics in Bennett high school, Buffalo, New York. Master's, 1935. Cornell. 144 p. ms.

965. Powell, Wesley H. Pedagogical research in chemistry, 1925-1935. Master's, 1935. Ind. St. T. C. 135 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 113-14, July 1936)

Surveys the studies in chemistry listed in the United States Office of Education *Bibliographies of research studies in education, 1925-1933*, and issues of *School science and mathematics*, and the *Journal of chemical education* for the period 1925-1935. Finds that 120 studies were made for higher degrees and by research divisions of colleges, universities, and city school systems, of which only 20 percent were published in any periodical. Shows that research conducted in colleges and research reported in magazines dealt with the same types of material, and that, while there are inadequacies in secondary chemistry and science instruction, much progress has been made in the last 10 years, and that the problems of pedagogical science are being attacked in a scientific way.

966. Praither, Anne Snowden. An experiment in teaching social studies in the sixth grade by the unit method. Master's, 1936. Kentucky. 393 p. ms.

Reviews the literature on the subject, and attempts to set up three units of work in the social studies and to evaluate the unit method of teaching.

967. Rose, Albert C. The use of case studies in teaching high school chemistry. Master's, 1936. Ohio State. 187 p. ms.

\*968. Stephens, Dean Temple. Difficulty and interest value of items in high school physics. Master's, 1936. Penn. State. 108 p. ms.

Attempts to arrange the material of each of the major divisions of physics: mechanics, heat, light, sound, magnetism and electricity in an ascending order of difficulty, and to arrange it in a descending order of difficulty and a descending order of interest.

969. Trumbull, Charles. A comparative study of the subject of chemistry as taught in the high schools today and 100 years ago. Master's, 1936. Michigan.

970. VanScoy, Arlet Kennie. The objectives of high school physics. Master's, 1936. Peabody. 92 p. ms.

#### SOCIAL SCIENCES

971. Avery, Warren. The social studies in secondary schools: a study of the development of the present curriculum. Master's, 1935. Wash. St. Coll.

972. Ball, Dorothy Toynton. A comparative study of the training in social sciences and the teaching combinations of the teachers of social sciences in the



North central and non-North central association high schools of Michigan. Master's, 1936. Mich. St. Coll. 43 p. ms.

Shows that schools of less than 300 enrollment had the poorest teachers; that recently trained teachers in both groups had the best qualifications; and that combinations of subjects were numerous and varied.

973. Bontekoe, Cornelius. The social sciences at the state University of Iowa. Master's, 1936. Iowa.

974. Boyer, Grace K. A study of the evolution of the movement for the integration of social science and English with particular reference to the junior high school level. Master's, 1936. Colo. St. Coll.

975. Campbell, Kenneth G. The determination of problems basic to the development of a functional social studies curriculum through an analysis of periodical literature. Master's, 1936. Colo. St. Coll.

976. Carroll, Roy W. The combination social science, English, and language room. Master's, 1936. Nebraska. 93 p. ms.

977. Consbruck, Anthony J. The social studies in medium-sized high schools of Colorado. Master's, 1936. Colo. St. Coll.

978. Crawford, Lawrence Theodore. A comparative study of the information possessed by certain groups of teachers on contemporary social, political, and economic problems and issues. Doctor's, 1936. California.

Attempts to determine, on the basis of test results, the information possessed by various educational groups on contemporary social, political, and economic issues; the significant differences between these groups on each item, each institutional division, and the entire test; the relationship between the amount of information possessed and the age, sex, and preparation in social science of the members of the groups; and the specific items on which the groups were informed, lacked information, or were misinformed.

\*979. Davidoff, Louis. The objectives of the social studies in the secondary schools. Master's, 1936. New York. 81 p. ms.

Traces the objectives in the social studies from 1892-1934 as set forth by committees of national scope, and discusses current objectives as revealed in recent courses of study. Finds that the courses of study stress the aims of citizenship, ethical character, vocational efficiency, worthy use of leisure, health, and command of fundamental processes.

†980. Davis, William B. Social science instruction and the new curriculum. Dallas, Texas, Turner company, 1936. 89 p. (Stephen F. Austin state teachers college)

Discusses the basic purposes of high-school instruction, occupational needs, transportation, community health, a local history approach to the study of United States history, social outcomes, and teaching procedures and the curriculum revision movement.

981. Fields, William A. Study of the types of biography in the teaching of social studies in high school. Master's, 1935. Ind. St. T. C. 95 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 107. July 1936)

Analyzes the 924 reaction tests to two types of biography given in four rural high schools, three town and two city high schools. Finds that the students prefer the formal type of biography, the type that praises rather than condemns; that the city students showed the strongest tendency to accept the new type and the rural students the least tendency; that the method of presenting the facts has a greater influence than the so considered undesirable facts; and that most biographies are adapted to high-school use.

982. Freeland, H. C. An experimental course for social science in junior high school. Master's, 1936. Peabody. 122 p. ms.

Studies the integration and correlation of subject material with emphasis on learning activities and outline.



983. Hurley, Forrest L. Some significant social concepts held by Fort Worth elementary school children. Master's, 1936. Colo. St. Coll.

984. McCorkle, Margaret Gartrye. Collectivism and indoctrination in the teaching of the social studies. Master's, 1935. Peabody. 75 p. ms.

985. Meierdierks, George Otto. The place of the social sciences in the program of the graduates of certain high schools of Chicago. Master's, 1936. Chicago. 89 p. ms.

Finds that tradition has a very dominant part in influencing policies and practices, but that there is some evidence of unrest and change, particularly in connection with the curriculum.

986. Mitchener, B. J. Social studies testing in a progressive system in social studies. Columbus, Ohio state university, 1936. (Colorado state college of education)

987. Murphy, Frederic Coleman. An investigation of the effect of the social studies curriculum upon 50 attitudes. Master's, 1936. Maine.

988. Nietz, J. A. Guiding principles in teaching the social studies. Education, 56:5, 314, January 1936. (University of Pittsburgh)

989. O'Connor, John E. A study of the trends, developments, and present status of special methods in social studies. Master's, 1936. Ind. St. T. C. 119 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 7: 134-35, July 1936)

Attempts to determine the trends and developments in the social studies in regard to curriculum, methods, objectives, materials, and the teacher of the social studies, and to determine the present status of special methods courses in the social studies. Shows that socio-civic efficiency is not stressed as a major objective of the social studies in representative teacher-training institutions throughout the country; that the shift in objectives has necessitated radical changes in methods and created a need for more elaborate equipment and better teaching; and that supervising teachers are given little part in the administration and teaching of special methods courses.

990. Perry, James Randall. The development of the social sciences in the public schools of Michigan. Master's, 1935. Chicago. 92 p. ms.

991. Price, Troy Howard. A survey of junior high school courses of study in social science, general science, and mathematics. Master's, 1936. Texas.

992. Rporbach, Agnew Ogilvie. The development of the social studies in American secondary education. Doctor's, 1936. Pennsylvania.

993. Shutts, Cecil Calvert. A program for the teaching of the social studies for the state of West Virginia. Master's, 1936. Ohio Univ. 175 p. ms.

\*994. Tidrick, Lawrence James. The social attitudes of social science teachers: a comparative study of such teachers in the secondary schools of New York state. Doctor's, 1936. New York. 313 p. ms.

Attempts to determine whether or not the teachers of the social sciences in the secondary schools are informationally and attitudinally qualified to assume leadership in the movement for civic training and social reconstruction through education. Finds tendencies and deficiencies which need to be corrected before the school can successfully assume responsibility for leadership in producing a citizenry equipped to deal with the social, economic, and political issues of the United States. Finds that teachers tend toward conservatism, and that their liberalism varied according to the type of issue considered in the item; that teachers who had completed the larger number of social science courses above the secondary level were the most consistent in their thinking and attitudes; that the size of the school in which the teacher is employed is a significant factor in determining the probable degree of liberalism or conservatism.



995. **Turner, Rex H.** Factors conditioning the presentation and discussion of controversial issues in the social studies. Doctor's, 1936. California.

Finds that a legal basis is provided which has been used and may be used to prevent the presentation of controversial issues; that social studies courses neither prevent nor encourage the discussion of controversial issues; that teachers of social studies present about half of the sampling of controversial issues for class discussion; that one-half of the teachers feel that should they give full and adequate discussion to the issues they present, pressure would be brought to bear; that the closeness with which a teacher feels it necessary to follow the course of study has a marked influence on the presentation of controversial issues; that outside interests feel it their privilege to dictate to teachers and administrators as to what issues should not be presented; that two out of three teachers feel they should be privileged to present their own weighed conclusions on an issue; that text and supplemental books having the greatest value for the study of controversial issues are the least used; and that magazines are provided by the school systems in such meager quantities as to make them practically inaccessible to social studies pupils.

†996. **Upshall, C. C.** A study of the assignments made by instructors in social science, science, English, and educational measurements during the fall quarter of 1932-33. Bellingham, Washington state normal school, 1936. 21 p. ms. (Bureau of research studies no. 52)

997. **Ward, Scott F.** A study of allusions to certain topics in social studies. Master's, 1936. Colo. St. Coll.

998. **Watson, W. M.** Survey of the literature on social activities in education. Master's, 1936. Drake. 36 p. ms.

Shows that there have been radical changes made from the traditional school; that there has been a gradual shifting of aims; that this shifting of aims has been due to the part psychological and sociological principles play in the set-up; and that there is no fixed procedure to follow in teaching social studies as much depends on initiative and individuality.

999. **Wood, Chester William.** Comparative gains made by classes using fused and divided content in twelfth grade social science. Master's, 1936. Iowa. 48 p. ms.

#### GEOGRAPHY

1000. **Congdon, Nora A.** Differences in the achievement in geography, civics, history, and general science of teachers college entrants from different sections of the country and from rural and urban populations. *Journal of experimental education*, 5: 274-77. March 1937. (Colorado state college of education)

Examines the results of the 1935-36 Teachers college personnel association testing program, and finds that freshmen entrants in the East tested relatively lower in geography and general science than they did in civics and history. Data indicate that the section of the country from which they come and the size of the population units from which they come affect their test scores.

1001. **Curtis, Dwight K.** The geological interpretation of geography in the intermediate grades of the elementary school. Master's, 1936. Iowa. 158 p. ms.

1002. **Emry, June.** Relating fields of knowledge to training for social intelligence with illustrations from geography. Doctor's, 1936. Oregon. 105 p. ms.

Discusses the meaning of general education, the apparent goals of education, the definition of social intelligence, the social problems in which social intelligence is called into play; organizes a course of study in geography; analyzes an illustrative problem; and presents an outline for field work in geography.

1003. **Flanagan, Mary V.** Study of the ability of third grade children to understand geography. Master's, 1936. Iowa. 165 p. ms.

1004. **Klose, S. Ellen.** The development of concepts of geographic terms. Master's, 1936. Chicago. 205 p. ms.

Finds from study of textbooks covering period, 1896-1935, that the tendency has been toward less emphasis on definitions and greater emphasis on description, opportunity for self-expression, and exercises.

1005. **Laderman, Jack.** A study of the distribution of "student's" ratio for samples drawn from non-normal universes. Master's, 1935. Columbia.

1006. **McAshan, Marjorie Cummings.** Teaching the geography of the ABC countries by problems. Master's, 1935. Peabody. 132 p. ms.

1007. **McLaughlin, Katherine Ruth.** A comparison of the results on reading ability of two methods of teaching geography and history. Master's, 1936. N.Y. St. Coll. for Teach. 23 p. ms.

1008. **Marsh, Leta Lucille.** Present trends in geography teaching in the junior-high school. Master's, 1936. Peabody. 83 p. ms.

Shows that geography as a special subject is found in at least the seventh grade of most schools and fused courses are found in the other schools. Fewer geography courses are found in eighth and ninth grades. Location and size of cities have no relationship to the type of curriculum in use in the cities. The modern geography places much stress on the human element and has for its objectives, practical, moral, and cultural aims. The schools show little agreement as to the content and organization of subject matter in the junior high school, but do show agreement as to the desirability of activity, both mental and physical, on the part of the pupils.

1009. **Miller, Ruth Barbara.** A study of the relative value of the influence of the amount of supervision on the effectiveness of teaching intermediate grade geography. Master's, 1936. Johns Hopkins.

1010. **Moorehead, Blanche L.** Values of travel literature in the teaching of geography and ways of realizing them. Master's, 1936. Ohio State. 122 p. ms.

1011. **Reeder, Edwin H.** Some points of view on teaching of geography. Ann Arbor, Mich., Edwards brothers, 1936. (University of Vermont)

1012. **Robins, Martha.** The combination of geography and history in the schools of the United States. Doctor's, 1935. T. C., Col. Univ.

Presents a history of the teaching of geography and history in the American schools, with a brief history of the teaching of these subjects in England and Germany, and shows that the idea of teaching these subjects as one course originated in Europe.

1013. **Schatz, A. Herman.** The place of geography in the secondary school curriculum and its status in the larger high schools in the North central district. Master's, 1936. South Dakota. 58 p. ms.

1014. **Scully, Dorothy R.** International mindedness and some correlated variables with specific reference to geographic ability. Master's, 1936. Washington Univ. 68 p. ms.

1015. **Wiese, Edna Louise.** A case study of reading comprehension difficulties in geography. Master's, 1936. Iowa. 1564 p. ms.

#### HISTORY

1016. **Alexander, William M.** Critical summary of selected periodical articles, 1929-1936, on problems of teaching history. Master's, 1936. Peabody. 99 p. ms.



1017. **Badger, William V.** The use of sources in teaching history. Master's 1936. Peabody. 93 p. ms.

Surveys history teaching as related to use of sources; the opinions of some writers on use of sources in secondary schools in England, France, and Germany; the opinion of authorities concerning objectives and kinds of sources to be used. Finds a gradual evolution of pedagogical theory and its applications from ancient times to the present; suggests sources in the teaching of history; finds agreement among many authorities and investigators that sources in printed form are necessary for best instructional procedures in teaching history, and that a new interest for the use of sources in printed form has manifested itself as investigators have attempted to measure teaching outcomes.

1018. **Barto, Harold E.** A course of study for world history. Master's, 1936. Idaho. 277 p. ms.

1019. **Butterfield, Albert.** A study of the relative effectiveness of two methods of teaching history. Master's, 1935. Michigan.

1020. **Davis, Katherine Fite.** The industrial revolution: a unit of instruction in world history. Master's, 1936. Peabody. 60 p. ms.

1021. **Featherstone, Charles M. jr.** Established objectives and pupil objectives in American history in secondary schools of greater Boston. Master's, 1936. Boston Coll.

1022. **Goodall, Ruth F.** The extent of similarity between 10 printed courses of study in the history of the United States for the junior high school. Master's, 1935. Michigan.

\*1023. **Green, Henry Clifford.** A proposed course of study in American social life for the continuation school. Master's, 1935. New York. 53 p. ms.

Presents a course of study in two parts, the first of which is designed for pupils below the junior high school level and outlines American history from the period of exploration and introducing industrial life about the beginning of the nineteenth century in the American colonies. The second course of study is intended for pupils of the junior high school level and above, and presents material on economics, industrial history, and economic citizenship.

1024. **Gunseul, Ruth L.** Grade placement of biographical reference material. Master's, 1936. Colo. St. Coll.

1025. **Hazard, Leah Stevens.** A study of workbooks for use in American history in the senior high school. Master's, 1936. Michigan.

1026. **Hensley, Estille R.** Pupil comprehension of place location data in senior high school American history. Master's, 1936. Iowa. 140 p. ms.

1027. **Horton, John Lester.** A survey of certain trends in high school history teaching. Master's, 1935. Brown.

1028. **Hume, Levera Fowler.** A syllabus for correlating junior high school history and literature. Master's, 1935. Peabody. 60 p. ms.

1029. **Jeidy, Pauline.** A study of the ability of sixth-grade children to comprehend biographically descriptive words and phrases in historical content. Master's, 1936. Iowa. 305 p. ms.

1030. **Jones, Lewis Arthur.** A natural method of organization and presentation of American history since 1800. Master's, 1935. Ball, St. T. C. 299 p. ms.

Determines the possibility of organizing American history around movements from the teaching point of view. Develops a unit-illustration of directed study as an adaptation of the Morrison formula for the teaching of social science at the eighth grade level. Indicates that movements provide natural cores for the organization and presentation of American history since 1800.



\*1031. **Kynoch, Madeleine West.** Appreciation units in United States history. Master's, 1936. Boston Univ. 101 p. ms.

Presents three units as suggestions to teachers as to the type of material that may be included in a course in United States history in order that students may acquire an interest in and appreciation of history which will be carried over into adult life.

1032. **Lovitt, Mary Louise.** Inventions as a unit of instruction in world history. Master's, 1936. Peabody. 95 p. ms.

1033. **Miller, Perry J.** Outlining as a study technique in teaching seventh and eighth grade history. Master's, 1936. Ball St. T. C. 106 p. ins.

Describes a rotated group experiment conducted in two grades in a small town school, in which two standardized history tests and one standardized reading test were used to measure the semester gains. Finds that the average class gains in the experimental semester were larger than those of the control semester although the difference in gains was not significant statistically.

1034. **Mitchell, Lila May Barnett.** History courses in colored colleges and universities. Master's, 1936. Chicago. 64 p. ms.

Analyzes offerings of 50 institutions offering 582 courses.

1035. **Morrison, Ernest R.** The underlying principles and facts which have been basic in shaping United States history. Master's, 1935. Ind. St. T. C. 75 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 7: 114-15, July 1936)

Attempts to show the way in which United States history can be made more interesting and vital, and to determine and evaluate a list of principles and facts which might be used as the basis of a correlated course in United States history, based on a study of courses of study, textbooks, magazine articles, and books on methods of teaching history.

1036. **Moser, Leslie W.** A survey of American history knowledge by seniors in South Dakota high schools, and an analysis of factors determining it. Master's, 1936. South Dakota. 39 p. ms.

1037. **Moss, A. J.** Transportation as a unit of instruction in world history. Master's, 1936. Peabody. 52 p. ms.

1038. **Moss, Frances Neil.** History in story. Master's, 1936. Peabody. 120 p. ms.

Presents stories of historical interest from the early Vikings to the American revolution showing events which lead to colonization in America as a means of acquainting fourth grade children with events of history.

1039. **Parker, Mrs. Bertha Jimmie.** An analysis of professional literature and a set of units for ninth grade world history. Master's, 1936. Texas.

1040. **Plumb, Kathleen Grace.** Materials for teaching early local history in Pinellas county, Florida. Master's, 1936. Peabody. 206 p. ms.

Shows that facts from scattered written sources and stories of pioneer citizens were recorded for use by fifth grade children in Pinellas county schools.

1041. **Bolke, Sanford D.** Pupil information bearing on important topics in American history, 1492-1600. Master's, 1936. Iowa. 103 p. ms.

1042. **Shoop, Clarence Koons.** Influence of systematic teaching of American history on the concepts of pupils in grade seven. Master's, 1936. Chicago. 72 p. ms.

Finds that 238 pupils had definite concepts on 80 percent of a list of statements and in spite of teaching retained 92 percent of their concepts over a school year.

\*1043. **Soles, Geraldine Agnes.** The problem unit as a basis for twelfth grade history class work. Master's, 1935. Boston Univ. 97 p. ms.

Attempts to show the proper management of the problem procedure in a course in American history and civics by using the difficult period following the financial crash of



1929 and the various plans for counteracting the depression, stressing especially the National recovery act and the Tennessee valley authority.

1044. Thompson, Betty Jean. The effectiveness of drill on basic study skills in American history. Master's, 1936. Iowa. 84 p. ms.

1045. Vaughan, Lenice Evelyn. A basis for organizing world history. Master's, 1935. Peabody. 62 p. ms.

Finds that a division of content into topical units would make world history more meaningful than the conventional chronological organization.

1046. Watts, Charles Bollin. A study plan of the Chickamauga campaign. Master's, 1936. Peabody. 59 p. ms.

Presents a method of teaching a military campaign to a high-school history class.

1047. Wiand, James Robert. Interest and its significance for the teaching of history. Master's, 1936. Ohio State. 73 p. ms.

Finds that history as a school subject must be taught so that the student realizes the relevancy of the historical materials to his own interests and purposes.

\*1048. Zand, Walter Paul. Preparation of teachers of history for the secondary schools in teachers colleges. Master's, 1936. New York. 68 p. ms.

Analyzes the courses of study in 50 teachers colleges in 32 states as to the content and organization of courses in history, in professional subject matter, in academic subject matter for majors in history which is required, and required courses for those preparing to teach history, and as to credit hour requirements in academic and professional subject matter.

#### CIVICS

\*1049. Archibald, Herbert Hildreth. Citizenship training in high schools. Master's, 1936. Boston Univ. 84 p. ms.

Analyzes replies to a check list on training for citizenship in high schools which were received from 93 high schools in Massachusetts, and from 26 high schools in other states. Recommends that the old general or academic curriculum be discarded and in its place a civic curriculum be inserted with emphasis placed on three core subjects closely related to the pupils' environmental experience; and that the program of social studies be enlarged and that pupils follow the study of social studies with a practical laboratory plan of "living citizenship."

1050. Brezeale, Albert Haynie. A proposed program of public relations for small Texas schools. Master's, 1936. Texas.

1051. Bryan, Lena. Citizenship reporting in selected high schools of Nebraska. Master's, 1936. Nebraska. 89 p. ms.

Analyzes questionnaires from 15 Nebraska superintendents, showing their reactions to citizenship reporting. Studies the citizenship data called for on 128 report cards now in use in detail. Finds that the citizenship report is made by combined faculty judgment, that citizenship grades affect participation in extracurricular activities, scholarship awards, and graduation.

1052. Burkholder, Christian K. Civic information and attitudes of boys and young men in two Nebraska correctional institutions. Master's, 1936. Nebraska. 95 p. ms.

Gives Hill tests to boys and young men in State industrial school for boys at Kearney, the Young men's reformatory at Lincoln, and to a group of high-school boys. Finds little difference in ability of correctional groups and a high-school group to answer questions; that those with the highest intelligence possessed more civic information; and that all groups ranked higher on attitude test than on information test.

1053. Cobb, Hiram G. The development of a program of economic citizenship training for the secondary school. Master's, 1936. Iowa. 69 p. ms.

1054. Escue, Ella Craig. Course of study for problems of democracy in high schools. Master's, 1936. Okla. A. & M. Coll.

1055. **Estel, Gretchen.** The effectiveness of drill on basic study skills in civics. Master's, 1936. Iowa.

1056. **Fall, Paul A.** A critical treatment of the concept of democracy: its clarification and implications for the social sciences. Doctor's, 1936. Ohio State. 208 p. ms.

† 1057. **Frederick, Robert Wendell and Sheats, Paul H.** Citizenship education through the social studies: a philosophy and a program. New York, Row, Peterson and company, 1936. 312 p. (New York State college for teachers)

Discusses the social studies in retrospect, ways of interesting students in the welfare of man, teaching pupils to think, the basis on which subject matter for the social studies program may be selected, organization of the subject matter for teaching, organization of the subject matter in courses for the different grades, the nature of the social studies textbook, equipment and materials necessary for the social studies laboratory, the education of social studies teachers, and testing in the social studies.

1058. **Gardner, Eppie Mary.** Learning units in problems of democracy. Master's, 1935. Peabody. 109 p. ms.

1059. **Haehn, Alma A.** A study of the methods and techniques of teaching current events in secondary schools of Kansas. Master's, 1936. Kansas.

1060. **Jones, Howard S.** Knowledge of contemporary affairs possessed by seniors in College of education at University of Minnesota. Master's, 1936. Minnesota. 251 p. ms.

1061. **McAlpine, Charles Vernon.** The content of civic courses in junior high schools. Master's, 1936. Chicago. 66 p. ms.

Finds an amazing variety of materials used in civics in junior high schools.

\*1062. **Reilley, Albert Gerald.** Are high school seniors interested in things political? Master's, 1936. Boston Univ. 124 p. ms.

Discusses the democratic form of government of the United States. Constructs and evaluates a test of political interests, and discusses the results of the test when given to 672 seniors in high school in Massachusetts. Finds that high-school pupils show a very small degree of interest in politics, and that such interests can be developed if school authorities make definite provision for such development.

1063. **Sanders, Herschel W.** A program for teaching citizenship through athletics based upon practices in Clinton county, Ohio. Master's, 1936. Ohio State. 132 p. ms.

1064. **Scott, Madelyn Claire.** Effect of knowledge of specific goals on the accomplishment of pupils in American government. Master's, 1936. Chicago. 79 p. ms.

Finds that use of "goals of achievement" affect accomplishment in the study of American government.

1065. **Scully, Mark F.** Political democracy in America as a unit of instruction. Master's, 1936. Peabody. 76 p. ms.

Presents a unit in the origin and development of American democracy.

1066. **Shannon, Emily Lucey.** An experiment with a new civic curriculum for the secondary school. Master's, 1936. Boston Coll.

1067. **Snodgrass, Harry V.** A textbook validation of objective test exercises in junior high school civics. Master's, 1936. Iowa. 284 p. ms.

#### ECONOMICS

1068. **Grossman, Doran H.** A curriculum study in the problems of abundance versus scarcity. Master's, 1936. Colo. St. Coll.



1069. **Macomber, Freeman Glenn.** A placement study in secondary economics. Doctor's, 1936. Stanford. (Abstract in: Stanford University. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1937-36: 198-203)

Describes a study conducted in four California high schools in the cities of San Jose, Santa Cruz, Palo Alto, and Redwood City, and in two classes in the State college in San Jose, in which units were taught on the problems of price, money, and banking in the economics course. Indicates that most of the economic concepts of the units taught are of too great a degree of difficulty for any but the higher ability students of the high school and the lower division of the college, given present teaching procedures and time allotments.

### PSYCHOLOGY

\*1070. **Abel, Lorraine B.** The effects of shift in motivation upon the learning of a sensori-motor task. Doctor's, 1936. Columbia. New York, 1936. 57 p. (Archives of psychology, no. 205)

Describes experiments conducted with three control and two experimental groups of children in the fourth, fifth, and sixth grades of P. S. 166, New York city, to determine the effects of motivation shifting from no reward to material reward and from verbal reward to material reward on these children, in the use of the Warden multiple U maze, finger type. Finds that on the whole certain rewards produce more efficient learning than others; that the standardized verbal reward lost much of its motivating power when repeated more than three or four times; that the temporal position of the goal object is of greater importance than the number of times it is received by the individual; and that the goal object stimulates effort and initiates activity in proportion to its value as a goal to the subject.

1071. **Alter, Jaime.** The reliability of nonsense syllables as presented by a group technique. Master's, 1936. Kans. St. T. C., Emporia. 34 p. ms.

†1072. **Anastasi, Anne.** The influence of specific experience upon mental organization. Genetic psychology monographs, 18: 245-355, August 1936. (Barnard college)

Describes an experiment conducted with 200 sixth grade school children to alter a factor pattern by a brief, relevant, interpolated experience, in which five tests were administered on two successive days to the children, and after a lapse of 13 days, parallel forms of the tests were administered. Finds that factor patterns may be experimentally determined, and that factor patterns will differ in the same subjects at different times, as well as from one population to another.

1073. **Anderson, Herman Lyman.** Does the correlation between intelligence and learning increase as the complexity of the learning problem increases? Master's, 1936. Utah.

1074. **Bierstedt, Robert.** The culture concept: a methodological problem. Master's, 1935. Columbia.

1075. **Blickenstaff, Lloyd Curtis.** The historical development of the doctrine of interest with its educational implications. Master's, 1936. Indiana. 75 p. ms.

\*1076. **Block, Helen.** The influence of muscular exertion upon mental performance. Doctor's, 1936. Columbia. New York city, 1936. 50 p. (Archives of psychology no. 202)

Studies the effect of voluntarily induced muscular contraction on speed and accuracy of human performance at tasks of varying difficulty as shown by 15 male subjects. Constructs an apparatus allowing the subject to exert a stated amount of hand or foot pressure at the same time that he does mental work. Finds widespread and inconsistent individual differences in all of the tests under all exertion conditions.

1077. **Brown, James Earl.** Guidance implications in certain courses in psychology. Master's, 1935. T. C., Col. Univ. 40 p. ms.



1078. **Burrows, Constance.** Some philosophical implications of three modern schools of psychology. Doctor's, 1936. Southern California.

Analyzes behaviorism, G6stalt psychology, and psycho-analysis, to determine their epistemological, ethical, and metaphysical implications, and to suggest where agreement in psychology exists. Finds that differences may be accounted for by the varied degrees of simplification, methods of approach, principles of description, and by special emphases and units of investigation; that each school may be regarded as supplementary, not contradictory; and unity may be achieved by reduction of the various results to terms of universal intelligibility.

1079. **Campbell, Albert Angus.** An experimental analysis of ease of conditioning in man. Doctor's, 1936. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1935-36: 173-75)

Describes an experiment in which 49 college students were subjected to procedures designed to condition three human reflexes. Shows that as determined from the conditioning of these three reflexes, ease of conditioning is a specific measure, and adds a further indication of the functional similarity which has previously been shown to exist between conditioning and motor learning.

1080. **Carroll, Benjamin E.** Translations of Arthur Kronfeld's *Psychologie in der Psychiatrie* and Karl Birnbaum's *Soziologie der Neurosen*. Master's, 1936. Ohio State. 300 p. ms.

1081. **Challman, Robert Chester.** An experimental study of resistance to impulse in normal and subnormal children of the same mental age. Doctor's, 1936. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1935-36: 176-78)

Compares 96 normal and 96 subnormal boys selected from public schools, of the same mental age, to evaluate the roles played by chronological and mental age in resistance to impulse. Shows that within the normal group, resistance to impulse showed a positive correlation with maturity in four of the six tests used, no relation in the fifth, and a negative correlation in the sixth; that in the subnormal group resistance bore a slight positive relationship to mental age in one test only and to chronological age in one test only, and that the remaining tests were unrelated to either mental or chronological age; that there was no consistent tendency for the children with higher mental ages to be more resistant to impulses.

\*1082. **Cook, Edgar Marion.** An analysis of the methods used in solving a rational learning problem. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 35 p. (Contribution to education, no. 174)

Describes an experiment conducted with 40 men and 40 women students of at least sophomore standing, at Carson-Newman college in which their methods of solving a rational learning problem were analyzed. Finds significant sex differences on all factors of the rational learning test. Shows that individuals vary widely in their manner of solving the rational learning problem, that a definite plan of attack is better than a hit or miss procedure, and that more provisions for making special associations in the learning of such subjects as history and geography would be of value.

1083. **Cooper, Aubra Bennett.** Learning and forgetting in fast, normal and slow groups of children in the sixth and seventh grades. Master's, 1936. Michigan.

\*1084. **Elliott, Frank B.** Memory for visual, auditory, and visual-auditory material. Doctor's, 1936. Columbia. New York city, 1936. 59 p. (Archives of psychology, no. 199).

Attempts to determine the memory effectiveness of advertising trade names presented to the eye by means of a projector and screen, to the ear by means of a public address system producing the effect of radio, and to the eye and ear simultaneously by screen and radio combined under conditions similar to television, when given to college and non-college groups, and to men and women. Finds that the auditory method



is superior to the visual method, that the college group remembers more than the non-college group, and that men remember more than women, and that the visual-auditory method is superior to the others.

1085. Friend, Ruth. Study of methods to produce independent thinking and creative activity in the second grade. Master's, 1936. Colo. St. Coll.

\*1086. Fuller, John Eastman. A verification of the thought process through an analysis of wit. Master's 1935. Boston Univ. 42 p. ms.

Discusses the unique position of man, the present status of psychology, presents a hypothesis of the fundamental thought process, wit, and the sequence, examples of humor by category, and an analysis of wit.

1087. Furman, Sylvan S. The effects of noise on mental work in 12-year-old boys. Master's, 1935. Columbia.

\*1088. Gillette, Annette L. Learning and retention: a comparison of three experimental procedures. Doctor's, 1936. Columbia. New York, 1936. 56 p. (Archives of psychology, no. 198)

Compares results of equal amount learned, equal opportunity to learn, and adjusted learning techniques on retention and relearning, and finds that the three methods do not contradict each other, and that the fast learner is the better retainer.

1089. Green, James Pat. Intercorrelation between factors involved in the study of the rate of learning motor skills. Master's, 1936. Texas.

1090. Hance, R. T. Teaching Mendelism to the blind. Journal of heredity, 27: 1936. (University of Pittsburgh)

1091. Herrick, Virgil E. The study of general and specific attitudes. Doctor's, 1936. Wisconsin.

1092. Holcomb, Richard L. A study of certain factors related to the development of handedness. Master's, 1936. Iowa.

1093. Jackson, Faye Suzanne. A study of the imagery of an adult Eidetiker. Master's, 1936. Texas.

†1094. Judd, Charles Hubbard and others. Education as cultivation of the higher mental processes. New York, The Macmillan company, 1936. 206 p. (University of Chicago)

Discusses the relation between recall and higher mental processes; language and relational thinking; the number system and symbolic thinking; algebra, a system of abstract processes; the content of secondary school courses in the natural sciences as revealed by an analysis of textbooks; results of tests of scientific thinking; learning as acquisition of specific items of experience and as organization of experience; and applications of the psychology of the higher mental processes.

1095. Knox, George W. Gestalt dynamics as contrasted with the concepts of other schools. Master's, 1936. Ohio State. 90 p. ms.

1096. Lally, Brother A. Victor. The interpretation of personality in several schools of the "new" psychology. Doctor's, 1935. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 32-34)

Studies the interpretations of personality in the works of E. S. Woodworth, and of William McDougall, and analyzes the Gestalt school of psychology.

1097. Lewis, Annette Lucille. The range and distribution of questions from certain measures of personality within the classification of children's disorders as presented by Howard and Patry. Master's, 1936. Ohio State. 62 p. ms.

\*1098. Lough, Orpha Maust. The effect of functional periodicity on the learning process. Doctor's, 1936. New York. 343 p. ms.

Studies the effect of the physiological changes taking place during the menstrual cycle of young, unmarried women between the ages of 17 and 25, who are high-school graduates, and who are enrolled in the first 3 years of a curriculum of college grade, who are from families of approximately the same social and economic status, and who reside within commuting distance of New York City. Finds that mental efficiency is not lowered during any of the phases of the menstrual cycle.

1099. Lubow, Louis. Effect of the removal of incentive after learning on the stability of the maze habit. Master's, 1935. Columbia.

1100. Luke, Orral Stanford. To investigate the effect of training in mathematics as transferred to rational learning. Master's, 1936. Utah.

1101. McCollom, Thomas G., jr. The relation of mechanical ability to other factors in school progress. Master's, 1936. Temple. 138 p. ms.

Studies the relation between mechanical ability and general intelligence, school achievement in general and in special subjects, in 97 pupils of grade 7A, Haverford township junior high school, September 1934. Finds that correlation between mechanical ability and those other factors involved in school progress are, in general, insignificant.

1102. McMullen, Frances Drewry. The meaning of the IQ as interpreted in a progressive school conducted at Buston Country day school. Master's, 1935. T. C., Col. Univ. 52 p. ms.

Studies 24 pupils in a private progressive school divided into three equal groups on the low, high, and mid IQ level to determine the inter-relations of the IQ level on their functioning in academic work, practical activities and creative arts, and on social adjustment, emotional adjustment, and personal equipment. Finds that favorable personality factors may raise achievement above the level expected from the low and mid IQ.

1103. McPike, Mary Caroline. A study of the imagination in children in the third, fifth, and eighth grades. Master's, 1936. St. Louis. 50 p. ms.

Studies the differences of imagination among third, fifth, and eighth grade children, and the relationships between imagination and sex, chronological age, mental age, IQ, school achievement, vocabulary, and knowledge of literature in pupils in the Franz Sixel public school in St. Louis. Finds that the pupils tended to use active imagination, that boys excelled girls, and that the most intelligent and the least intelligent appeared to be the most imaginative.

\*1104. Marks, Eli S. Individual differences in work curves. Doctor's, 1935. Columbia. New York, 1935. 60 p. (Archives of psychology, no. 186)

1105. Menge, J. Wilmer. The validity of trait names as applied to trait actions. Master's, 1936. Michigan.

+1106. Miles, Walter B. Psychological studies of human variability. Princeton, Psychological review company, 1936. 415 p. (Psychological review publications, vol. 47, no. 2. Psychological monographs, no. 212. Dodge commemorative number)

Contents: Experimental studies on children, experimental studies on adults, experimental studies on visual functions, and historical and theoretical studies.

1107. Morgan, Willie Gay. A study of fear. Master's, 1936. Birmingham-Southern. 71 p. ms.

1108. Neufeld, Arloine. Study of ability to infer. Master's, 1936. Washington Univ. 49 p. ms.

1109. Porter, E. H. The influence of a period of incidental learning upon subsequent learning with intention. Master's, 1936. Oregon.



\*1110. **Ray, Joseph James.** The generalizing ability of dull, bright, and superior children. Doctor's, 1936. Peabody. Nashville. George Peabody college for teachers, 1936. 109 p. (Contribution to education no. 175)

Describes an experiment conducted with eighteen 12-years-old children from public and private schools in Nashville, Tenn., to determine what differentiating effect levels of intelligence would have on ability to generalize in a series of problem situations: to devise a series of problems that would be primarily meaningful and that would yield to a generalizing process. Evolves a portable exposure and recording apparatus which enabled the experiment to be conducted out of the laboratory.

\*1111. **Rowland, Loyd W.** The somatic effects of stimuli graded in respect to their exciting character. Doctor's, 1935. Chicago. Chicago, University of Chicago libraries, 1936. 15 p. (Reprinted from Journal of experimental psychology, 19: 547-60, October 1936)

Describes experiments conducted with college men to determine the somatic effects of stimuli graded as to their exciting character.

1112. **Rush, John J.** A study of the effects of education on superstition. Master's, 1936. Ind. St. T. C. 43 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 118-19, July 1936)

Analyses replies to a questionnaire filled out by 200 sixth grade, 200 twelfth grade pupils, and by 200 adults in Illinois and Indiana to determine the extent to which education has influenced superstitious beliefs. Shows that twelfth grade pupils are less superstitious than sixth grade pupils; college students are less superstitious than either of the grade school pupils; that older people are more superstitious than younger pupils; that women are more superstitious than men; and that although a large percentage of people do not believe many of the superstitions they use them rather freely; and that education has eliminated belief in superstitions to a noticeable extent.

\*1113. **Sells, Saul B.** The atmosphere effect: an experimental study of reasoning. Doctor's, 1936. Columbia. New York, 1936. 71 p. (Archives of psychology, no. 200)

Describes a preliminary investigation and three experiments conducted with adults employed as subjects on an adult learning project at Teachers college, Columbia university, and an experiment conducted with seven college graduates who were untrained in logic and in psychological investigation, and four graduate students in psychology but untrained in logic, to check the validity of the atmosphere hypothesis and to analyze the conditions of the atmosphere effect in reasoning with formal syllogistic problems.

1114. **Sleet, Rebecca.** Factors affecting delayed recall in high school pupils: a study in "reminiscence." Master's, 1936. Cincinnati.

1115. **Sloan, William.** An analysis of 12 girls' intelligence, learning and emotional reactions. Master's, 1936. Peabody. 69 p. ms.

Attempts to determine the relationship between intelligence, learning, and emotional stability, and finds that the nature of the data does not permit conclusions as to definite relationships.

1116. **Stills, Katie N.** Pleasantness and unpleasantness of early memory content as related to problems of behavior. Master's, 1935. Michigan.

1117. **Sumner, Ruth Grimes.** The pertinence of studies concerning the emotions for the classroom teacher. Master's 1936. Stanford.

1118. **Waits, John Virgil.** The law of effect in the retained situation. Doctor's, 1936. T. C., Col. Univ.

Describes an experiment in which 20 educated adults were used as subjects, each of whom completed five trials a day on 12 successive days, with the learning material and the key of rights changed daily. Finds that punishment has little value in furnishing information which the subject may utilize at subsequent trials, and that punishment does not cause the elimination of wrong responses; that learning seems best explained as a function of rewards alone. Indicates that in a study of rewards and punishments, it is important to take into consideration the specific connections involved.



\*1119. **Waskom, Hugh L.** An experimental analysis of incentive and forced application and their effect upon learning. Doctor's, 1936. Indiana. Journal of psychology, 2: 393-408, October 1936. (Abstract)

Analyzes the behavior of human subjects, students in Indiana university, under definite instructions and before a constant situation. Finds that learning under incentive instruction is greatly facilitated, and that learning under forced application instructions is greatly hindered.

1120. **Watson, Robert Irving.** The retention of classroom material. Master's, 1935. Columbia.

1121. **Weedon, Vivian Faye.** An investigation of some of the difficulties involved in evaluating the development of interest. Doctor's, 1936. Ohio State. 272 p. ms.

1122. **Weiss, D.** German contributions to the study of reasoning. Master's, 1936. Coll. of the City of N. Y. 104 p. ms.

Presents an integrated study of the German contributions to knowledge of the psychology of reasoning, covering the period from 1901 to date and analyzes the aims, methods, and findings of the Wuerzburg, Syllogistic, and Gestalt schools.

1123. **Winter, Robert G.** Guidance in teaching and learning how to learn. Master's, 1936. Ohio State. 86 p. ms.

Attempts to determine what the teacher should know about the literature dealing with learning. Finds that since learning is specific no definite rules can be followed in teaching pupils how to learn; that general rules which may be followed can be used in any and all courses of study; and that certain rules can be advanced for students to follow in effective study.

#### MUSIC EDUCATION

1124. **Banta, Ralph.** A survey of entrance credits presented in music at the Michigan State normal college in 1929 and 1934. Master's, 1935. Michigan.

1125. **Barker, Max.** Problems in arranging Mozart's *Sonata* (K311) for high school band. Master's, 1936. Iowa.

1126. **Bloomfield, Victor.** A comparative study of the scholarship between Detroit intermediate school pupils who are especially interested in music and pupils who are not especially interested in music. Master's, 1936. Michigan.

1127. **Carr, Guy L.** Financing the public school band in Oklahoma. Master's 1936. Okla. A. & M. Coll.

Attempts to ascertain the methods and practices utilized by a sampling of 58 Oklahoma public-school band directors in financing their bands. Compares these practices with those of an equal number of public-school bands in 21 other states. Finds that 82 percent of the Oklahoma school band directors have their salaries paid by the school board, that supplementary funds are raised by public entertainments to which admission is charged, and secured from organizations of parents. Large enrollments and voluntary support given by the community show the value of these organizations, indicating that the bands deserve more adequate support from tax funds than they are now receiving.

1128. **Carstens, Annafreddie.** Survey of music materials preferred by grade school children in various schools of the state of Washington. Master's, 1935. Washington. 38 p. ma.

\*1129. **Clement, Stanley Francis.** The correlation of music with other subjects in 90 junior high schools of Massachusetts. Master's, 1936. Boston Univ. 97 p. ma.

Analyzes replies to a questionnaire sent in by 990 teachers representing the English, social studies, art, foreign languages, physical education, science, mathematics, and music fields in 90 junior high schools in 63 cities and towns in various parts of Massachusetts. Finds a lack of cooperation between the members of any one department, and between the various departments and the music department.



1130. Cline, Sarah Yancey. An analysis of certain correlations between music and art appreciation. Master's, 1936. Cincinnati.

1131. Collins, Blanche R. The syllable and the non-syllable methods of teaching sight singing in the primary grades. Master's, 1936. Colo. St. Coll.

1132. Collins, Thomas. Problems in arranging selected episodes from Wagner's *Ring des Nibelungen* for symphonic wind band. Master's, 1936. Iowa.

1133. Connette, Earle. A survey of the preparation of public school music teachers in state universities, liberal arts colleges, conservatories of music, and teachers colleges of the United States. Master's, 1935. Ind. St. T. C. 176 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 110-111, July 1936)

Analyzes the 1933-34 bulletins of 24 state universities, 21 teachers colleges, 14 liberal arts colleges, and 8 conservatories of music. Finds no great disagreement among the four types of schools in regard to the curriculum for the preparation of public-school music teachers. Shows that ear training, sight singing, harmony, methods, instruments, history, and appreciation are emphasized in all schools; there is considerable disagreement among the schools as to the sequence of methods and supervised teaching. All schools make allowance for the student to take a second major subject and to prepare to teach it.

1134. Cooke, Frederick Arthur Paterson. A survey of public music education in Cincinnati, Ohio. Master's, 1936. Kansas.

1135. Cox, Anabel. The practical use of music in girls' camps. Master's, 1936. Peabody. 165 p. ms.

Attempts to find the values and stress of music in certain girls' camps in various sections of United States and to set up objectives valuable to camp music directors. Finds that only few of the camps studied placed much value on music, due to the lack of a musical education of the camp directors.

\*1136. Crowley, Frances Tinkham. A correlation of music and social science in the seventh and eighth grades. Master's, 1936. Syracuse. 118 p. ms.

Compares the customary type program of teaching music with the correlated program of teaching music and the social sciences, as carried out in the seventh and eighth grades of the Madison and Croton schools. The customary program was used for one semester, and the correlated program was used during the second semester of the school year in each grade. Finds that the correlated program was of value to the pupils in both the social sciences and music appreciation and training, that it was of value to the student teachers working with the pupils.

1137. Denena, L. J. Problems in the development of orchestras and bands in high schools. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 92)

Describes in a condensed form the various instrumental families that constitute the orchestra and band. Compares two groups of subjects as to the validity of the statement that children who study the fundamentals of voice make better progress in the study of some musical instrument than those students who have no knowledge of music at all.

1138. Du Bois, Cornelius. The factor of intelligence in boy choristers. Master's, 1936. Buffalo. 124 p. ms.

1139. Erickson, Alvild. A study of the elements of music in relationship to appreciation. Master's, 1936. Oregon.

1140. Flueckiger, Samuel Lehmann. Lowell Mason's contribution to the early history of music education in the United States. Doctor's, 1936. Ohio State. 325 p. ms.

Shows that Lowell Mason was directly responsible for the adoption of vocal music as a school subject and indirectly for the development of methods and materials; he influenced the singing school, teacher training, hymnology, and musical taste in a positive way.



† 1141. **Fox, Mrs. Lillian Mohr and Hopkins, Levi Thomas.** Creative school music. New York, Silver Burdett company, 1936. 326 p. (Teachers college, Columbia university)

Creative education, its nature and nurture; methods of aiding children to develop creative expression in music; form in music and poetry; basic rhythmic schemes and their use; creative response to rhythms; creating music for an Indian unit; and creative expression of children.

1142. **Gaver, Ella F.** Activities in music education for the elementary grades for the public schools of Springfield, Ohio. Master's, 1936. Ohio State. 220 p. ms.

Studies the integration of music with the social sciences, art, literature, nature study, and physical education.

1143. **Gerber, Esther.** A study of music education in the secondary schools of Ohio. Master's, 1935. Michigan.

1144. **Gernet, Sterling K.** Music education as a problem in the public schools. Master's, 1936. Temple. 221 p. ms.

Presents the theories pertaining to certain phases of music education in the public schools as advanced by contemporary leaders, and considers the relation of those theories to some of the prevailing practices, procedures, and methods. Shows that the present period is one of experimentation and of enthusiastic development.

1145. **Harrison, Doris.** A survey of musical conditions in Montgomery, Louisiana, and the surrounding community. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 121)

Gives a brief history of Montgomery, and discusses the growth and conditions of the schools, traces the history of music in the town and in the surrounding community, and recommends methods of improving the musical training in the schools.

1146. **Lee, Leslie.** Choral music presented in public performance by 69 high schools of Michigan during 1934-35. Master's, 1935. Michigan.

1147. **Leyman, Jonas.** The music programs in the town and city schools of South Dakota. Master's, 1935. South Dakota.

1148. **MacBride, Alice.** A discussion of selected problems in choral training for young voices, supplemented by special original compositions designed for study material. Master's, 1936. Iowa.

1149. **McCall, H. E.** Instructional guide for instrumental teachers. Master's, 1935. Northwestern. 300 p. ms.

1150. **McCullough, Mack.** Organization and administration of high school bands in Arkansas, Missouri, Texas and Oklahoma. Master's, 1936. Peabody. 59 p. ms.

Deals with personnel of band, activities of band, and equipment and finance; and finds that bands are irregularly organized. The directors shall be members of the school faculty. The best method of financing is through the regular school budget.

1151. **Nichols, Dora L.** A study of certain factors in the musical achievement of school children. Master's, 1936. Kansas.

1152. **Norris, Stanley.** Music supervision. Master's, 1936. Jordan Conservatory. 80 p. ms.

Investigates the training in supervision given by schools, colleges, and universities to determine the means whereby these institutions may better adapt their curricula to meet the needs of modern music.

1153. **Pittenger, Raymond Richard.** A rational approach to violin intonation. Master's, 1936. Stanford.



1154. Rogers, Elizabeth. Music in feeble-minded institutions. Master's, 1936. Peabody. 73 p. ms.

1155. Scheldrup, Dorothy M. Teaching problems in Beethoven's *Sonata, Opus 10, No. 3*, for piano. Master's, 1936. Iowa.

1156. Small, Arnold Milroy. An objective analysis of artistic violin performance. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Analyzes seven performances of five different violinists in order to prepare objective experimental techniques for measuring frequency, intensity, and duration in violin playing.

1157. Smith, Earl Edward. The value of the high school band in modern education. Master's, 1936. Ohio state. 135 p. ms.

Discusses the social and cultural values of the high-school band in modern education as it concerns the student, school, and community. Shows that the high-school band has a definite place in modern secondary education, that school bands are meeting certain vital social, cultural, and educational demands important to participants, schools, and communities.

1158. Sumner, Zara Olive. A study of selected American melodies as song material for elementary grades. Master's, 1936. Iowa.

1159. Tabor, Dean C. A study of the music curriculum for elementary education majors. Master's, 1936. Peabody. 65 p. ms.

1160. Vance, Juanita and Wallace, Florence M. Music course of study for junior and senior high schools. Indianapolis, Arthur Jordan conservatory of Music, 1936. 190 p. ms.

Offers music courses recommended for junior and senior high school, and includes a list of choral materials.

† 1161. Van de Wall, Willem and Liepmann, Clara Maria. Music in institutions. New York, Russell Sage foundation, 1936. 457 p. (Teachers college, Columbia university)

Discusses music as a dynamic social factor; social education in institutions; the psychological influence of music; the aims and scope of musical activities in institutions for normal children and adults, in institutions for the physically infirm and for the mentally deficient, in hospitals for the mentally ill, in correctional institutions, and hospitals for the criminal insane; the organization of institutional musical activities, simple instrumental activities, bands and orchestras, vocal activities, intellectual and creative occupation with music, and music in social activities; the institutional music worker and his qualifications, methods of leadership, and requirements of treatment; and the administration of music in welfare institutions.

\*1162. Walls, Robert B. Correlation between general intelligence and music ability in the schools of North Dakota. Master's, 1935. North Dakota. 45 p. ms.

Attempts to show the degree of correlation between general intelligence and ability in music as found in an investigation carried on through grades 7 to 12, inclusive in the East Grand Forks schools. Tests 282 students in the central school in East Grand Forks, Minn., using the *Haggarty Delta 2*, *Detroit Alpha M*, *Miller mental ability*, and the *Kuhlmann-Anderson intelligence* tests to measure intelligence, and the *Kwaksasser-Dykema* music tests. Finds an utter lack of relationship between intelligence and music ability. Shows that the great artists are the possessors of great intellect, but that a large number of people with low IQ's possess marked musical talent.

1163. Welty, Frederick Arthur. Changing emphases of music in the Bible. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12:329-30).



\*1164. **Wise, Mary Ethel.** A music survey of a junior high school. Master's, 1936. Syracuse. 55 p. ms.

Attempts to determine the musical talent, intelligence, sex, age, training, and musical achievement of pupils in the seventh, eighth, and first half of the ninth year of Theodore Roosevelt junior high school, Syracuse, N. Y.

1165. **Wolfe, Irving Willis.** An analysis of the teachers college education of music teachers and supervisors. Doctor's, 1936. Northwestern. 260 p. ms.

Analyzes 64 school music curricula offered by 51 state teachers colleges, and replies to questionnaires sent to 564 music school graduates and 625 school administrators. Finds that teachers college curricula fall short in total space devoted to specialized preparation for music teaching, that the study of psychology needed more emphasis, and that music teachers should be prepared to teach in a second subject field. Gives minimum standards for the admission of candidates and sets up standards leading toward a balance between general and specialized education.

1166. **Woodard, Ruth Louise.** Music in the program of religious education. Bachelor of Divinity, 1935. Berkeley Baptist.

1167. **Wright, Olga.** Musical performance in children as related to personality factors. Master's, 1935. Michigan.

#### ART EDUCATION

1168. **Anderson, June.** A survey of the status of art education in accredited high schools in the State of Ohio. Master's, 1935. Michigan.

1169. **Andrews, Cecil Budd.** Correlation of interest and attitude with achievement in acquisition of knowledge and skill in mechanical drawing. Master's, 1936. Michigan.

1170. **Austin, Betty Hutto.** Painting in 13 senior high school art courses of study. Master's, 1936. Peabody. 59 p. ms.

Finds a great variety of activities included in the painting course in senior high school as shown by 13 art courses of study; that the greatest stress is placed on composition, with color holding second place; that a great variety of mediums is shown, and skills and appreciation are the most desired outcomes.

1171. **Blakeney, Frances.** Some methods for evaluating drawings and paintings: senior high school. Master's, 1935. Peabody. 36 p. ms.

Finds that most of the methods which have been devised for evaluating drawings and paintings done by senior high school pupils are scoring rather than ranking methods.

1172. **Bunn, Gladys E.** Opinions concerning the person responsible for teaching art education in the elementary grades. Master's, 1935. Peabody. 105 p. ms.

Finds that the art supervisor or art teacher has full charge when the system is of the platoon type or is departmentalized, that the art specialist working in either the intermediate grades or the activity rooms has charge of his phase of work with emphasis on integration in an advisory capacity; that the grade teacher has full charge with the art supervisor or consulting specialist in an advisory capacity; and that the professional artist working in a studio situation has full charge.

1173. **Coulling, Mary Selina.** Drawing and painting as graphic expression of first grade children. Master's, 1936. Peabody. 45 p. ms.

Studies the ways in which children change in the organization and conveyance of ideas by the use of drawing and painting, and finds that few children organize ideas in their early drawings, although decided growth in this ability is noted; that attention to form is one of the minor interests in graphic expression; and that there is a wide range in ability to express ideas in organized composition.



1174. Cross, *Sister Mary Magdalen*. Art education in the elementary school. Master's, 1936. Peabody.

Indicates art is a universal language which every child has a right to experience because it is a fundamental part of everyday life. Art education aims to develop the child mentally, physically, socially, and emotionally through experience with materials in an environment of freedom and happiness so that he may become a more creative individual, a better homemaker, and a worthy member of society. The child should be free to develop according to his ability. His progress should be considered with reference to his needs and interests, experience, and ability, not from the standpoint of fixed adult standards.

1175. Davids, Paul A. Current practices in art education in the elementary school. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications. 12: 297-98)

Surveys 15 courses of study in elementary art education issued since 1930 and in use in some school districts. Concludes that the general tendency in art education is toward developing good taste in the individual and in the community, satisfying the child's creative instincts, and arousing an appreciation of the beautiful in nature and in the works of man.

1176. Dreer, Clarice Hermia. The teaching of art in the Negro public high schools in the United States. Master's, 1936. Iowa.

1177. Dunn, *Sister M. St. Therese*. Creative art education in scholastic philosophy. Master's, 1936. Catholic Univ. 102 p. ms.

Studies the underlying philosophy of modern art education and its implications for primary education, includes a survey of the development of art instruction in the public school, an exposition of the methods of creative art and an exposition of its scholastic concepts.

1178. Edmonston, Louise Meeks. The teaching of art through the use of the home project, with special reference to the Haynesville high school. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 115-16)

Shows how art learned in the classroom can be made to function in the lives and homes of the students through the use of their home projects in clothing and related arts.

1179. Farrish, Margaret. A study of vocations open to graduates of university art departments. Master's, 1936. Iowa.

1180. French, Finley. A study of the status of mechanical drawing in the secondary schools of Indiana together with a suggested course of study. Master's, 1935. Ind. St. T. C. 56 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 104-105, July 1936)

Studies the objectives, content of courses, methods of presentation of mechanical drawing in 107 schools in Indiana, and finds that teachers vary greatly in their opinions on the objectives; that there is little uniformity in the content of courses; and that practically all the topics were offered in all grades. Presents a course of study with the suggestion that a course of study in mechanical drawing be prepared by the state.

1181. Fromuth, Herman C. Trends in the character of art education in the public schools of the United States. Master's, 1936. Temple. 82 p. ms.

Studies the beginnings, development, and present-day trends in art education in the public schools of the United States and finds that art education has two main aims, cultural and professional, requiring separate instruction; that all pupils should receive training of the cultural, æsthetic type; whereas the specially talented pupil should also receive further training.

1182. Gayden, Irene Elizabeth. A survey of art in the elementary schools of Louisiana. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 92-93)

Shows that art is taught as a subject in itself, with little correlation with other subjects or life itself; that the teachers are sympathetic with the teaching of art and



seem to consider it an important study in the elementary schools, but they do not seem to be able to carry their feelings and emotions over to the children; that elementary art teachers in general are not trained to teach art, and most of them consider they should have a full art course before attempting to teach art at all.

1183. **Geistman, Martha.** Methods of teaching art education in junior high school. Master's, 1935. Peabody. 233 p. ms.

1184. **Gesswein, Betty.** Children's choice of pictures. Master's, 1936. Utah.

1185. **Harris, Ruth Elizabeth.** Some opinions concerning evaluation of art products of elementary pupils. Master's, 1936. Peabody. 55 p. ms.

Indicates that the growth of the individual should be considered in evaluating the art products of individuals in the elementary school; that teachers should set up few standards of achievement for purposes of evaluation and that these standards should be easily attainable by the average child; that any marking or measuring methods used should be in terms of individual growth and not in relation to other members of the class; and that tests have a definite place in evaluating the art products of elementary pupils if used wisely.

†1186. **Iowa. University.** Studies in the psychology of art, vol. 2. Princeton, N. J., Psychological review company, 1936. 175 p. (Psychological monographs, no. 213. University of Iowa studies in psychology, no. 19)

Contents: (1) A study of conditions affecting the functioning of the art appreciation process at the child level, by Mildred Dow Voss, p. 1-39; (2) Emphatic responses in children, by William E. Walton, p. 40-67; (3) The validity and reliability of a modified form of the McAdory art test for use at lower grade levels, by Mildred Dow Voss, p. 68-84; (4) The measurement of quality in children's painting by the scale method, by Carolyn Tiebout, p. 85-94; (5) Artistic ability and general intelligence, by Carolyn Tiebout and Norman C. Meier; p. 95-125; (6) The stability of artistic aptitude at the childhood level, by Aulus Ward Saunders, 126-54; (7) Art ability without instruction or environmental background, case study of Lorin Lockhart, by Norman C. Meier, p. 155-63; (8) An instrument for the study of creative artistic intelligence, by Norman C. Meier and William McCloy, p. 164-72.

1187. **Lawver, Earl A.** Study of two established methods of teaching mechanical drawing. Master's, 1936. Colo. St. Coll.

1188. **Ludewig, Frank M.** The general objectives of art education for Catholic secondary schools. Master's, 1935. Ohio State. 127 p. ms.

1189. **Manheimer, Evelyn Alice.** Changing objectives in St. Louis public high school art education. Master's, 1936. St. Louis. 115 p. ms.

Studies the changing objectives in art in the St. Louis high schools from 1859 when the subject was first introduced, to date. Finds that art objectives in St. Louis changed with objectives of the United States in general; that the trend has been from a purely industrial aim to one of general appreciation; and that the present course is successfully harmonizing teaching objectives and student needs.

1190. **Meyer, Anith C.** Art in relation to the elementary curriculum of the Louisville public schools. Master's, 1936. Louisville.

Attempts to determine how an integrated art program can enrich the Louisville elementary curriculum.

1191. **Radford, Stanley S.** A survey of trade drafting curricula and classroom methods in representative Smith-Hughes trade and vocational schools of the United States. Master's, 1935. Michigan.

1192. **Richardson, Mollye Florence.** Children's interests as revealed by their drawings. Master's, 1936. Peabody. 45 p. ms.

Finds that children of the fourth and fifth grades were more interested in plant life than in any other subject; that almost half of the drawings analyzed contained interests relating to this subject and practically three-fourths of these interests pertained to trees.

1193. **Richey, Sara Lynn.** Opinions concerning materials for art education in the elementary school. Master's, 1936. Peabody. 54 p. ms.



\*1194. **Schnyder, Dorothy M.** The essential elements in the preparation of teachers of art for the secondary schools. Doctor's, 1936. New York. 195 p. ms.

Analyzes the aims and principles of progressive teacher preparation, the responsibilities of the teacher of art in the modern secondary school, and current practices in the preparation of these teachers. Analyzes the art programs in use in secondary schools in six states, and the activities, knowledges, skills, and personality traits required by 22 state and private non-denominational schools offering minimum 4 year programs for the preparation of teachers of art for the secondary schools. Finds that state requirements for the education and certification of art teachers for the secondary schools vary in length, are similar in content, and are arbitrary as to prescription by semester hours.

1195. **Schwartz, Julia.** Art education for elementary teachers. Master's, 1936. Ohio State. 63 p. ms.

1196. **Smothers, Elsie M.** Art curriculum in grades four and five for Texas schools. Master's, 1936. Colo. St. Coll.

1197. **Spillman, Myrtle M.** An analysis of art aims and principles in platoon art courses. Master's, 1936. Colo. St. Coll.

1198. **Steckelberg, Carleen.** The art program in Nebraska secondary schools, grades 7-12. Master's, 1936. Nebraska. 108 p. ms.

Shows that the general aims for courses in art are development of appreciation and creative expression. Junior high schools stress practical objectives. The art course is very general and includes work in color design and drawing. It is correlated with nearly every other subject. Senior high schools offer specialized art course, correlated with the school paper, yearbook, and decorations. Teachers are allowed a great deal of freedom.

\*1199. **Stevens, Florence O. J.** The lineal tendency in Florentine art in the early Renaissance. Master's, 1936. New York. 64 p. ms.

Traces the source and development of the Sieneese in Florentine art, and follows the reputation of Botticelli throughout the centuries.

1200. **Talbott, Ruth Waugh.** Classroom teacher's guide to child growth in creative art. Master's, 1936. Ohio Univ. 55 p. ms.

1201. **Voss, Mildred Dow.** A study of conditions affecting the functioning of the art appreciation process at the child level. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series, no. 329)

Describes a series of experiments conducted with elementary school children in two Iowa towns to determine if an explanation of the fundamental principles of art, and provision for practice in the application of these principles would produce a significant improvement in the abilities of elementary school children to analyze, judge, and produce graphic art. Uses 101 second, third, and fourth grade children in two experiments, and 84 fifth grade children in the other two experiments. Suggests that art curricula in the lower grades, insofar as they are designed to increase the understanding and recognition of good art, might profitably be revised to provide judicious instruction in the fundamental principles of art.

1202. **Wagner, Ruth.** A study of picture preference of preschool children. Master's, 1936. Iowa.

1203. **Winckler, Katharine.** Toward a more vital college art program. Master's, 1935. T. C., Col. Univ. 18 p. ms.

Finds that the aims underlying the present curriculum have been outgrown, and that a new program should be built on a new set of aims.

#### DRAMATICS

1204. **Anderson, Elizabeth.** An analysis of the plays commonly presented by the mid-western high schools. Master's, 1936. Iowa.



1205. **Barnett, Wynett.** A study of dramatic talent in the senior high school, Joplin, Missouri. Master's, 1936. Iowa.

\*1206. **Hallett, Marjorie.** When does a play take its place as literature? Master's, 1936. New York. 58 p. ms.

Sets up criteria for judging whether or not a play will live in literature. Shows that the play must tally with the terms of actual life; the theme must be significant and universal; its characterization must be real; the dialog must be convincing; the language must be rich and poetic; and the play must be the product of a "born" playwright, created in faithfulness to his art. Discusses the little theatre movement, and marionette drama. Recommends that students be taught the art of reading plays.

1207. **Haxton, William J.** A survey on the status of the major dramatic activities in the secondary schools of Philadelphia and neighboring counties. Master's, 1936. Temple. 47 p. ms.

Attempts to discover the status of the major dramatic activities in the secondary schools in Berks, Bucks, Chester, Delaware, Montgomery, and Philadelphia counties, and finds that the greatest problem that the average school must face in its dramatic work is the selection of a suitable play, and this type of play shows that trivial and commonplace plays are frequently produced through inability to meet the royalty fee.

1208. **Helmets, Evelyn E.** Dramatics for English teachers. Master's, 1936. St. T. C., Upper Montclair. 50 p. ms.

1209. **Hyde, Kathleen W.** The use of pageantry and drama in the church school. Master's, 1936. Berkeley Baptist.

\*1210. **Johnson, Mark E.** Dramatic material most suitable for opera. Master's, 1936. Syracuse. 122 p. ms.

Attempts to discover and set up limits about some elements common to music and drama as they are revealed in opera, and to determine the type of dramatic material which is most suitable for opera. Analyzes the operas which have been most popular in the American and foreign opera houses. Finds that the 36 operas studied follow definite principles, are subjective in theme, conform to existing laws of dramatic structure, emphasize emotional expression, and maintain aesthetic distance.

1211. **Judson, Fred M.** The present day use of drama in the church. Bachelor of divinity, 1936. Berkeley Baptist.

\*1212. **Kennedy, Alice Joanne.** Puppets in the junior high school. Master's, 1935. Boston Univ. 78 p. ms.

Suggests a program for a year's work with puppet clubs composed of junior high school boys and girls. Discusses the making of puppets, costume, the stage, lighting the stage, scenery, stage furniture, and producing and directing the show.

\*1213. **Kramer, Magdalena.** Dramatic tournaments in the secondary schools. Doctor's, 1935. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1936. 176 p. (Contributions to education, no. 685)

Studies the use of dramatic tournaments in 191 secondary schools in 39 states, and finds that tournaments have potentialities for increasing self-direction, creative and appreciative powers, deeper and wider interests, individual abilities, cooperation, personality, worthy use of leisure time, and responsibility for bettering surrounding conditions.

1214. **Leverson, Garrett H.** A basis for teaching the production of latter nineteenth century American drama. Doctor's, 1935. T. C., Col. Univ.

Discusses the geography of the physical stage of the period, stage settings, stage and off-stage effects, terminology of stage direction, directing techniques, acting techniques, and the status of dramatic activity in the schools and colleges of today and the need of teacher training to provide something more than a literary background of drama.

1215. **Ritzman, Emma M.** Stage art: its educational implications. Master's, 1936. Colo. St. Coll.



1216. **Saffin, John G.** A study of school shows in the junior high schools of Pennsylvania. Master's, 1936. Temple. 97 p. ms.

Considers the kinds of production, costuming, scenery, financing, sponsorship of school shows, and their relation to the curriculum. Finds that the school show should be a self-supporting activity the primary purpose of which is educational rather than financial and as such it should be recognized as an accredited subject in the curriculum and that the operetta is particularly adaptable to the needs of the school.

\*1217. **Stackhouse, Marjorie Keith.** A prompt book of *The Trojan women*, with explanatory essays and illustrations. Master's, 1936. Boston Univ. 234 p. ms.

Presents a prompt book with explanatory essays and illustrations of costuming, lighting, music, and setting for use of college drama groups.

1218. **Steadman, Evelyn J.** A suggested unit of dramatics in the regular senior high school English program of Mississippi. Master's, 1936. Colo. St. Coll.

1219. **Taylor, Marjorie.** Creative dramatics versus formal plays. Master's 1936. Okla. A. & M. Coll.

Describes an experiment conducted with two fifth-grade groups in the Cella Clinton school, Tulsa, Okla., in which one group wrote and acted its own plays, and the other group acted formal plays. Finds that creative dramatics develops the child more fully than formal plays; that it overcomes shyness, stage-fright, and some difficult discipline problems; that it teaches the child to be cooperative, resourceful, and to think constructively; and that children should have a mixture of both types of play.

#### SPEECH EDUCATION

1220. **Caffee, Nathaniel Montier.** A phonological study of the speech of a homogeneous group in Charlottesville, Va. Doctor's, 1935. Virginia. (Abstract in: University of Virginia abstracts of dissertations, 1935: 3-4)

1221. **Conkling, Burton.** The speech needs and abilities of freshman students in the College of engineering at the state University of Iowa. Master's, 1936. Iowa.

\*1222. **Coulton, Thomas E.** Trends in speech education in American colleges, 1835-1935. Doctor's, 1935. New York. 177 p. ms.

Shows that speech education has maintained an important place in American colleges since 1835, and that it has set up new methods of approach and effected adjustments and additions rather than change in content. Shows that the introduction of courses in the drama, play production and its various techniques, in the scientific aspects of speech, in corrective work and its techniques, and in extemporaneous speaking, discussion, and business techniques indicate an awareness of social trends.

1223. **Curry, E. Thayer.** A study of differential background factors possibly accounting for varying levels of achievement of interscholastic debaters in the finals of the Iowa high school forensic league of 1935-36. Master's, 1936. Iowa.

\*1224. **Dawes, Robert Gates.** Voice recording as an instrument of therapy and analysis in the speech correction clinic. Doctor's, 1936. Temple. Philadelphia, Temple university, 1936. 62 p.

Describes an experiment conducted at the summer speech clinic of the University of Pennsylvania using 53 cases enrolled in the summer clinic, in which all voices were recorded on discs. Finds that the experimental group which heard their recorded voices 10 times each, and again recorded their voices at the end of the experiment, evidenced greater speech improvement to a significant degree than did the members of the control group. Develops and applies specific techniques and procedures. Shows that the voice recording play-back procedure is an indispensable adjunct to the modern speech correction clinic.

1225. Elliott, Mary Inez. The verse-speaking choir. Master's, 1936. Peabody. 243 p. ms.

Analyzes information on the meaning, procedures, materials, dangers, and values of the verse-speaking choir compiled from 76 publications. Shows that the verse-speaking choir is a balanced group of blended voices of either children or adults speaking poetry, rhythmic prose, or dramatic passages in unison, antiphonal, or orchestrated rendering; the speech-choir idea goes back to the early Greek drama and to the very beginnings of communal life; the present revival of choric speech, initiated by Marjorie Gullan in Scotland in 1922, now extends to many countries; in England the movement is sponsored by the Speech Fellowship and Institute and in America by many colleges, notably those in California; the religious and communal life are the most important sources of materials for the verse-speaking choir; choral procedures involve selecting a director, and organizing, training, and presenting the choir; both dangers and values inhere to the verse-speaking choir, but the values surpass the dangers; and the verse-speaking choir is an interesting activity which holds many valuable possibilities, not the least of which is the joy of cooperative creativity.

1226. Gould, William S. Pronunciation drills for college freshmen—part II of a joint study. Master's, 1936. Iowa.

1227. Hatch, Hazel A. A comparative study of the exchange plan and tournament plan of debate. Master's, 1935. Okla. A. & M. Coll.

Attempts to determine the true objectives in debate, and to find to what extent the different plans of debate are being used in the high schools of Oklahoma, and which plan should be most widely practiced in order to attain the objectives. Finds the tournament plan preferable to the exchange plan.

1228. Hayden, Sheldon Miller. Assignments for a junior college class in public speaking. Master's 1936. Stanford.

1229. Heiliger, Louise. Training vocal ability in young children. Master's, 1936. Iowa.

1230. Hulburt, John. A study in improvement in speaking ability. Master's, 1936. Iowa.

1231. King, Edwin J. A preliminary investigation of the case method of instruction in a high school course in speech. Master's 1936. Iowa.

1232. Learned, Janet. Training vocal ability in young children: the relative efficacy of a given program for four- and five-year-old children as measured by speed and accuracy in learning and by enjoyment in participation. Master's, 1936. Iowa.

1233. Lembke, Blanche Davis. Use of exercises in pantomime in the teaching of speech in high school. Master's, 1936. Iowa.

1234. Meredith, Lucile. Pronunciation drills for college freshmen—part I of a joint study. Master's, 1936. Iowa.

1235. Runsvold, Gerhard Oscar. The A Cappella choir: its evaluation and adaptation to secondary schools. Master's, 1936. Washington. 94 p. ms.

1236. Sweeney, William Goolsby. A study of the difficulties of beginning speakers. Master's, 1936. Stanford.

1237. Vergara, Allys. The philosophy of good taste in speech. Master's, 1936. T. C., Col. Univ. 79 p. ms.

Studies writers on rhetoric, orators, conversationalists, lexicographers, from Aristotle to the present time, and finds that good taste in speech does not vary, regardless of the time or country.

1238. Wade, Chloe James. The choral speaking movement. Master's, 1936. West. Ky. St. T. C. 66 p. ms.



## JOURNALISM

1239. Carney, Elizabeth. An effective newspaper and magazine unit. English Journal, 25: 752-56, November 1936. (Colorado state college of education)

1240. Davis, Myrtle C. A study of student publications in the smaller secondary schools of Pennsylvania. Master's, 1936. Temple. 89 p. ms.

Analyzes student publications in 233 of the smaller secondary schools of Pennsylvania, with regard to type of publications, staff organization, sponsorship, methods of publishing and of financing. Finds that a newspaper is the most satisfactory type of publication, the yearbook next, that the enterprise should be financed principally by student subscriptions and advertising, and sold at a reasonable figure, and that one sponsor should be appointed, for a period of 1 year.

1241. Graham, Robert X. Preparation for newspaper work. Careers and hobbies, 2: September 1936. (University of Pittsburgh)

1242. Jessup, Genevieve. A study of the personality characteristics of a group of university creative writers. Master's, 1936. Iowa.

1243. Lambert, Louis E. The functions of the high school newspaper. Master's, 1936. Iowa.

## THRIFT EDUCATION

1244. Kaufman, A. The teaching of thrift in secondary school economics. Master's, 1936. Coll. of the City of N. Y. 117 p. ms.

Compares pages and portions of pages dealing with topics related to thrift, contained in six leading textbooks on high-school economics, with pages and portions of pages dealing with topics related to money, credit, and banking in the same textbooks.

## SAFETY EDUCATION

1245. Hornung, A. W. An accident and safety educational program for industrial arts shops of Texas and other states. Master's, 1936. Colo. St. Coll.

1246. Pitcher, Lawrence. A study of safety education in the California secondary school shops, with recommendations. Master's, 1935. Oregon St. Agr. Coll. 88 p. ms.

Determines the present status of safety education in the secondary school shops of California, and organizes objectives and materials for teaching safety education in connection with the regular industrial arts work.

1247. Richardson, W. F. Accident prevention and safety education in the public schools. Master's, 1936. Nebraska. 90 p. ms.

Deals with the school accidents problem, safety education and other procedures in use in the public schools to eliminate the accidents that do occur. Finds that very few schools have a well-organized program of safety education; that accidents occur most often on the athletic field, in the gymnasium, and at home. Instruction in this work should be made an integrated part of every school curriculum. Safety education must be practical and positive and it should be put into practice. Safety devices and inspections should be provided for shop and laboratory, and for playground equipment.

## HEALTH EDUCATION

1248. Bartlett, H. C. A study of height, weight and strength in a private school. Master's, 1936. Springfield.

1249. Baumgartner, Albert. The effect of exercise on organs and functions. Master's, 1936. Iowa.

1250. Brace, D. K. A survey of graduate courses in health and physical education offered by 28 leading colleges and universities in the United States. Austin, University of Texas, 1936.

1251. **Catt, O. L.** Health education in the Y. M. C. A. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 293-94)

\*1252. **Clancy, Frank M.** Evaluation of personnel and relative cost of health administration for each city in Connecticut. Master's, 1936. New York. 71 p. ms.

Analyzes data on the technically trained specialists in the fields of school medical care, nursing, dentistry, dental hygiene, school nutrition, school health direction and supervision of health training and instruction, and the salaries paid the health staff in the 169 cities and towns of Connecticut.

1253. **Clarke, John L.** An experimental program for teaching health in high school based on student needs. Master's, 1936. Ohio State. 180 p. ms.

Reports and evaluates the experimental program of health teaching carried on in Port Clinton high school from 1932 to 1936.

1254. **Cottrell, Elmer Bert.** Standards for the selection of persons to be trained for placement in health and physical education. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 62-71)

Formulates a set of standards in the selection of persons to be trained for placement in health and physical education that teaching-training institutions should require applicants to meet before or after they are admitted to the professional curriculum in health and physical education.

1255. **Crowley, Mary Gertrude.** The reliability of the antero-posterior gravity line measurement and its relationship to posture. Master's, 1936. Wellesley.

1256. **Currier, Roland Ernest.** An investigation of the techniques used in the secondary schools of Maine as follow-ups to health inspection to guarantee health correction. Master's, 1936. Maine.

1257. **Ernst, Brother Regis.** The method and practice of teaching sex hygiene to boys in the Catholic high school. Master's, 1936. Notre Dame.

1258. **Fisher, Alice Bates.** The development of a health program in the public schools of Marion county, Oregon. Master's, 1936. Oregon St. Agr. Coll. 135 p. ms.

1259. **Gordon, James A.** The problem analysis technique applied to instruction in health education. Master's, 1936. Ohio State. 93 p. ms.

Analyzes the health interest, health habits, health problems, home and environment of 100 tenth grade high school pupils.

1260. **Grigsby, Harry Mason.** Health education in the elementary schools of Illinois. Master's, 1936. Chicago. 133 p. ms.

Analyzes questionnaires, courses of study, observations of classroom seating arrangement, and measurements of light conditions in rooms.

1261. **Hagan, Mildred C.** Diversional therapy. Master's, 1936. T. C., Col. Univ. 64 p. ms.

Studies the diversions of adolescent girls of 12-22 years, of normal and average intelligence, and finds that they depend on opportunities, environmental and social status, individual likes and dislikes, will power, and initiative. Stresses the curative, healing effects of diversions, and the producing and restoring of normal physical, mental, and emotional tone.

\*1262. **Hann, George D.** The administration of the school and community health program of Clinton, Oklahoma. Master's, 1936. Oklahoma. 144 p. ms.

Describes the health program of Clinton, Okla., for the school years 1934-35 and 1935-36. Indicates a need for the extension of health service to children. Shows the need of legislation to furnish a legal basis for such service, additional funds for financ-



ing the activity, adequate training of teachers in this field, the need for a school nurse and free clinics for the use of indigent children, curriculum revision for the integration of health teaching, adequate physical education for girls as well as for boys, and the keeping of exact health records similar to scholastic records.

1263. Harter, Vesta Vera. A suggested course of study in health for the seventh grade. Master's, 1936. Stanford.

1264. Hoover, J. A. Status of health and health teaching in Knoxville schools. Master's, 1936. Tennessee. 117 p. ms.

Studies health developments and health conditions in Knoxville schools from 1875-1936.

1265. Jarvi, T. C. Health measures and interpretation of health. Master's, 1936. Springfield.

1266. Johnson, Edwin R. A health and physical education program for the elementary school. Master's, 1936. Ohio Univ. 195 p. ms.

1267. Kiddess, A. A. Relation of health education to physical education. Master's, 1936. Springfield.

1268. Kinsman, Gladys Marie. The basal metabolism of normal boys and girls between the ages of 2 and 12 years, inclusive. Doctor's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 42-43)

Analyzes the results of 366 basal metabolism tests on 52 boys and of 271 basal metabolism tests on 41 girls, all between the ages of 2 and 12 years, inclusive. Shows that precise relationship of the body build of children cannot be determined until a more complete statistical study in close correlation with anthropometric and other physiological measurements is made.

1269. LeAnderson, Robert E. A survey of accidents in health education activities in 19 intermediate schools of Detroit, Michigan. Master's, 1936. Michigan.

1270. Lipshultz, Henrietta Fay. A study of the responses of elementary school children to the teaching of orthopedics. Master's, 1936. Michigan.

1271. Longley, Colby Frank. An analytical survey of the results obtained through the medical examination in the schools of the supervisory districts of Albany county. Master's, 1936. N. Y. St. Coll. for Teach. 51 p. ms.

1272. McCormick, Grace L. The effect of powdered skim milk upon the height and weight of school children. Master's, 1936. Okla. A. & M. Coll.

Studies the growth in height and weight of 33 children, ranging in age from 6 to 14 years, from families on relief, under three diets in which two of the diets were supplemented by the use of powdered skim milk. Finds that the use of an adequate noonday lunch fortified with powdered skim milk seemed to be a factor in promoting a decided gain in weight over the expected gain, and over the gain in weight when the milk was not added to the diet.

1273. Meyer, Blanche B. Montgomery. A psychological study of some of the factors in the menstrual histories of 100 women. Doctor's, 1936. Ohio State. 109 p. ms.

Finds that girls are very poorly prepared for menstruation in general and emotional shocks are extremely common. There seems to be a relation between the incidence of pain and the amount of emotional shock experienced with first knowledge.

1274. Miller, I. Franklin. The problem of dental health education. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 315-16)

Shows that the major responsibility for dental health education rests with the dental profession, whose members must become teachers. Shows that dental health education is in the developmental stage.



1275. **Moore, Harry R.** A course of study in alcohol education based on the felt needs of the pupils of Staunton high school. Master's, 1936. Ohio State. 128 p. ms.

Attempts to answer from recent and authoritative sources questions that the pupils of Staunton high school asked concerning the nature and effects of alcoholic beverages.

1276. **Murray, Kenneth H.** Anteroposterior spinal curves, arch angles, and physical fitness of high school boys. Master's, 1936. Springfield.

1277. **Newby, Wistar D.** The status of health and physical education for men in the state teachers colleges of Oklahoma. Master's, 1936. Michigan.

1278. **Parker, Gladys R.** Course of study in hygiene for senior high school girls. Master's, 1936. Colo. St. Coll.

1279. **Parker, Gloria Doris.** An examination of certain phases of the required program in the light of student opinion. Master's, 1936. Washington. 65 p. ms.

1280. **Pearce, Jessie.** A manual in health education for Kansas rural schools. Master's, 1936. Peabody. 59 p. ms.

Studies the health work carried on in the rural schools of Kansas, and finds inadequately prepared teachers, little public health work being carried on, and the need for simple instruction in school by the teachers. Prepares a manual for use in these schools.

1281. **Pfrimmer, Viola.** Survey of the health and physical education programs in private junior colleges. Master's, 1935. T. C., Col. Univ. 18 p. ms.

1282. **Pickering, James T.** A study of the reorganization of the Cabell county school health program. Master's, 1936. Ohio Univ. 110 p. ms.

\*1283. **Quinlan, Eleanor Hudson.** Foot therapy in relation to body mechanics and health. Master's, 1935. Boston Univ. 60 p. ms.

Attempts to determine whether foot therapy would result in improved body mechanics and health, and to show the effect of high and low heels on the tendon of Achilles and on capacity for activity, as shown by a study of 45 college girls.

\*1284. **Salt, E. Benton.** Health misconceptions of seventh, tenth and twelfth grade students: a study of the relative prevalence of certain health misconceptions and superstitions as subscribed to by boys and girls in Florida public schools. Doctor's, 1936. New York. 148 p. ms.

Compares the health misconceptions and superstitions of school pupils on the basis of sex, grade, race, type of home community, and geographical location; and attempts to determine whether there is any relationship between health knowledge and socio-economic status on the one hand and belief in health misconceptions on the other. Finds unfounded beliefs relating to health are quite prevalent among seventh, tenth, and twelfth grade students and that formal education has failed to eliminate them from the beliefs of students in these grades; that there is no one outstanding type of health misconception; that health misconceptions decrease inversely with the additional years of educational training.

1285. **Snyder, Raymond A.** Preparation in anatomy for the health and physical education teacher. Master's, 1936. Ohio State. 239 p. ms.

Indicates that much of the anatomy taught for the preparation of physical education teachers is never used in the development of their program. Much of the anatomy is unknown to the physical education teacher and still he is carrying on a successful modern program. Concludes that not all anatomy selected by the adult for a training course is known to or used by good physical education teachers and that some of it might well be omitted from their training and other areas made more applicable.

1286. **Struthers, Alice Ball.** Functional periodicity and efficiency. Doctor's, 1936. Southern California.

Studies the respective efficiency and comparative effort of junior high school girls during functional periodicity and normalcy, and finds that in normal adolescent girls



integrated unified activity of the whole organism in energy control processes results in a tendency for continuity of efficiency in the adjustment processes, and compensation processes may even produce slightly better performance during functional periodicity.

1287. Templeman, Harold. A suggested administrative set-up for a health and physical education program. Master's, 1936. Wyoming. 114 p. ms.

\*1288. Tretter, George. Sex education. Master's, 1936. George Washington. 122 p. ms.

Traces the history of sex education in the United States; stresses the objectives of sex education; and discusses the giving of sex instruction by parents, schools, colleges, church, and associations.

1289. Turbeville, Thomas Lloyd. The status of health education and physical education in the first class high schools of Missouri. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 73)

Analyzes replies to a questionnaire received from 165 high schools, showing the subject combinations of physical education teachers. Finds an inadequate health program in the majority of the high schools of Missouri; that more students should be given health training, physical examinations, follow-up work, and corrective work; that more time should be given to the care of individual pupils; that there should be a greater number of women teachers of physical education; and that 65 percent of the subject combinations taught by teachers of physical education are unrelated subject combinations.

1290. Way, H. P. Survey of small college health service programs. Master's, 1936. Springfield.

\*1291. Wilson, Barbara Young. The contribution of home economics courses to the health programs of eight senior high schools in eastern Massachusetts. Master's, 1936. Boston Univ. 116 p. ms.

Includes courses contributing to nutrition and health under supervision of the home economics department, nutritional and health aspects of the cafeteria, and a background of the general health organization of the school. Shows that home economics courses provide more opportunity for teaching health in all its phases than any other subject in the curriculum.

#### MENTAL HYGIENE AND PSYCHIATRY

\*1292. Case, Florence. A quantitative personality study as an approach to the conditions of mental health among college students. Doctor's, 1936. Indiana. Bloomington, Indiana university, 1936. 30 p. (Abstract)

Describes an experiment in which the Laird Personal Inventory, revision, C2 and B2 were given to 206 students in four psychology classes at Indiana university. Tests were administered to 142 freshmen, 79 sophomores, and 10 postgraduate students, and 2 weeks later were readministered to the same students. Describes a few case studies of atypical students. Finds that at least 33 of the items of the tests have diagnostic value; that personality traits can be tested by a subjective rating; that ratings on the mental health of the subjects are accurate and fair; that socially maladjusted pupils recognize their inability to adapt socially; that home training and customs are responsible to a considerable extent for the socially maladjusted students; that the atypical group needs expert skill and sympathetic advice; and that personal problems which worry the individual student are vast in number, wide in range, different in content, and have varied possibilities for solution.

\*1293. Collier, Dorothy. A psychological analysis of the leisure time activities of some individuals of normal and some of pre-psychotic personality. Doctor's, 1936. New York. 133 p. ms.

Analyzes data on 342 psychotic subjects and 264 normal persons, using case records of inmates of a New York state hospital and an Oregon state hospital for the psychotic patients; and for the normal subjects, students in the graduate school of New York university, settlement, club, church and social organizations in both New York and Oregon. Attempts to determine the leisure-time activities chosen by the greatest number of individuals in each group and the activities least participated in by individuals in each group; whether individuals in the various groups show consistent differences in their



leisure-time traits and preferences; and whether pre-psychotic individuals give indications of their oncoming personality changes in their use of leisure time. Shows that the presence of certain leisure-time characteristics cannot be pointed out as symptomatic of the onset of a psychosis, and that there is no causal relationship between the pursuit of leisure-time activities and the development of dementia praecox or of manic-depressive psychosis.

\*1294. Crissey, Orlo L. Mental development as related to institutional residence and educational achievement. Doctor's, 1936. Iowa. Iowa City, University of Iowa, 1937. 81 p. (University of Iowa studies, new series, no. 332. Studies in child welfare, vol. 13, no. 1)

Investigates the mental development of children in relation to residence in institutional environments, where the children remained in the same environment or have been shifted from an environment designed for individuals of one mental level to that primarily for children of a differing mental level; and in relation to the individual's placement in certain levels of educational achievement, by studying children in two state institutions for the feeble-minded. Finds that in an environment where the mental level is that of the feeble-minded child, the general trend is toward loss in IQ in relation to the mental level and periods of residence. Where there has been a major shift of environment from an institution where the mental level is that of the dull normal to another representing the level of the feeble-minded, individuals follow the trend of mental development of their associates in the new environment.

\*1295. Dean, Dawson F. Significant characteristics of the homosexual personality. Doctor's, 1936. New York. 528 p. ms.

Presents a historical sketch of homosexuality, an exposition of the two leading schools of thought which theoretically attempt to explain its origin and development, a study of the biological, psychological, and sociological approaches to the subject, identifying factors and characteristics, and case studies from the record files of a mobile mental hygiene clinic; and suggests ways in which education may aid in training for a more normal life.

1296. Ebaugh, Franklin G. The importance of introducing psychiatry in medical licensure. Federation bulletin of National committee for mental hygiene. April 1936. (University of Colorado)

Finds that since the medical profession encourages the highest possible standards in the medical school and in licensure, and since a large percentage of medical problems are psychiatric and can be effectively treated only by psychiatric methods, recommends that the medical graduate of the future be required by licensure to acquire this training in order that he may render the most efficient service possible.

1297. ——— The present status of psychiatry in medical education. Southern medical journal, August 1936. (University of Colorado)

Shows that psychiatry should be accepted as a basic part of training for all branches of medicine and in undergraduate teaching should not be presented as an elective specialty. Finds that there have been progressive changes which insure adequate instruction in psychiatry in the majority of our medical schools.

1298. Guy, Gladys. Educational achievements of patients at Central state hospital for the insane. Master's, 1936. Peabody.

Studies 798 patients at the hospital. Finds that achievement of female patients is superior to that of males. The median grade attainment is 6.5, higher than that of the general population which is approximately 5.

1299. McCauley, Irma. History of mental hygiene in the United States. Master's, 1936. Maryland. 56 p. ms.

Studies attitudes toward mental diseases prior to the twentieth century, the beginnings of the mental hygiene movement in the United States, the chronological development of mental hygiene societies among the states, the evolution of the aims of mental hygiene among the state organizations, governmental activities, mental hygiene in elementary and secondary schools and in colleges and universities, the church and mental hygiene, and the first international congress of mental hygiene and the twenty-fifth anniversary.



1300. **Palmer, Eleanor Margaret.** A study of intellectual deterioration in a series of schizophrenics and organic brain diseases. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Analyzes the performance on the short form of the Stanford-Binet of a series of 200 deteriorated psychotics and 100 subnormals at the same mental age level. Shows the value of psychometrics as indices of both quantitative and qualitative changes in underlying psychical function.

1301. **Pomerantz, Miriam.** Mental hygiene as an aid to the teacher in teaching with maladjusted school children. Master's, 1936. Mass. St. Coll. 104 p. ms.

Finds that to aid a maladjusted school child requires time, patience, and an appreciation and understanding of the factors contributing to the maladjustment. Frequently a maladjustment is so deep rooted that the help and added experience of clinicians are necessary. No teacher can justify her lack of knowledge of mental hygiene. In order to be most helpful to the maladjusted child, a teacher will find it expedient to study the case history of the individual.

1302. **Roeger, Ethel Sandt.** Variations in psychopathy—its name and concepts. Master's, 1936. Ohio State. 64 p. ms.

Investigates definitions, classification, cause, and treatment of psychopathy from 1888 to 1936. Finds no definite agreement as to definition, cause, or cure. Generally thought of as a borderline mental disease.

1303. **Starr, Clara.** The value of the expressive arts in a public school mental hygiene program. Master's, 1935. Michigan.

1304. **Tuhey, Blanch E.** Mental hygiene instruction through literature. Master's, 1936. Michigan.

#### PHYSICAL EDUCATION

1305. **Allen, Ruby Ruth.** Correlation of physical education with other elementary subjects. Master's, 1936. Okla. A. & M. Coll.

Describes a project conducted with 35 fifth grade boys and girls at the Pershing school, Tulsa, Okla. Shows the value of correlating physical education with other elementary school subjects.

1306. **Baker, Gertrude M.** Study of overlapping in the professional curriculum in the Department of physical education for women at the University of Minnesota. Minneapolis, University of Minnesota, 1936. 41 p.

Finds that little overlapping exists, and that when present it is legitimate, because either the topic is a large one and deserves emphasis in more than one aspect of the field, or it is being reviewed after an appreciable lapse of time.

1307. **Baker, Robert H.** Therapeutic gymnastics and its effect on the respiratory system. Master's, 1936. Springfield.

1308. **Bartell, Joseph.** The attitudes and interests of the students toward required physical education at West Liberty state teachers college. Master's, 1935. Michigan.

1309. **Battle, William Raines, jr.** A supplement to the Alabama state manual of physical education. Master's, 1935. Peabody. 114 p. ms.

1310. **Baughman, Margie.** Physical education in elementary schools as a factor in general education. Master's, 1936. Oregon.

1311. **Blakealey, Carlyn P.** A study of physical education majors and minors in combination with majors and minors in other subjects in the junior high and senior high schools in Minnesota. Masters, 1936. Iowa.

1312. **Brace, D. K.** Terminology in physical education glossaries of terms relating to 11 physical education activities with a tabulation of the use of these terms by writers in the field to show percent of agreement on terms by authors on each subject, variations in terms, and general lack of uniformity. Austin, University of Texas, 1936.

1313. **Brown, Thelma Knox.** A comparison of the motor ability of colored and white children. Master's, 1936. Okla. A. & M. Coll.

Shows that there is no marked difference between the groups studied, and that the same type of physical education program should be offered to both groups.

1314. **Burley, Pearl Bacon.** The relative behavior emphases of school children at different age levels as related to physical education activities. Master's, 1936. Iowa.

1315. **Casey, Francis L.** Subject combinations taught by the men physical education teachers in the public high schools of western Iowa. Master's, 1935. Michigan.

†1316. **Chicago. University.** Physical education and health of school children. Chicago, University of Chicago, 1936. 175 p. (Publications of the laboratory schools of the University of Chicago, no. 5)

Discusses physical education in the elementary and high schools, testing and measuring in physical education, and the health program of the laboratory schools.

1317. **Cobb, Frances Truman.** Origin and development of the Turnvereine. Master's, 1936. Peabody. 80 p. ms.

Shows that Turnvereine had their origin in Germany in 1811, their influence spread to America and societies were organized in America as early as 1848. Through the efforts of these societies physical education was first introduced into the public schools of our leading cities and playgrounds organized throughout the country. These societies have not only been influential in Germany and America but have spread to other parts of the world.

1318. **Couch, Sherman.** A study of physical education in American universities. Master's, 1936. Utah.

1319. **Cutchin, Carlisle.** A study of the physical education curricula in selected teachers college. Master's, 1936. Peabody.

Finds a need of better facilities, equipment, curriculum organization, and a better professionally trained staff.

1320. **Dierke, James.** Suggestive remedial physical education program for junior and senior high school boys in San Francisco public schools. Master's, 1936. Stanford.

1321. **Duke, Julia Lois.** History of German gymnastics. Master's, 1936. Peabody. 86 p. ms.

1322. **Dunfield, Homer R.** The status of physical education for girls in class B high school of Kansas. Master's, 1936. Colo. St. Coll.

\*1323. **Eastwood, Floyd R.** Safety in college physical education. Doctor's, 1936. New York. 2 vols.

Attempts to determine the incidence, type, and severity of accidents to college men and women; the causal and contributory factors of the accidents; legal liability and methods for their coverage; and remedial safety procedures. Surveys 75 women's colleges located in 35 states, and 38 men's colleges in 20 states, and surveys intensively football accidents in 157 colleges and universities.

1324. **Forbes, F. L.** An evaluation of the required program of physical education for men in the accredited Negro colleges. Master's, 1935. Michigan.



1325. **Foster, Joe Drahn.** An evaluation of the physical education programs of Texas high schools. Master's, 1936. Texas.

1326. **Grant, Earl J.** A physical therapy program through exercise for the Elk City high school boys. Master's, 1936. Okla. A. & M. Coll.

Studies the needs of a physical therapy program through exercise among the Elk City high school boys, the exercises in which they participated in overcoming their main defects, and the results obtained through the various exercises.

1327. **Graves, Elaine Baldwin.** The relationship of certain posture characteristics to various personality traits and to intelligence. Master's, 1936. Stanford.

\*1328. **Hall, Josiah Calvin, jr.** The present status of physical education in the secondary schools of Florida. Master's, 1936. New York. 29 p. ms.

Attempts to determine the attitude of the principals of the secondary schools of Florida toward having physical education as a regular part of the curriculum; to determine the number of schools conducting a physical education program as a regular part of the curriculum, the number of schools having special teachers for conducting this work, the training of these teachers for their work, the number of trained teachers needed to establish a physical education program in the schools desiring such a program, the physical education facilities of the schools, the activities carried on in these programs where they are a part of the regular curriculum, and the amount of money spent on the physical education programs now being conducted.

1329. **Hancock, John W.** The personnel of physical education and athletics in the Rocky Mountain conference. Master's, 1936. Colo. St. Coll.

1330. **Henn, Donald C.** A survey of physical education in the secondary schools in Cerro Gordo county. Master's, 1936. Iowa. 55 p. ms.

\*1331. **Irvine, Dorothy L.** Physical education activities: an expression of social philosophy. Master's, 1936. New York. 69 p. ms.

Attempts to demonstrate that some of the play activities of children reflect social philosophies as exemplified by a study of the life and customs of Athens in the fifth century, B. C., and of the Zuni Indians of the seventeenth century. Shows that the war-like individualistic athletic contests of Athens reflected the war-like individualistic qualities of her people, and that the prevalence of team games of the Indian tribe studied reflected the communal spirit of the tribe. Finds that if the physical education program is to be vital, it must consider present-day social philosophy, and must reach into the life of the community.

1332. **Jones, Arthur Lewis.** The effects of summer programs upon a boy's physical fitness. Master's, 1936. Maine.

1333. **Jones, Retha Mae.** Trends toward coeducational physical education. Master's, 1936. Peabody. 58 p. ms.

Finds a definite trend toward coeducation in physical education, especially in those activities with carry over value for adult leisure time.

1334. **Keefe, John D.** A survey of physical education in 150 Catholic boys high schools enrolling 100 or more boys. Master's, 1936. Springfield.

1335. **Larkin, Richard A.** The influence of John Dewey on physical education. Master's, 1936. Ohio State. 71 p. ms.

1336. **Leathers, B. K.** A study of the relationship between leadership in physical education and social adjustment of junior high school boys. Master's, 1936. Springfield.

1337. **Lindsey, Reed S.** A study of opinions of administrators with respect to physical education. Master's, 1935. Peabody. 50 p. ms.

1338. **Lodewyk, B. W.** Subject combinations taught by the men teachers of physical education classes "A" and "D" public high schools of Michigan. Master's, 1935. Michigan.



\*1339. **Lyle, Eveline Burton.** A study of the correlation between the medical examination, the physical fitness index, the IQ, and the scholastic achievement of 80 girls at the Posse school of physical education. Master's, 1936. Boston Univ. 91 p. ms.

Finds that the mathematical rating of physical fitness as indicated by the medical examination is impossible, at present due to the lack of medical norms and the subjectivity of the medical examination; that there is a low correlation between physical fitness and intelligence, and between physical fitness and scholastic achievement. Recommends the establishment of statistical medical norms on all points in the medical examination for the different bodily types, and that students be classified into bodily types corresponding to those generally accepted by the medical profession.

1340. **Morgan, Mabel Helen.** An evaluation of physical education activities for character development opportunities. Master's, 1936. Peabody. 107 p. ms.

Finds that team sports offer the greatest opportunity for character development, combative activities probably rate second, followed by individual activities, hunting plays and games, rhythmical activities, dramatic activities, and formal activities.

1341. **McCuen, Marshall W.** An experimental orientation course in physical education service classes for college men. Master's, 1936. Ohio State. 60 p. ms.

1342. **Neilson, H. N.** Evaluation of physical education of Negro professional schools. Master's, 1936. Springfield.

\*1343. **Nielson, Aksel G. S.** A survey of the physical education program and facilities for men in colleges and universities. Master's, 1936. New York. 117 p. ms.

Analyzes data as to the types of activities offered, the form in which they were offered or practiced, the season in which they were offered, the number of students participating in the various activities, the most popular hour for the various activities, the number and type of instructors employed in the field of physical education, and the teacher load in 24 colleges and universities representing different sizes and types of institutions in 14 states in various parts of the country. Discusses varsity and intramural activities, and recommends that the intramural program be expanded to include the whole student body.

1344. **Parr, Theodore.** Relative achievement of physical education major students and other professional students in Michigan. Master's, 1935. Michigan.

1345. **Penn, Herbert W.** The attitudes and interests of freshmen men students at the University of Michigan, 1934-35, toward the required physical education program. Master's, 1935. Michigan.

1346. **Posey, Hugh Vance.** The justification of physical education in secondary school curricula. Master's, 1936. Peabody. 62 p. ms.

Shows a growth in physical education in the secondary school curricula since 1920, and that the major problem of workers in physical education is to organize and evaluate a program that will appeal to school administrators, pupils, and the general public.

1347. **Raglin, Elena L.** A study of the relationship between posture, health rating, amount, and type of physical activities. Master's, 1935. Michigan.

\*1348. **Rathbone, Josephine L.** Residual neuromuscular hypertension: implications for education. Doctor's, 1936. T. C., Col. Univ. New York, 1936. 221 p.

Attempts to clarify the terms used in the scientific discussions of fatigue in its various phases; to describe residual neuromuscular hypertension; to analyze, from the literature, and from the cases which have been referred to a corrective physical education clinic, the underlying causes of fatigue and tension; and to point the way to procedures in educational practice which should reduce the incidence of excitability and nervousness in children and adults.

1349. **Bohrdanz, C. W.** Proposed curriculum in physical education for first year college men. Master's, 1936. Alabama. 114 p. ms.



\*1350. **Romney, Golden.** A study of factors that contribute to the curricular interests of students of the ninth grade with special reference to physical education. Doctor's, 1936. New York. 135 p. ms.

Studies the curricular interests of students of the ninth grade of 10 selected schools of New Jersey in algebra, English, history, and physical education, as shown by the reasons given by the students themselves, the relation of sex, age, IQ, and socio-economic status for their preferences. Finds that physical education was preferred by 41 percent of the boys; that algebra was preferred by the girls; that algebra was disliked more than any other subject by the boys and history by the girls; that boys who preferred physical education had a lower average IQ than did the boys who preferred any other subject; that girls who preferred physical education had a higher average IQ than did girls who preferred any other subject; that boys and girls participated in a wide variety of activities out of school; and that extremely large classes in physical education had a negative influence toward physical education.

\*1351. **Roop, Amy G.** The woman high-school teacher of physical education in the service area of the Central Missouri state teachers college: a personnel study and an analysis of professional duties and responsibilities. Master's, 1936. New York. 90 p. ms.

Studies the vocational history, including educational history, academic status, experience, and economic status; activity setting, including activities presented, organization of activities, and the felt need for pre-service training in these activities; the school setting, including equipment and space, class enrollments, length and frequency of instruction periods, basis for grouping students, teaching load, participation in physical examinations and daily inspection, planning of program and the source books used, of all women physical education teachers in junior and senior high schools during the school year 1935-36. Finds that the teachers are deficient in professional training, are doing little advanced study, receive inadequate salaries, have inferior equipment with which to work, and teach other subjects. Shows that there are few full-time positions in physical education, that the turn-over is great, and that teachers tend to stay in the service only a short time.

1352. **Sharer, Milton Wilson.** The objectives of physical education significant to the senior high school boy. Master's, 1936. Michigan.

1353. **Sherrod, Wilma Dean.** Physical education contributes to the seven cardinal principles. Master's, 1936. Peabody. 112 p. ms.

1354. **Shukwit, Adale C.** Teaching combinations of women teachers of physical education in third and fourth class schools of Pennsylvania. Master's, 1935. Michigan.

\*1355. **Sinclair, Caroline Baytop.** The development of physical education in Tennessee. Doctor's, 1936. New York. 306 p. ms.

Discusses social and economic conditions in Tennessee, the history and present status of physical education, and points out significant trends in its development.

1356. **Strait, Reginald.** A survey of physical education programs in the high schools of the state of Kansas. Master's 1936. Iowa.

1357. **Thomas, Jesse B.** Teacher training in physical education in four year Kentucky colleges. Master's, 1935. Peabody. 93 p. ms.

Studies the present status of teacher training in physical education in 4-year Kentucky colleges and the requirements for certification of physical education teachers in states adjoining Kentucky. Finds that 4 of the 15 colleges offer a major, 2 offer a minor, and 1 offers a few professional courses in physical education; and that all of the schools had some of the necessary facilities but most of them were cramped for play space.

1358. **Thompson, F. J.** Study of vocational and personal interests of undergraduate students in physical education. Master's, 1936. Springfield.

1359. **Tolf, Alva.** Physical education for women in junior colleges. Master's, 1936. Chicago. 185 p. ms.

Finds about 75 percent of 252 junior colleges have provided a physical education program for women.



1360. **White, Ruth Liberty.** An experimental orientation course in physical education for freshmen college women. Master's, 1936. Ohio State. 27 p. ms. Describes orientation courses in physical education for freshmen in southern colleges for women, applying particularly to the Mississippi state college for women.

1361. **Woods, Gladys.** Part 1: A preventive and corrective program for high school girls at Norman, Oklahoma. Part 2: Correlation of motor ability with physical education grades. Master's, 1936. Okla. A. & M. Coll.

1362. **Wortham, Frank.** Status of physical education determined by state surveys. Master's, 1936. Peabody. 65 p. ms.

## ATHLETICS

1363. **Aldrich, Edith A.** The relationship of buoyancy to the learning rate in swimming. Master's, 1935. Iowa.

1364. **Barton, Helen M.** Do you know speedball? Pennsylvania school journal, 84: 86, November 1935. (State teachers college, Clarion, Pa.)

1365. ———. Let's start speedball. School activities magazine, 7: 15-17, April 1936. (State teachers college, Clarion, Pa.)

1366. **Beam, J. Milton.** An investigation to determine the frequency with which 400 words commonly used in oral instruction in baseball are not comprehended by 150 fifth and sixth grade boys at Southwestern, McKinley and Post elementary schools, Battle Creek, Michigan. Master's, 1935. Michigan.

1367. **Beeson, William Henry.** A study of the development of basketball as played by boys in Louisiana high schools. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28, N. S., no. 12: 88-89)

Finds that basketball is the most popular of all high-school sports.

1368. **Bennett, LaVerne Means.** A study of some of the possible factors influencing success in learning to dive. Master's, 1936. California.

1369. **Bodine, Willis Raymond.** A study of the relative effect of organized instruction and free play on learning baseball skills. Master's, 1936. Texas.

1370. **Borfleske, Stanley Evans.** A study of the achievement of college men in touch-football. Master's, 1936. California.

1371. **Buck, Raymond C.** High school athletic participation and planned college attendance. Master's, 1936. Colo. St. Coll.

1372. **Clyde, Arthur H.** What are the characteristics of successful athletic coaches in the high schools which are members of the West Virginia athletic association? Master's, 1935. Michigan.

1373. **Collins, J. H.** An analysis of some factors in 440 yard running. Master's, 1936. Springfield.

1374. **Crawley, B. F.** Basketball coaching for beginners. Masters, 1936. Springfield.

1375. **Davidson, Paul T.** Behavior control in sports. Master's, 1935. Ohio State. 134 p. ms.

\*1376. **Dean, Earl H.** The athletic program for the State teachers college and normal school at Trenton, New Jersey. Master's, 1936. New York. 55 p. ms.

Presents a statement of the athletic conditions at the State teachers college and proposes an athletic program that will articulate with the educational objectives of the



college in its new location, and will satisfy the wants and needs of the students attending the institution.

1377. **Dobberstein, William F.** A study of the academic achievements of selected high school athletes and non-athletes. Master's, 1936. Cornell. 27 p. ms.

1378. **Donn, H. F.** The organization of intramural athletics for boys in the public high schools of New Jersey. Master's, 1936. Springfield.

1379. **Dray, Doris A.** The effect of various factors upon heart rates of girls engaged in playing competitive basketball. Master's, 1936. Mills.

1380. **Dupre, Charles Albert.** The organization and administration of the University inter-scholastic league of Texas. Master's, 1936. Texas.

1381. **Erickson, Ralph W.** Balance as a diagnosis of body control in relation to teaching of basketball skills to children in lower grades. Master's, 1936. Springfield.

1382. **Fisher, Dwight H.** A study of athletic conferences among Negro colleges. Master's, 1936. Ohio State. 61 p. ms.

1383. **Fitch, Margaret F.** A specific method of group tennis instruction in relation to educational method. Master's, 1936. Mills.

1384. **Flack, Howard M.** Basketball systems evaluated and adapted for high school coaching. Master's, 1935. Peabody. 325 p. ms.

1385. **French, Esther.** An achievement test in volleyball for high school girls. Master's, 1936. Iowa.

1386. **Friery, E. J.** Evolution of the rules of basketball. Master's, 1936. Springfield.

1387. **Green, Bernice Combs.** Recreational hobbies of business and professional women of Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Studies the hobbies concerned with physical education activities such as swimming, tennis, golf, bowling, and archery of business and professional women of Oklahoma in order to determine the types of activity offered for girls and women in the public schools of Oklahoma.

1388. **Greenblatt, Charles LeClair.** A comparative study of athletes and non-athletes. Master's, 1936. Tennessee. 82 p. ms.

Compares scholarship marks, intelligence, and occupations of 150 athletes and 150 non-athletes of Knoxville high school.

1389. **Greer, John C.** Junior high school interscholastic athletics in West Virginia. Master's, 1936. Ohio State. 105 p. ms.

Surveys the status of the interscholastic athletics in West Virginia junior high schools during the past year, and compares certain items with the rules of the West Virginia junior high school athletic association. Finds that values, placement, and participation in junior high school athletics need further study, and should be part of the work of a state association.

1390. **Hall, Sylvester E.** The evolution of intramural sports for men in American colleges and universities. Master's, 1936. Howard. 62 p. ms.

Finds that beginning at Princeton university in 1857 in the form of interclass athletics, the movement grew slowly because of the competition of intercollegiate athletics. After 1884, as a result of attacks against intercollegiate athletics, inter-mural sports developed steadily; always, however, overshadowed by the more spectacular intercollegiate contest. Since 1917 the "athletics-for-all" movement has steadily gained and is now universally accepted and endorsed at least in theory.

1391. **Harris, Jane E.** The differential measurement of force and of velocity in high school girls by means of the putting of shots of different weights. Master's, 1936. Iowa.



1392. **Holcomb, Ferrin H.** A comparative analysis of methods used by the football teams of the Oklahoma high schools. Master's, 1936. Okla. A. & M. Coll.

Finds that winning teams have experienced coaches, offer inducements to players and thus obtain a heavy group, scout their opponents, are furnished with good equipment, and develop special methods of play.

1393. **Humphreys, Albert.** A study of interscholastic football injuries. Master's, 1936. Illinois.

1394. **Jett, Charles Overton.** Administration of interscholastic athletics in public high schools of Tennessee. Master's, 1936. Peabody. 90 p. ms.

1395. **Jones, John Randolph.** Administration of interscholastic athletics in the Kansas high schools. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 42)

Attempts to determine who is concerned with the various phases of the administration of interscholastic athletics in high schools of various sizes; to examine in detail the practices and methods; to note diversities in administration as shown by answers received to questionnaires sent to high schools in Kansas. Finds, from the 487 replies received, that the entire program of interscholastic athletics is justified if it contributes to the general educational aims of the school; that a better method of financing is imperative if the winning of games as an objective is to be minimized; that transportation presents many problems; that contracts for games and officials are not used as extensively as they should be; and that a plan of athletic insurance administered by the state is desirable.

\*1396. **Kenefick, Daniel Vincent.** Intramural and interscholastic athletics in secondary schools of Massachusetts enrolling 200 or fewer students. Master's, 1936. Boston Univ. 75 p. ms.

Analyzes check list replies received from 37 four-year high schools as to the types of athletics, coaches, and administration of athletic programs in the schools.

1397. **Kirk, Joseph Eckley.** Factors affecting the employment of football coaches in Texas. Master's, 1936. Texas.

1398. **Kissell, Howard R.** A comparative study of the scholarship of athletes and non-athletes. Master's, 1936. Ohio State. 121 p. ms.

Finds that there is little difference in the IQ of athletes and non-athletes, although there is a slight advantage in favor of athletes; that in colleges and universities there is little difference in the scholarship of athletes and non-athletes, although there is a slight advantage in favor of the non-athletes, while in the secondary schools athletics has very little effect upon the scholarship of athletes; that athletes select more easy courses and more hard courses than non-athletes; that proportionately, more athletes are graduated than non-athletes; that there is little difference in the scholarship of one, two and three sport athletes, although there is an advantage in favor of the one sport athletes; that the individual type of sport is generally engaged in by men of higher intelligence and scholastic rating; that the team sports, football, basketball, and baseball tend to attract men of lower intellectual capacity than do the individual type of sports; that tennis, track, cross-country, and golf athletes rank consistently high in scholarship, while football, basketball, and baseball athletes tend to rank consistently low in scholarship.

1399. **Mason, Lenel W.** A study of the effect of overweight upon performance in the vertical jump. Master's, 1936. Iowa.

1400. **Moore, Nelle D.** A case study of the effects of interscholastic basketball upon the health of high school girls. Master's, 1936. Okla. A. & M. Coll.

Analyzes replies to a questionnaire sent to members of two girls' basketball teams who played in national tournaments, 10 years after they engaged in active interscholastic basketball, and finds that 96 percent of the girls studied believe that competitive basketball playing was not injurious to their health and added to the enjoyment of life.

1401. **Moyle, William J.** A study of speed and heart size as related to endurance in swimming. Master's, 1936. Iowa.



1402. Netter, Leo. Study of fundamental lacrosse skills. Master's, 1936. Springfield.

\*1403. Neubauer, John A. The organization of an intramural activities program for Oberlin college. Master's, 1936. New York. 94 p. ms.

Discusses the early history of intramural activities at Oberlin college, recent developments in intramural activities, establishes criteria for evaluating the program, discusses the administrative organization, and the objectives of the activities program.

1404. Nims, Valiant G. The adaptation of uniform interscholastic high school athletic regulations. Master's, 1936. Colo. St. Coll.

1405. Nordly, Carl L. The administration of intramural athletics for men in selected colleges and universities. Doctor's, 1935. T. C., Col. Univ.

Finds a variety of administrative policies in the intramural athletics in the 12 institutions studied, and that 39 activities were included in the programs of these institutions.

1406. Ogle, Merle F. A history of the athletic department of Colorado state college of education. Master's, 1936. Colo. St. Coll.

1407. Price, Murl H. A study of the comparative achievements of athletes and non-athletes in high schools of the South central conference. Master's, 1936. Okla. A. & M. Coll.

Finds little difference in the academic achievement of athletes and non-athletes in secondary schools, that both groups received lower marks in the required subjects than they did in the variables and electives, that the seniors made higher grades than did the other classes, and that the athletic programs of the schools studied are functioning without detriment to the academic success of the students.

1408. Rennolds, Clara. Motor ability in relation to athletic team success. Master's, 1936. Peabody. 50 p. ms.

Describes an experiment in which Brace's motor ability tests were given to junior high girls. Teams of high motor ability played against low motor ability teams in six sports.

1409. Richter, Cornelius Erwin. A preliminary study of the relation of personality traits to success in basketball. Master's, 1936. Stanford.

1410. Robertson, Alfred J. The control of intercollegiate athletics. Master's, 1936. Iowa.

\*1411. Rodgers, Elizabeth G. An experimental investigation of the teaching of team games: a study applied to the elementary school level, of three methods of teaching. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 65 p.

Attempts to discover the effectiveness of three methods of teaching soccer, volleyball, and playground baseball in seven public elementary schools in Cleveland, Ohio, and in six elementary schools in Lakewood, Ohio. Compares playing the game without practice of any game techniques, practicing isolated game techniques for 90 percent of the class time and playing for only 10 percent of the time, and practicing the game techniques in relation to felt need for improving skill in those techniques while playing the game. Finds that practicing the game techniques in relation to felt need for improving skill was of the most value.

1412. Bush, Robert B. A survey of intramural and intercollegiate boxing for 1934-35. Master's, 1936. Iowa.

1413. Russell, L. L. The status of boys' athletics through the high schools of Pennsylvania. Master's, 1936. Springfield.

1414. Schreiber, Nichols. A study of relationships of personality development of eleventh grade boys and varsity athletes to physical ability and athletics. Master's, 1935. Michigan.

1415. **Sebold, Harold H.** The Dickinson system of team ranking. Master's, 1936. Ohio State. 47 p. ms.

Applies the Dickinson system to an intra-county program of basketball, and finds that the Dickinson system serves as a new and more satisfactory method of determining championships from an educational point of view. Its popularity with the public is questionable. The Dickinson system, however, does provide for a greater democracy in participation and an equality of opportunity for boys and girls.

1416. **Shaw, Anna Belle.** The athletic phase of the curricular program of physical education for girls in the high schools of the state of Washington. Master's, 1936. Washington. 175 p. ms.

1417. **Sinclair, Roy Upton.** A survey of the position of secondary school athletic coach in the state of Maine. Master's, 1936. Maine.

1418. **Snyder, Clarence A.** Study of the relationship of athletic participation to scholarship in five Colorado high schools. Master's, 1936. Colo. St. Coll.

1419. **Summers, E. W.** The cooperative council plan in the administration of athletics in Houston, Texas. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 70)

Describes the transition from a haphazard arrangement of athletic administration for the high schools of Houston, Tex., to an orderly, successful administration by a council composed of senior high school principals and higher administrative officers. Shows that financial conditions have improved, proselyting has decreased, conduct at games, quality of equipment, attention to injuries, and spirit of contestant, coach, and school have improved.

1420. **Swenson, William T.** A correlation of starting reaction time and sprinting speed. Master's, 1936. Iowa.

1421. **Trumbull, Katharine S.** Subjective and objective grading of the elementary backstroke in swimming. Master's, 1936. Colo. St. Coll.

1422. **Urquhart, Fred S.** A problem in reaction time in track running. Master's, 1936. Springfield.

1423. **Watkins, Robert W.** A study of the fundamental techniques of intercollegiate wrestling. Master's, 1935. Peabody. 180 p. ms.

1424. **Wilson, C. Oren.** The status of interscholastic and intramural athletics in the high schools of Utah. Master's, 1936. Utah.

1425. **Wilton, Frank Starr.** A study of college football as an educational activity. Master's, 1936. Stanford.

1426. **Wright, Giles O.** The administration and control of intercollegiate athletics in Negro colleges. Master's, 1935. Michigan.

#### PLAY AND RECREATION

1427. **Arnold, Lois.** A study of the relationship of recreational interest to motor ability. Master's, 1935. Michigan.

1428. **Beasley, Turman Overby.** Survey of organized recreational activities in Civilian conservation corps camps in Tennessee. Master's, 1935. Peabody. 78 p. ms.

Finds that the recreational activities are organized to meet the needs and interests of the enrollees, and that the educational advisers believe all of the activities are beneficial to the enrollees and that they should be promoted in all of the camps, and that on the whole adequate facilities are available for the various recreational activities.



1429. **Beauchamp, Mary Ella.** Certain influences of movies on adolescent youth. Master's, 1936. Michigan.

1430. **Bergholz, Mabel Cady.** A study of the leisure time of high school girls. Master's, 1936. Oregon St. Agr. Coll. 100 p. ms.

Attempts to determine how girls spend their leisure time; general trends shown by a follow-up made 2 years later than the first study; the relative merits of the different activities engaged in by the girls; remedial measures necessary as a result of the investigation and what the dean of girls can do in aiding high-school girls to establish recreational habits which lead to fuller and richer lives.

1431. **Brand, Pearl.** The change in play activity with the change in chronological age. Master's, 1935. Columbia.

1432. **Cawthorne, Elizabeth Verne.** A survey of opportunities for the training of recreation leaders (in states west of the Rocky Mountains). Master's, 1936. California.

1433. **Childs, Gayle B.** The frequency of attendance at motion pictures by school children in Nebraska; the nature of the shows attended. Master's, 1936. Nebraska. 94 p. ms.

Studies motion picture attendance reports of 3,643 Nebraska children in 25 schools and finds that children attended 312 different shows; that 71 percent of attendance was on Friday, Saturday, and Sunday nights; that 19 of the 23 shows most frequently attended were rated as desirable, two partially undesirable, and two definitely undesirable.

1434. **Clements, Wilton Shirley.** The administration of school playgrounds in the educational system of Chicago. Master's, 1936. Chicago. 70 p. ms.

1435. **Donalds, Martha.** Primitive motivations of the dance. Master's, 1936. Peabody. 135 p. ms.

1436. **Ganaway, Ann.** The singing games of the Cumberland mountains of Tennessee. Master's, 1935. Peabody. 131 p. ms.

1437. **Hood, Leon Crist.** The pattern of a good time for the Dunbar township high school pupils. Master's, 1935. Columbia.

1438. **Hughes, B. E.** A plan for rural recreation: the program of recreation in Athens county under Federal emergency relief, 1934-35. Master's, 1935. Ohio State. 86 p. ms.

1439. **Jayne, Linda H.** A survey of the leisure activities of 300 children. Master's, 1936. T. C., Col. Univ. 26 p. ms.

1440. **Johnstone, John.** A survey of the voluntary recreational interests among students of the University of Michigan. Master's, 1936. Michigan.

1441. **Kirton, Edna Earle.** The place of the dance in education. Master's, 1935. Peabody. 97 p. ms.

1442. **Kohleriter, E. C.** Play activity supervision in the elementary school. Master's, 1936. Coll. of the City of N. Y. 102 p. ms.

Attempts to show the need for adequate supervision in elementary school playgrounds during recreation periods. Included in the investigation are a determination of the prevalence and nature of accidents and injuries in free periods of the primary school, a study of some of the factors which may be contributory to the incidence of accidents, and a suggested organization for a safety program. Shows that the development of the physical activity program of the elementary school has been neglected because of attention given to secondary school physical education.

1443. **Osborne, Ernest.** The individualization of large group camping. Doctor's, 1936. T. C., Col. Univ.

Attempts to indicate ways in which the interests and needs of individual children can be determined by an analysis of the answers of 215 boys under 12 years of age at the beginning and at the end of his stay in camp to an interest finder containing 274 items, and to develop effective methods of program organization and of guidance to meet individual interests and needs.

1444. **Patterson, Miller.** The recreational activities of men teachers in the State of Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Attempts to determine the "carry-over" value of some recreational activities that have previously been taught in high school and college physical education programs, as shown by answers to a questionnaire sent to 304 men teachers in Oklahoma. Finds little "carry-over" value in most of the activities included in physical education programs, and lists a number of activities which should be introduced into the physical education programs of schools and colleges in order to meet the later recreational needs of the students.

1445. **Rosenfeld, S. Ullman.** The dynamic relationships involved in the supervision of the play of five boys, ages 6-9. Master's, 1935. Columbia.

1446. **Ruh, Katherine.** The possible contributions of the community recreation program of Bowling Green to Bowling Green state university. Master's, 1936. Ohio State. 52 p. ms.

Surveys the recreational interests of adults in Bowling Green and constructs a recreational program with these interests in mind and shows the possible ways in which such a program would be of value to the university students. Finds a predominance of individual activities over group activities; that adults prefer to do those things with which they are familiar; and that handicrafts, sports, and athletics are much preferred over music and literature.

1447. **Smertz, Beulah Alberta.** A study of effective reach of municipal recreation in Salt Lake City, Utah. Master's, 1936. Utah.

1448. **Soule, Howard Marion.** A survey of elementary school playground organization and supervision in Maricopa county, Arizona. Master's, 1936. Colorado. (Abstract in: University of Colorado. Abstracts of theses for higher degrees, 1936: 68)

Finds that 1-teacher schools are in need of both movable and immovable equipment; that 1-teacher schools do not participate in intramural and interscholastic sports to any great extent; that some of the larger schools have playgrounds that are quite small; that as schools increase in size there is a tendency for intramural and interscholastic sports to increase, an excellent type of supervision is found in many of the schools, that morning and after-school periods are not supervised as much as are recess and noon periods; and that there is a need for teachers better trained in supervision. Shows that summer supervision of the playground and supervision after regular school hours is practically lacking.

1449. **Weston, Beth Ames.** Recreational survey of some rural school children in Berkshire county. Master's, 1936. Boston Univ. 92 p. ms.

Attempts to determine the amount of leisure time of the elementary school child in some of the rural areas in western Massachusetts, to discover what he does with his time, and to ascertain whether the physical education program or other school activities carry over into his out-of-school life. Surveys 327 children 10 years of age or over, in rural elementary schools in 14 communities. Finds that the children had a good deal of leisure with no organized leisure-time activities, and that the physical education program of the schools studied did not carry over into the out-of-school life of the children.

1450. **Whitmore, Dorothy Ann.** The relationship of the recreational camps of Cedar Rapids, Iowa, to the social agencies of that city. Master's, 1936. Iowa.



## COMMERCIAL EDUCATION

1451. **Anderson, Bertha Cooper.** Commercial education for Negroes in the public secondary schools of the District of Columbia. Master's, 1935. Howard, 106 p. ms.

Reveals that, as a whole, commercial education for Negroes in the public secondary schools of the District of Columbia ranks above that offered in the typical situation in the United States.

1452. **Arnold, Ruth E.** A follow-up study of commercial graduates. Master's, 1936. Ohio State. 68 p. ms.

Analyzes information secured from 91 out of 100 graduates who had taken commercial work. Finds typewriting to be of higher occupational and personal value than either shorthand or bookkeeping. One year of shorthand is of little occupational value. Only 20 percent of those who study bookkeeping use it occupationally. About 43 percent of those who study shorthand use it occupationally. Graduates lose too much time securing work. They secure work in the community. Shows a need for salesmanship and office practice. Graduates have more difficulty with English than any other one thing.

1453. **Bates, Emma Katharine.** Success of teachers of business subjects in relation to the number of regents subjects taught. Master's, 1936. N. Y. St. Coll. for Teach. 114 p. ms.

1454. **Bowen, Donald C.** The preparation of the commercial teacher. Master's, 1936. Ind. St. T. C. 82 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 7: 181, July 1936.)

Attempts to determine the standards required and the curriculum offered by state teachers colleges for the preparation of commercial teachers in the United States. Finds a great variation of opinion as to the necessary courses for a commercial teacher, irregularity in standards for courses in practice teaching, indecision as to the time for introducing various subjects into the commercial curriculum, and increasing importance of teaching economics, commercial law, and commercial geography.

1455. **Clark, Madeline Marguerite.** A preliminary survey of the employment possibilities of the Spanish-American girls receiving commercial training in the San Antonio secondary schools. Master's, 1936. Texas.

1456. **Compton, Joseph O.** The development of the commercial curricula of teaching training institutions. Master's, 1936. West. Ky. St. T. C. 55 p. ms.

1457. **Cree, Clyde L.** Opportunities for part-time cooperative commercial education. Master's, 1936. Colo. St. Coll.

1458. **Cumiskey, Mary.** A study to determine what should be the content of the high school course in consumer business training. Master's, 1936. Iowa. 217 p. ms.

1459. **Cushing, E. Faye.** A study of occupational opportunities in the field of typewriting. Master's, 1936. Iowa. 176 p. ms.

\*1460. **Davis, Benjamin Franklin.** A study of shorthand teaching: comparison of outcomes in the learning of shorthand effected by differences in teaching methodology. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 106 p. (Contributions to education, no. 698)

Formulates the Walton experimental method of teaching shorthand, and uses it with a group of Walton high school pupils who were compared with a group of students in the same high school who were taught by the conventional method. Finds that the pupils taught by the experimental method, which is a modified direct method of teaching, tended to excel in transcription ability; that the teachers who used the experimental method preferred it to the traditional methods which they had been using for some years.

1461. **Dille, Lavina Faye.** An analysis of errors in transcription made by 175 high school juniors in first year shorthand. Master's, 1936. Michigan.



1462. Douglas, Lloyd Virgil. An experimental development of techniques and materials for the teaching of a one semester course in non-vocational bookkeeping. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Develops and tests instructional materials and teaching procedures specifically adapted to the teaching of non-vocational and interpretative objectives in a bookkeeping course.

1463. Edwards, Lillian Ilene. An analysis of the results of state typewriting contests. Master's, 1936. Texas. 55 p. ms.

1464. Emberger, Margaret Dorothy. Methods and materials used in shorthand instruction in the public secondary schools in Kentucky. Master's, 1936. Kentucky. 113 p. ms.

Proposes to determine the present methods and materials used in the teaching of shorthand in the public secondary schools of Kentucky; to evaluate these methods and materials in the light of opinions and practices of competent persons in the field; to provide information for comparative studies of similar investigations; and to provide data for the planning of a constructive program of study.

1465. Ewbank, Gladys. The status of junior business training in the junior high schools of Indianapolis. Master's, 1935. Ball. St. T. C. 103 p. ms.

Analyzes data secured during a survey of the six high schools of Indianapolis during the school year 1934-35. Indicates that the subject meets a real need of pupils in the ninth or tenth year of school.

1466. Frater, Gwendolene Lillie. A study of the feasibility of offering typewriting and bookkeeping for personal use of all children in the public schools of America. Master's, 1936. Washington. 48 p. ms.

Studies responses from persons engaged in 25 different occupations to learn how they had used their typewriting skill and bookkeeping knowledge other than for a vocation, to find out whether they considered it of value for personal use and if they would advise these subjects for all children.

1467. Gafke, Adelaide Rogers. A study of changes in commercial education in the public high schools of Arkansas, during the past five years, 1931-1936. Master's, 1936. Iowa. 108 p. ms.

1468. Galbreth, W. Henry. The construction of a series of dictation exercises for high schools. Master's, 1936. Iowa. 180 p. ms.

1469. Gantz, Albert L. Value of typewriting in the commercial curriculum. Master's, 1936. Colo. St. Coll.

1470. Gordon, Dorothy. An analysis of knowledge and skill required in typewriting education. Master's, 1936. Cincinnati.

1471. Hartje, Mabel A. A course of study for the commercial department at Jamestown, North Dakota. Master's, 1936. Colo. St. Coll.

1472. Hayman, Margaret Lee. A follow-up study of commercial graduates. Master's, 1936. Cincinnati.

1473. Hays, Ervin I. An evaluation of teaching secondary school typewriting at high speed from the beginning. Master's, 1936. Iowa.

1474. Heil, Margaret E. The value of the IQ and teachers' marks in certain high school subjects for predicting teachers' marks in stenography. Master's, 1936. Louisville.

Attempts to determine whether IQ ratings and teachers' marks in certain high-school subjects could be used to predict marks in stenography in the Atherton high school for girls in Louisville. Finds that marks in beginning Spanish and in beginning bookkeeping were the best predictive measures for marks in the first semester of stenography; and



that IQ ratings and teachers' marks in typewriting and sophomore English have almost no value in predicting success in stenography.

1475. Herfurth, Oneida Bickel. A five-year follow-up study of commercial vocational high school graduates. Master's, 1936. Cincinnati.

1476. Herrell, Permelia. A study of practices and trends in typing classes in Missouri cities of 5,000 or less. Master's, 1935. Michigan.

1477. Ibrahim, Najib A. Philosophy of business education in the secondary schools of the United States. Master's, 1936. Colo. St. Coll.

1478. Johnson, Mary. A study of the contributions of typewriting to the improvement of English and spelling among high school students. Master's, 1936. Iowa.

1479. Johnston, Laura I. A comparison of secondary school typewriting errors at different levels of intelligence. Master's, 1936. Iowa. 56 p. ms.

\*1480. Keelon, John Kenneth. The development of commercial education in the Boston day high schools. Master's, 1936. Boston Univ. 79 p. ms.

Describes the public Latin school, the English high school, the Girl's high school, development of the teaching service, curriculum changes and private business school, the commercial high school, the development of the commercial curriculum since 1900, the proposal for a central clerical school, surveys leading to a better commercial course, salesmanship and merchandising, cooperative classes in salesmanship, and commercial subjects offered at present.

1481. Kessinger, Elizabeth. A prognostic study in high-school shorthand. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 94)

1482. Kinney, Carol Aileen. Investigates the relationships between tendencies to reversals in typewriting and factors of cerebral dominance. Master's, 1935. Chicago. 117 p. ms.

\*1483. Knepper, Edwin Garfield. A history of commercial education in the United States. Doctor's, 1936. Harvard. 422 p. ms.

Divides the history of business education into three periods—from the early colonial days to 1852, 1852-1893, and from 1893 to the present time. Finds an expansion of subjects and subject matter, a spread in the number and kinds of institutions providing commercial education, a wider recognition of this field of training, and better and more extensive organization and administration of it during the second period. Shows that during that period the business colleges became educational forces of such note that other educational institutions found it necessary to compete with them for their own success. Shows that during the third period the secondary schools dominated business education prior to 1917, but that since that date colleges have dominated, and for the first time commercial education was offered as graduate study. Shows that a critical literature has been developed, new phases of business training undertaken, better textbooks published, and that research is eliminating guesswork.

1484. Kreizman, Samuel L. Analysis of the progress and elimination of the class of 1932, School of commerce, Temple university. Master's, 1936. Temple. 98 p. ms.

Attempts to determine the reasons for student drop-outs and the relationship between student progress and intelligence. Shows that psychological tests can be used as prognosticators of student success and progress; that 55 percent of the drop-outs had to earn their own way; and that increased faculty guidance would delay or prevent a few of the drop-outs.

1485. Lichtenheld, Frank M. A study of publicity procedures employed by commercial departments of secondary schools. Master's, 1936. Iowa. 246 p. ms.



1486. **Loeckle, Evelyn.** A survey of training plans for office workers responsible for correspondence. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 82-83)

Attempts to determine the need for training workers responsible for correspondence; the types of training used by various firms throughout the United States; and the type of training considered most effective and the method of putting it into operation.

1487. **Lowe, Velma Wooldridge.** A professionalized study of typewriting. Master's, 1936. Tennessee. 476 p. ms.

1488. **Magill, Mayme E.** The development of a syllabus for a course in consumer business education for the senior high school. Master's, 1936. Iowa.

1489. **Miller, Jay W.** A critical analysis of factors significant in the selection, training, and remuneration of salesmen. Master's, 1936. Temple. 79 p. ms.

Attempts to discover, partly as the result of a survey, the factors that are significant in the employing, training, and remuneration of salesmen, as shown by a study of 57 firms in Wilmington, Del., employing 457 salesmen. Shows that the trial and error method of hiring and training salesmen must be replaced by more scientific methods, based upon statistical studies and objective data.

1490. **Mitts, Norris G.** A follow-up of commercial graduates of Bloom township high school for the years 1931-1934. Master's, 1936. Colo. St. Coll.

1491. **Murphy, Elizabeth.** The organization and development of a modern office practice course for secondary schools. Master's, 1936. Boston Coll.

1492. **Nichols, Ward Matthews.** An evaluation of the cooperative part-time training program in effect in the business department of Modesto high school. Master's, 1936. Stanford.

1493. **Pennell, Eugene D.** Organization for commercial education in the public senior high schools of Michigan. Master's, 1935. Michigan.

1494. **Peterson, Edward A.** Business and economics in the 71 institutions of higher learning in Kansas. Master's, 1936. Colo. St. Coll.

1495. **Pickell, John C.** A course in general business training for Newport high school. Master's, 1936. Ball. St. T. C. 70 p. ms.

Analyzes the responses of 46 Newport high school students to a check list to determine the content of a general business training course for the school. Shows consumer interest to be higher than vocational interest and recommends discarding the subject-matter boundary lines and allowing the individual to follow his own interests.

1496. **Pugh, Stanley.** Syllabus in methods of teaching bookkeeping. Commerce, Texas, Eagle printing company, 1935. 35 p. (George Peabody college for teachers)

1497. **Reynard, Loren F.** Evaluation of practice sets in the first semester of high-school bookkeeping. Master's, 1936. Iowa. 76 p. ms.

1498. **Riggs, Catherine.** A study of the value of various measures in predicting the capacity of high school students for learning shorthand. Master's, 1935. Michigan.

1499. **Bohrer, Helen Fuller.** A comparative study of two methods of teaching typewriting. Master's, 1936. Stanford.

1500. **Ryan, Margaret.** Recent literature dealing with social-business education and consumer education. Master's, 1936. Arizona.



1501. Sanders, Edwin S. A comparative study in curricula in business administration. Master's, 1936. Va. Poly. Inst. 36 p. ms.  
Studies the courses offered in business administration curricula of 65 leading colleges and universities in the United States. Lists the courses offered, their frequency in the curricula, and the average time and credit devoted to each subject.
1502. Shaw, Harland Dale. The construction of a technical vocabulary for high school bookkeeping. Master's, 1936. Ohio State. 124 p. ms.
1503. Sills, Ollie Mae. Survey of commercial education in 48 public high schools of the state of Louisiana during the 1934-35 school session. Master's, 1936. Alabama. 83 p. ms.
1504. Snider, Earle Kirn. A comparative study of success in the commercial subjects and success in the academic subjects. Master's, 1936. Stanford.
1505. Steed, Carol Cary. Social business curricula for the training of commercial teachers. Master's, 1936. West. Ky. St. T. C. 34 p. ms.
1506. Stradling, Mrs. Jessie. A comparative investigation of the teaching of office practice in the public secondary school of Indiana. Master's, 1936. Indiana. 140 p. ms.
1507. Sweeney, Clara. A professionalized study of shorthand in the high school. Master's, 1936. Tennessee. 140 p. ms.
1508. Townsend, John S. Teaching typewriting by dictaphone. Master's, 1936. Colo. St. Coll.
1509. Van Arnam, Grace P. Adjusting the commercial curriculum of Brainerd high school, Brainerd, Minnesota, to the needs of the community. Master's, 1936. Colo. St. Coll.
1510. Wardell, Gerald Bryce. An analysis of undergraduate schools of business of the United States for the purposes of guidance for high school students. Master's, 1936. Ohio State. 300 p. ms.
1511. Watkins, Alice Elizabeth. The history and status of cooperative salesmanship education in selected localities in the United States. Master's, 1936. Kentucky. 90 p. ms.  
Traces the history and development of the cooperative plan; describes the present status of cooperative-salesmanship education in selected public schools in the United States and the development and status of the cooperative program in the Louisville public schools; compares the present status of the Louisville cooperative plan with plans found in other public high schools; and suggests a course of study in cooperative salesmanship.
1512. William, Homer N. Some common errors in English made by business college students in daily transcription work. Master's, 1936. West. St. T. C. 38 p. ms.
1513. Williams, Claude B. A survey of the business education graduates of the Delaware county high schools for the five school years, 1931-1935. Master's, 1936. Ball St. T. C. 62 p. ms.  
Studies the strength and weakness of the business education program in the Delaware county, Ind., high schools, and finds that courses were needed in consumer education and in socio-business training, and that the curriculum should be broadened to prepare the student for a wider range of business occupations.
1514. Williams, Rachel F. Business education and occupations of the graduates of the Ault high school, Ault, Colorado. 1931-35. Master's, 1936. Colo. St. Coll.



1515. **Williams, Scott.** An experimental study of the relative effectiveness of the recitation and problem methods of teaching junior business training. Master's, 1936. Oregon.

1516. **Workman, Helen Mae.** A follow-up study of commercial graduates as a basis for curriculum revision. Master's, 1936. Ohio State. 90 p. ms.

Indicates that while vocational commercial education is needed, there should be more emphasis upon general commercial education.

#### INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

1517. **Allen, Wilson S.** Industrial education for Negroes in secondary schools in Florida with special reference to industrial arts education. Doctor's, 1936. Ohio State. 186 p. ms.

Shows that the program of studies for the Negro secondary school should differ only insofar as the abilities, needs, and interests of individuals or groups justify variation; that the Negro needs to acquire facility in adjustment to home and civic life, development of leisure-time activities, problems pertaining to physical health, and in the development of personal social traits.

1518. **Anderson, Marcus L.** The educational and vocational opportunities for Negroes in Columbus, Ohio. Master's, 1936. Ohio State. 60 p. ms.

Attempts to determine the integration between scholastic preparation on the secondary school level and employment in various vocations. Finds that vocational opportunities for Negroes are limited, and that there is a great need for a functional guidance program.

1519. **Archer, Flora Alice.** A unit on the oil industry. Master's, 1936. Peabody. 109 p. ms.

Studies the history of uses made of oil, development of fields, and distribution of the product.

1520. **Ashley, Lawrence Floyd.** Industrial arts education, in teacher education. Doctor's, 1936. Ohio State. 176 p. ms.

Finds little agreement in programs over the country in college course requirements for majors or minors or in academic work and that programs are determined largely by the demands of public schools, which are in turn responsible for these demands. Accepted educational objectives are the bases on which the program should stand.

1521. **Bailey, Chester Paul.** Job sheets and analysis of jobs in elementary printing. Master's, 1936. Peabody. 58 p. ms.

Evolves 14 job sheets and analysis of jobs for the student beginning with instructions as to their use and sample jobs.

1522. **Baker, William Rice.** Production in school print shops. Master's, 1936. Minnesota. 185 p. ms.

Studies types of production in school print shops and influence of production methods on the educational and financial status or value of printing as a school project. Indicates the need for better-defined objectives to enriched and well-balanced programs, and to solution of problems that thwart attainment of worthy results from printing education.

1523. **Bonham, Wilbur E.** A survey of industrial education in the Masonic homes of the United States and a proposed program of industrial education for the Oklahoma Masonic home. Master's, 1936. Okla. A. & M. Coll.

Sets up a program of vocational education for the Masonic home at Guthrie, including courses in printing, bookbinding, woodworking, and shoe repairing, and includes a list of equipment needed to carry on this work.

1524. **Bordner, Armar J.** A proposed industrial arts program for the junior high school grades in Lebanon county, Pennsylvania. Master's, 1936. Penn. State. 107 p. ms.

Presents a practical program based upon the literature of industrial arts education and on interviews with educational leaders.



1525. **Bowman, Mansom Pat.** A general shop program for the Tulsa part-time continuation school. Master's, 1936. Okla. A. & M. Coll.

Sets up a course of study for the general shop, and suggests means of carrying on the program with adolescent boys.

1526. **Brock, J. L.** The American craftsmen league in South Carolina. Master's, 1936. Peabody. 129 p. ms.

Finds that there are various clubs throughout the United States for students taking courses in industrial arts and that a movement is under way to effect a national organization of club work for students taking courses in industrial arts.

1527. **Burrell, David James.** Operation and information sheets for teaching fundamental units of hand woodworking. Master's, 1935. Wash. St. Coll.

1528. **Calvin, Lawrence V.** Major trends and influences in industrial arts education in the United States from 1925 to 1935. Master's, 1936. Ohio Univ. 96 p. ms.

1529. **Campbell, Harvey Blaine.** Plan reading for the building trades. Master's, 1936. Kansas.

1530. **Carlson, V. Sydney.** A study of the vocational and prevocational offerings of the Morocco high school with recommendations for enrichment. Master's, 1935. Ind. St. T. C. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 115-16, July 1936)

Shows that the school was offering a program of studies consisting of a college-preparatory curriculum, a commerce curriculum, a finding course consisting of general shop work for boys and home economics for girls, and music and art courses open to all students. Finds that the students in school preferred the professional and commercial vocations with college-preparatory and commercial courses; that the occupation most frequently followed by the men from the classes of 1918 to 1923 was agriculture; and that 82.6 percent of the women from those classes were homemakers. Recommends that courses in home economics, industrial arts, and agriculture be added, and that a program of vocational guidance be organized to assist students in choosing their vocations more wisely.

1531. **Crane, Jefferson Wingate.** Elements of science involved in the printing trades. Master's, 1936. Chicago. 52 p. ms.

Attempts to determine what portions, phases, or elements of science used by workers in the production departments of the printing trades are essential.

1532. **Crudden, Paul Bernard.** The development of vocational education in Massachusetts since 1870. Master's, 1936. Boston Coll.

1533. **Cunningham, Elbert C.** Civilian vocational rehabilitation in North Carolina. Master's, 1936. Peabody. 109 p. ms.

Traces the North Carolina funds invested in civilian rehabilitation compared with increased earning power of the citizens due to vocational training given by department. Finds the funds spent by the state are a sound economic investment when compared with state expenditures for institutions.

1534. **Ellington, Mark.** Determining the professional courses in a technical institute's curricula. Doctor's, 1936. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, 20: 127-34)

Develops a practical technique for surveying the industrial and business needs of a community and applies them to Rochester, N. Y. Revises the curriculum program carried on at Rochester athenaeum and mechanics institute, and establishes guidance procedures designed to help the student select suitable courses of study, to help him overcome personality defects or deficiencies, to aid him in carrying on a balanced program of extracurricular activities, in making adjustments on the cooperative job.

\*1535. **Essex, Gene.** Establishing the foundation of a course of study for the preparation of industrial arts general shop teachers for the junior high schools of New York State. Master's, 1936. Syracuse. 382 p. ms.

Discusses the philosophy of industrial arts education, the philosophy of the New York State education department, industrial arts in relation to general education, the improvement of industrial arts teaching, and objectives in fields other than education.

1536. **Ewing, Claude Henry.** A measure of the efficiency and the deficiency of the training of painting and decorating apprentices. Master's, 1936. Colo. St. Coll.

1537. **Ferguson, Vaughn Brown.** The post-entry training of public service personnel in California. Master's, 1936. California.

1538. **Fitzgerald, William A.** Basic operations in printing. Master's, 1936. Peabody. 141 p. ms.

Prepares instruction sheets for the performance of the basic operations in elementary printing and the selection of suitable illustrations.

1539. **Fox, Marius A.** An analysis of the trade student's comprehension of the vocabulary of his trade literature. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 12: 301-302)

Studies the vocabulary comprehension of 500 trade students in the automobile, cabinet, carpentry, electric, machine, and sheet metal trades in the Allegheny vocational school in Pittsburgh. Finds that the student beginner has approximately a 50 percent comprehension of vocabulary terms encountered in his trade literature, and that there is a consistent growth in comprehension of vocabulary terms as the trade experience of the student increases.

\*1540. **French, Earle Kenneth.** Effect of the depression upon the industrial arts program in certain Massachusetts school systems. Master's 1936. Boston Univ. 48 p.ms.

Studies the industrial arts program in the public junior and senior high schools of Massachusetts, and finds that during the depression there has been a general increase of 17 percent in industrial arts subjects, with a 34 percent increase in attendance.

1541. **Frye, Milton.** Correlates of vocational preference. Master's, 1936. Washington Univ. 52 p. ms.

1542. **Fryklund, Verne C.** Trades versus occupations as training bases. Industrial arts and vocational education, 25: 169-71, June 1936. (University of Minnesota)

Attempts to validate, by tests, the training of industrial workers according to the complexity of work performed rather than by trade classification. Evidence shows that trade lines can be ignored when attempting to determine whether or not training is deserved. Finds that abilities and required training do not always follow trade classifications; and that repetitive workers in industry up to approximately 34 percent are justifiably trained in reimbursable trade programs, if complexity of required abilities is a criterion of need.

1543. **Grabow, Lewis D.** An investigation in industrial arts subject matter. Master's, 1936. N. Y. St. Coll. for Teach. 184 p. ms.

1544. **Graham, Robert Fred.** A handbook for cooperative part-time apprentice training in Arkansas. Master's, 1936. Okla. A. & M. Coll.

Compiles, in handbook form, procedures and references for use by school authorities inaugurating a program of cooperative part-time apprentice training in their communities by making use of the available industrial and commercial facilities of the community on a cooperative basis, with the salary of the coordinator and the technical reference materials necessary as the only expenses for the service.



1545. **Hackman, George M.** Teaching electricity on the junior high school level. Master's, 1935. Tennessee. 123 p. ms.

Develops a course in electricity together with information sheets, assignment sheets, and job sheets for carrying the course through a school year.

1546. **Hainer, Linton.** Engineer preparation, high and college. Master's, 1936. Minnesota. 62 p. ms.

Studies the value of high-school, shop, and drawing courses as a basis for work in engineering colleges with attention to both the training and the guidance aspects. Shows a trend toward broader admission rules in terms of subject groups; reports needed changes for engineering college-entrance requirements. Shows that shop and drawing courses seem to have contributed to success in engineering college shop and drawing work.

1547. **Hankammer, Otto Alfred.** Graduate programs in industrial arts education: with special reference to the master's degree. Doctor's, 1936. Ohio State. 187 p. ms.

Considers objectives, administration, articulation, requirements, students, staff, facilities, and offerings in graduate programs in industrial arts education as presented by teachers colleges, colleges, and universities. Reveals that the structure of the master's program is complex in nature with considerable variation in practices among the several institutions; finds that institutional, departmental and staff, curriculum, student relations, and allied policies control the master's program.

\*1548. **Harper, Herbert Druery.** The development and present status of the metal trades and their training programs with special reference to the metropolitan area. Doctor's, 1936. New York. 381 p. ms.

Studies the metal industries located in and around New York City, the history of metal and metal manufacturing and their effects upon society, and analyzes the educational needs in the various metal industries and the present training facilities provided for entrance into any of its varied branches.

1549. **Hauserman, Paul I.** The interrelations of mental ability and mechanical aptitude, objectively measured, and the quality of shop work. Master's, 1936. Ohio Univ. 37 p. ms.

\*1550. **Herness, L. Clifford.** The extent and nature of cooperative part-time vocational training in public high schools of the United States. Master's, 1936. North Dakota. 115 p. ms.

Finds that there are 29 public high schools in the United States giving part-time cooperative vocational training. Describes the part-time cooperative plan of industrial education, the present status of these schools, duties specific to the plan, course content, credits, selection of pupils for training, selection of place for training, special vocational guidance provisions, values of the plan, placement of pupils, and special agreements with the employers.

1551. **Hillyard, Lawrence B.** A comparison of administrative practices and offerings in vocational and practical arts education in 30 public school systems. Master's, 1936. Iowa St. Coll. 92 p. ms.

1552. **Hubbard, Harry Niles.** Relationship between industrial arts and vocational trade and industrial education. Master's, 1936. Alabama. 40 p. ms.

1553. **Inge, Helene Grace.** Some opinions concerning the relationship of fine and industrial arts. Master's, 1936. Peabody. 112 p. ms.

Finds that much information was given as to why fine arts should be taught in industrial arts work, but very few texts mentioned how it should be taught.

1554. **Kirkman, Otis Clifford.** A study of industrial arts and vocational education with application to Chattanooga, Tennessee. Master's, 1935. Tennessee. 152 p. ms.

Traces the historical development of industrial arts and trade training in Chattanooga, Tenn., to 1928, and gives a more detailed study of the Chattanooga vocational school



from 1928-1935. Recommends the broadening of industrial arts courses in junior high schools, enlarging all-day trade training in vocational schools for adolescents, and the broadening of trade extension courses for adults in part-time and evening classes.

\*1555. **Knierim, Robert F.** The workingmen's educational movement in Pennsylvania. Master's, 1936. Penn. State. 202 p. ms.

Gives a brief history of early education in Pennsylvania, federal aid to education, discusses vocational agriculture in Pennsylvania, all-day vocational trade or industrial schools and departments, home economics, evening schools, part-time cooperative industrial education, plant training classes for employed workers, mining, correspondence schools, libraries, and the Pennsylvania emergency education program.

1556. **Kurty, John P.** Course of study in industrial mechanics for the senior high school. Master's, 1936. Michigan.

1557. **Lawrence, Arthur Lewis.** The evolution of instruction in motorless flight and the techniques and procedures necessary for efficiency directing such learning. Master's, 1936. Brown. 131 p. ms.

1558. **Litchfield, Elsie Therma.** Vocational choices of Clovis, New Mexico, high school graduates according to intelligence and the occupational levels of their parents. Master's, 1936. New Mexico. 51 p. ms.

1559. **Lortz, G. M.** Occupational training needs of industrial draftsmen based on present practices and technics in Kansas City, Missouri. Master's, 1936. Colo. St. Coll.

1560. **Lush, Clifford Keith.** Development and use of objective measures in industrial arts. Master's, 1936. Minnesota. 124 p. ms.

Determines relationships between manual ability, effect of training, age, sex, and general intelligence. Shows that more manipulative experiences are needed in the school program; shop instructors should weigh heavily abilities in manipulative work in grading.

1561. **McGuire, W. M.** Accident prevention in high school shops. Master's, 1936. Okla. A. & M. Coll.

Presents a manual of rules for accident prevention in high-school shops, including recommendations for first-aid equipment and supplies, and offers suggestions as to the organization of first-aid training courses in the schools.

1562. **Mahoney, Philip H.** A study of high school boys' vocational choices. Master's, 1936. Iowa. 119 p. ms.

1563. **Martin, Hudson S.** The development of industrial education in Youngstown, Ohio. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 313-14)

1564. **Mason, William Ronald.** The development of technical training in the public schools of Cleveland, Ohio. Master's, 1936. Chicago. 128 p. ma.

1565. **Mayberry, William C.** Aluminum art metal course for industrial arts. Master's, 1936. Tennessee. 115 p. ma.

Gives a brief historical sketch of the development of metals used for art metal work with special emphasis on aluminum as a possible medium, and recommends the addition of an aluminum art metal course to the industrial arts curriculum.

1566. **Mead, Cary Robert.** A study of teaching problems common to new teachers of the industrial arts subjects. Master's, 1936. Oregon St. Agr. Coll. 81 p. ma.

Reveals problems common to the experiences of new teachers of the industrial arts subjects, and draws implications therefrom that may be of value to the training centers and to teachers in-training.



1567. **Morrison, Darnall W.** Eighteen weeks course in beginning woodwork. Master's, 1936. Tennessee.

Includes a brief history of industrial arts education. Analyzes 25 courses of study and compares 15 courses of study in beginning woodwork with the standards of attainment of the American vocational association.

1568. **Muelke, Herman G.** A study of technical curriculum extension from a secondary to a junior college level. Master's, 1936. Buffalo. 98 p. ms.

1569. **Nelson, Thomas W.** Comparative study of two methods of teaching tool operations in beginning woodwork. Master's, 1936. Colo. St. Coll.

1570. **Nicholls, John William.** Industrial arts and farm shop programs with special reference to developments in Franklin county, Ohio. Master's, 1936. Ohio State. 66 p. ms.

1571. **Nicholson, Samuel Wylie.** A proposed program of cooperative vocational education for Spartanburg, South Carolina. Master's, 1936. South Carolina. 81 p. ms.

Proposes that industry assume a share in the responsibility for vocational training and work cooperatively with the school, making physical equipment available for training purposes.

1572. **Oleksy, Frank Matt.** Trends in industrial education in Michigan. Master's, 1936. Michigan.

1573. **Paul, Carl E.** Adapting the general industrial program to a comprehensive high school. Master's, 1936. Okla. A. & M. Coll.

Studies practices and experiments made towards adjusting the general industrial program of vocational training to the physical set-up of a functioning high school. Shows the use of trade analyses for curriculum content, progress charts, group leader organizations, production problems and a guidance plan are essential in a well adjusted program of general industrial training.

\*1574. **Phillips, Joseph Warren.** Mechanical devices as aids in the teaching of aviation, described and illustrated, together with a statistical study of the results of the teaching of definite sections of the subject by two methods—lecture and demonstration. Doctor's, 1936. New York. 326 p. ms.

Traces the history of the development of laboratories for scientific subjects, and presents 53 mechanical devices with a working drawing or photograph of each device, and an explanation of the principle of each device for use in teaching aviation by the lecture and demonstration methods.

1575. **Priest, Jay M.** The offering and scheduling of industrial arts courses in junior high schools. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 320-21)

Finds that there is considerable variation of practice in making the curriculum and the schedule in industrial arts at the junior high school level.

1576. **Ramsdell, Benjamin D.** The extent of manual creative activity among 120 high school students during their free time. Master's, 1936. Michigan.

1577. **Rickert, Charles Hobart.** A study of the vocational careers of the 1925 to 1934 graduates and non-graduates of Naperville high school. Master's, 1936. Michigan.

1578. **Ringle, Verlin E.** Printing in general education program, job sheets and instructional material. Master's, 1936. Okla. A. & M. Coll.

Devises a course of study in printing which will give enough facts, related information, and fundamental processes that a person desiring to might enter an apprenticeship better equipped to become an intelligent efficient worker.

1579. **Robinette, Kelley Floyd.** A study of home shops in Oregon in relation to certain objectives of secondary education. Master's, 1936. Oregon St. Agr. Coll. 43 p. ms.

Gathers material from the schools of Oregon and compiles the results in the light of the need, importance, and value of the home shop in its contribution to the home.

1580. **Romrell, Clarence Lorenzo.** A study of vocational trends in Utah. Master's, 1936. Utah.

1581. **Russell, Wilbur David.** A course of study, teaching materials, and testing procedure for industrial arts auto shop in a senior high school. Master's, 1936. Stanford.

1582. **Rygiel, Walter S.** Vocational choices of high school students in Wyoming high school. Master's, 1936. Temple. 105 p. ms.

Attempts to determine the vocational choices of Wyoming, Pa. high school students, and to collect such other data as may be of value in affecting a more adequate guidance program.

1583. **Scurlock, Voyle C.** Economic aspect of vocational rehabilitation. Master's, 1936. Okla. A. & M. Coll.

Studies the vocational rehabilitation of the physically handicapped citizens of Oklahoma from 1925 to 1935. Finds that all of the cases were self-supporting after receiving training, whereas most of them had been dependent on someone else prior to that time; that a number of the cases have retained their employed status for a number of years even in the face of adverse economic conditions; and that it costs several times as much to maintain a person as an object of charity as it does to rehabilitate him.

1584. **Sharkey, Clare G.** Vocational achievement of graduates of the trades and industries high school—1916-1930. Master's, 1935. Wittenberg.

Covers the vocational achievement of 786 graduates between years 1916-1930 of Trades and Industries division of the Dayton cooperative high school, Dayton, Ohio.

1585. **Smelkin, J.** The mechanics' institute movement in America, to 1860. Master's, 1936. Coll. of the City of N. Y. 82 p. ms.

Presents a historical study of the Mechanics' Institutes in America to the decade 1850-1860 in the light of the social, political, economic, and intellectual conditions to which they owe their rise. An attempt is made to show that they arose as an answer to very definite social needs. The relation among the movement in England, the Lyceum Movement in America, and the movement under consideration is indicated and emphasis is placed on the educational activities of the Mechanics' Institute.

1586. **Smith, Alfred P.** A comparative study of industrial arts students and college course students at Indiana State teachers college. Master's, 1936. Ind. St. T. C. 37 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 124, July 1936)

Finds that the college course or regular high-school group ranks higher in mean scholarship index in all comparisons than does the industrial arts group.

1587. **Smith, John Allan.** Some suggested criteria for the evaluation of printing. Master's, 1936. Stanford.

1588. **Spaulding, Benjamin Warren.** A compilation of related informational material in the industrial arts field. Master's, 1936. Stanford.

\*1589. **Spaulding, Roland Harvey.** A contribution to the technique of curriculum making for the training of pilots of airplanes. Doctor's, 1936. New York. 196 p. ms.

Gives a brief history of pilot training. Attempts to determine whether or not a method of curriculum-making could be evolved from a study of the life situations which confront a person in his vocation. Presents an extensive curriculum for the training of airplane pilots.



1590. **Stephan, James O.** Industrial arts supply costs and records in eight Franklin county, Ohio schools. Master's, 1936. Ohio State. 88 p. ms.

Classifies supply cost and record practices employed by teachers in the industrial arts programs of Franklin county; examines school board procedures in handling supply costs and records; and examines the literature to determine the bases available for establishing supply cost and record programs.

1591. **Stephens, Carl Edward.** Schools and industries of Knoxville, Tennessee, in relation to trade education. Master's, 1936. Tennessee. 117 p. ms.

1592. **Underwood, Gail F.** A social and educational analysis of Industry township. Master's, 1936. Iowa.

1593. **VanGorder, Pauline Esther.** Organization, methods of procedure, and content of occupational information courses in certain selected cities. Master's, 1936. Indiana. 166 p. ms.

1594. **Van Westrienen, H. J.** A study of the vocational guidance value of industrial arts try-out courses in the junior high school. Master's, 1936. Michigan.

1595. **Wilber, Gordon Owen.** Pewter as a subject of study. Master's, 1936. Ohio State. 192 p. ms.

1596. **Wilson, Lawrence E.** A program of interpretation for the industrial arts. Master's, 1936. Nebraska.

Studies educational literature in this field, and the methods of interpretation being used by outstanding industrial arts departments, together with a survey of typical high-school industrial arts departments to ascertain need of interpretation and most effective methods being used. Shows that the industrial arts department may be raised and made more secure by a definite program of interpretation. Suggests a program of interpretation to aid in formulating plans for keeping patrons informed of each phase of the work, its value, and results achieved.

1597. **Wright, Rollif A.** The existing aims of printing in the junior and senior high schools of the United States. Master's, 1936. Colo. St. Coll.

1598. **Zellers, Sylvester B.** The development of industrial arts in Cleveland, Ohio. Master's, 1936. Ohio State. 90 p. ms.

#### AGRICULTURAL EDUCATION

1599. **Abbott, Walter Clarence.** A poultry manual for the use of extension agents and local leaders of 4-H clubs in Louisiana. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 8-9)

Contains the requirements for membership in the poultry projects of the 4-H clubs of Louisiana.

1600. **Allen, Herbert Edward.** Adult activities in a rural farm community. Master's, 1936. Colo. St. Coll.

1601. **Bander, Harry Devoe.** To discover the factors to be considered in making a program of vocational education in agriculture for the Van Hornesville community. Master's, 1935. Cornell. 95 p. ms.

1602. **Beatty, George W.** A comparison of the development of Smith-Hughes vocational agriculture with agriculture in Campbell county, Wyoming, for the years 1925 to 1930. Master's, 1936. Wyoming. 157 p. ms.

1603. **Braud, Harry J.** A compilation of Louisiana experiment station data for use in the vocational agricultural high schools. Master's, 1936. Louisiana

State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 7)

Compiles data from the publications of the Louisiana experiment station on experiments conducted for a duration sufficient to make the results reliable, and includes results accompanied by the "field data" of the experiment.

1604. Brooks, D. Harold T. Implications for teaching dairy enterprise at the Morrisville agricultural school. Master's, 1936. Cornell. 86 p. ms.

1605. Carter, Millard Tennyson. A procedure for making the courses of study for the agricultural curriculum of the Negro high schools of Virginia. Master's, 1935. Cornell. 97 p. ms.

1606. Champion, James Samuel. Direct and indirect supervision of instruction in vocational agriculture. Master's, 1935. Cornell. 126 p. ms.

Surveys the supervisory practices of state supervisors and teacher trainers in the 48 states and in Hawaii and Puerto Rico.

1607. Collar, Grant Harold. Teaching horse and mule production from authoritative data. Master's, 1935. Peabody. 100 p. ms.

1608. Earheart, Orville. Basing the teaching of cucurbit enterprise on scientific findings. Master's, 1935. Peabody. 117 p. ms.

1609. Foster, Fred. Pattern lesson units for teaching dairy husbandry in the secondary school. Master's, 1936. Cornell. 195 p. ms.

Presents the essential lesson units as a guide for teaching dairy husbandry in the secondary school, including a statement of objectives and the approaches to the units.

1610. Galbreath, Malcolm Bruce. The collection and use of survey data by teachers of agriculture. Master's, 1936. Cornell. 59 p. ms.

1611. Gibson, James Wiley. The development of vocational agricultural education in South Carolina, 1917-1934. Master's, 1936. South Carolina. 83 p. ms.

Compares vocational agriculture in South Carolina with other states, traces 17 years of agricultural education in South Carolina.

1612. Howard, D. J. The subject matter deficiencies which teachers of agriculture felt they possessed in teaching agriculture. Blacksburg, Virginia polytechnic institute, 1930. 6 p. ms.

Finds a definite weakness in farm mechanics teaching, and that classes on vegetables and small fruits should be included in trainee courses of study.

1613. Howard, Sherman H. Constructing a course of study in rural social problems for all day vocational agriculture classes of Kansas high schools. Master's, 1936. Colo. St. Coll.

1614. Hurst, John Irvin. Course syllabus for one year of dairying at the Southwest Mississippi junior college. Master's, 1930. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 76)

Starting with the history of dairy cattle, each step in the establishment of a herd, its care and management, is taken up by jobs.

1615. Kibble, George W. Needs for vocabulary study in agriculture as revealed by a sampling investigation *Modern Agriculture* by Grimes and Holton. Master's, 1936. Iowa. 101 p. ms.

1616. Kirkland, James Bryant. A study of supervised farm practice programs in certain schools of Tennessee. Master's, 1936. Tennessee. 72 p. ms.

Studies the supervised farm practice programs of 754 students enrolled in vocational agriculture in 18 high schools of Tennessee.



1617. **Knuti, Leo.** A study of potato growing in St. Louis county. Master's, 1936. Minnesota. 269 p. ms.

Shows that in St. Louis county, the potato-growing enterprise is in a formative period. This study should serve as a basis for agriculture teachers and other educational leaders to base their point of departure for further study and changes in practice as new experiences dictate.

1618. **Le Beau, Oscar Ray.** Factors affecting the need among Negroes for graduate courses in agriculture. Doctor's, 1936. Cornell. 390 p. ms.

Studies the present status of graduate work in agriculture among Negroes, general status of agricultural leaders, occupational opportunities, lines of graduate work most needed, probable demand for graduate courses in summer and regular year, need for an agricultural college for graduate courses.

\*1619. **Lechner, H. J.** Non-vocational agriculture (a cultural emphasis). Doctor's, 1936. Washington. 12 p. ms. (Abstract)

Presents a brief basis for such instruction at any level of learning; a teaching guide and course of instruction for junior high school.

1620. **Little, Earl Herbert.** Desirability of establishing additional departments of vocational agriculture in New Hampshire. Master's, 1936. Cornell. 91 p. ms.

Attempts to discover the high schools, additional to those already established, that are located in agricultural areas and can best serve their people (adults and children) through the establishment of departments of vocational agriculture.

1621. **Littlejohn, L. W.** The history and development of agricultural news with especial reference to present practices in state universities and colleges of the United States in publishing agricultural economic facts. Master's, 1936. Okla. A. & M. Coll.

Attempts to ascertain the most effective media of publicity for a department of agricultural economics through publicity and news disseminated from such a department. Finds that a department of publicity is favored by the land-grant colleges and state universities because of the valuable service such a department renders to the constituency it serves.

1622. **Magill, Edmund C.** Selected bibliography for farm mechanics. Blacksburg, Virginia polytechnic institute, 1935. 20 p. ms. (Agricultural education department mimeograph, no. 34)

1623. **Marshall, Don Wallace.** Determining the adult education program in agriculture for Tippecanoe township, Tippecanoe county, Indiana, 1936. Master's, 1936. Purdue.

Presents case studies of 75 farms and farmers in Tippecanoe township. Shows the need for adult education in agriculture for these farmers, and recommends a group program to be given in agricultural evening schools.

1624. **Meadows, Basil Clark.** Basing the teaching of the beef enterprise on authentic data. Master's, 1936. Peabody. 120 p. ms.

1625. **Moseley, Louis Hale.** A consideration of planned production of tomatoes with the available market and technical data as it may be used in teaching planned production in vocational agricultural course in high school. Master's, 1936. Mass. St. Coll. 82 p. ms.

Shows that planned production of tomatoes involves adjusting individual production to consumptive needs. Shows that 3 years of practice is the average time for beginners to realize effectively planned production of tomatoes.

1626. **Oberholtzer, Kenneth E.** Some important problems of American agriculture that should be considered in our public schools. Doctor's, 1936. T. C., Col. Univ.

Presents a series of problems and generalizations on agriculture for use in the social studies curriculum of the secondary schools of urban and rural schools.



1627. **Polk, L. H.** Basing the teaching of the rice enterprise on authentic data. Master's, 1936. Peabody. 65 p. ms.

1628. **Sanders, H. W.** Supervised farm practice: a handbook for students of vocational agriculture in keeping and using records. Blacksburg, Virginia polytechnic institute, 1935. 47 p. ms. (Agricultural education department mimeograph no. 36)

Develops a series of lesson plans for teaching the keeping and using of records by students in vocational agriculture classes in the local training schools, a special summer class of instructors of vocational agriculture, and two small groups of teachers in the state.

1629. **Seamens, Ray E.** The determination of the essentials of law pertaining to farming in Pennsylvania needed for a course in vocational agriculture. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 326-27)

Determines the essentials of rural law to be taught in the classes of vocational agriculture in the schools of Pennsylvania having departments of vocational agriculture.

1630. **Spencer, F. W.** Agronomic practices as influenced by agricultural extension activities in certain areas of Louisiana. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 7-S)

Attempts to determine the teaching influences of the Louisiana agricultural extension service on the cultural practices being followed in growing cotton in representative areas of the state.

1631. **Sutliff, Ralph C. S.** The selection of content for teaching the marketing of dairy products. Master's, 1936. Cornell. 225 p. ms.

1632. **Trudel, R. E.** Basing the teaching of the tomato enterprise on authoritative data. Master's, 1936. Peabody.

†1633. **Ullrich, F. T.** The use of the college farm for instructional purposes. Platteville, Wisconsin, State teachers college, 1936. 31 p. (Bulletin, vol. 36, no. 2)

Contents: (1) The use of the college farm for instructional purposes, by F. T. Ulrich, p. 5-7; (2) Field days and other uses of the college farm by people in the community, by G. P. Deyoe, p. 7-9; (3) Reforestation project on the college farm, by E. J. Stoneman, p. 9-11; (4) Use of the college farm for instruction in livestock production, by G. P. Deyoe, p. 11-15; (5) Use of the college farm for instruction and demonstration in soils and soil management, by G. V. Gundy, p. 16-18; (6) Use made of the poultry project at the college farm, by R. E. Moody, p. 18-21; (7) Use of the college farm for instruction in horticulture, by G. P. Deyoe, p. 21-22; (8) Service rendered by the college farm in the teaching of farm accounts and farm management, by R. E. Moody, p. 22-24; (9) College farm as a laboratory for students not specializing in agriculture, by G. P. Deyoe, p. 24-25; (10) Farm practice work by agriculture students, by E. J. Stoneman, p. 25-29; (1) Use of the college farm by students in vocational agriculture in the Platteville high school, by L. A. Bensch, p. 30-31.

1634. **Vallee, Marion V.** A suggested farm enterprise analysis for Louisiana vocational agricultural high schools. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 7)

Surveys the 1935-36 teaching plans for each department of vocational agriculture in Louisiana. Analyzes 11 crop enterprises and 6 animal enterprises.

1635. **Wiegand, W. G.** An analysis of content and methods of preparation of agriculture teachers in selected universities and colleges. Master's, 1936. Minnesota. 183 p. ms.

Shows a definite need for research in subject matter in the 15 representative courses to determine functional content, and better methods of teaching; that integration and



correlation of representative courses are important; and that there is a need for research to determine the nature of agriculture subject matter to be included in orientation courses and other courses of cultural value.

1636. Wilson, Noel Estel. Factors affecting the success of departments of vocational agriculture. Master's, 1936. Peabody. 110 p. ms.

Finds that personality of teachers, farm experience, type of farming, unity of school districts, equipment used, number of students reached, method of teaching, cooperation of parents, indifference of pupils, class work done, types of publicity used, and extra-curricular activities have a great deal of influence on the success of departments of vocational agriculture.

#### HOME ECONOMICS

1637. Allen, Gertrude. Consumer buyer units for use in home economics extension teaching. Master's, 1936. Kans. St. Coll. of Agr.

Attempts to secure information concerning the food purchasing practices and interests of farm homemakers in Kansas, and plans a suggested 5-year program on food purchasing for use in home economics extension teaching.

1638. Broussard, Gussie Philomene. Case studies in guidance of home economics students in the Lafayette high school. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 89)

Shows that the first 2 years' work in the home economics course can be used to guide students educationally and vocationally; that students elect courses which they think will better prepare them for their chosen vocations; that subjects in which students are more successful tend to influence them toward more advanced studies and vocations embracing similar subject matter; that students select further studies and vocations somewhat in accord with the level of their IQ's; that students earning the highest academic marks usually participate more extensively in extracurricular activities; and that personal characteristics of students furnish a rough basis for guidance in the choice of a vocation.

1639. Comeaux, Marie Louise. Development of home economics in white state colleges of Louisiana. Master's, 1935. Peabody. 141 p. ms.

Finds that in the four colleges studied, the main purpose of home economics instruction has changed from vocational with emphasis upon skill to teacher training with emphasis upon scientific bases; that the number of courses has increased from 2 in 1896 to 26 in 1930; that there has been a change from no demand for prerequisites to one to four prerequisites for each course; that the number and educational requirements of instructors have increased.

1640. Dean, Charlotte Ruth. A report of a survey of the graduates of the dietitians course from 1928 to 1933, Central technical school, Toronto. Master's, 1935. Columbia.

1641. Dean, Ella Katherine. An evaluation of the results of teaching certain phases of home economics in Little Rock, Arkansas, senior high school. Master's, 1936. Tennessee. 82 p. ms.

Compares the diets of 22 Little Rock high school girls at the beginning, near the middle, and at the end of the semester's study of nutrition, with the diets of 24 Monticello, Ark., high-school girls who had no home economics training in school at any time. Finds a definite improvement in the records of all girls studying these phases of homemaking.

1642. Dixon, Ora Lucile. Home conditions and home duties of a selected group of junior and senior high school girls in Shelby county. Master's, 1936. Tennessee. 52 p. ms.

Attempts to determine the economic factors which condition the needs of the homes served by Bolton high school, and especially of the high-school girls of the high-school area; to determine the significant problems relating to home economics which these girls meet in their own homes and to aid in determining a basis that would help solve



them; to discover information that will be of value to home economics teachers of Shelby county that will help them to better meet the needs of high-school girls. Shows the need of a homemaking program that is modified to meet more adequately the actual home conditions and home responsibilities of the students it serves.

1643. Elliott, William Thatcher. Education of the consumer-purchaser. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 25)

Suggests a federal department of the consumer, present testing laboratories of the Bureau of Standards made available to consumer requests for commodity tests and publication of results, textbooks and courses in consumer-purchaser education in the secondary schools, and adult study groups for consumer-purchaser education.

1644. Furr, Ray A. Modern advertising and its implications for secondary education. Master's, 1930. Peabody. 70 p. ms.

Finds that advertising has made the buying problems of the consumer enormously complex and increasingly difficult, and that the secondary school should train boys and girls to be more intelligent buyers and consumers of merchandise.

1645. Gregg, Kathryn. The development of home economics departments in the secondary schools of Louisiana, 1908-1935. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 58)

Finds that Louisiana possesses the largest number of home economics cottages of all the states, and the largest number of student home economics clubs affiliated with the state and national organizations; that some of the home economics departments have been established and developed from very undesirable situations; that a growing appreciation of the contributions made by home economics indicates a bright future for further expansion and development of this department of the secondary schools; and that many home economics teachers and students have to spend much time and energy in raising money to finance their departments.

1646. Hawkins, Mildred Ethel. The utilization of class time by pupils in certain high school home economics courses taught by student teachers. Master's, 1936. Iowa St. Coll.

Finds that more time than was necessary was used for non-productive activities in classes taught by student teachers; that differences in the activities of the members of the class as well as individual differences in the ability of teachers were responsible for non-productive use of time in classes; that because of the difference in nature of activities in different classes more skill in managing time is needed in some of the classes taught by student teachers than others; that some classes devote less time to non-productive activities than similar classes taught by other student teachers; that the high percentage of non-productive time in discussion and in laboratory classes points to the need for study of ways to reduce and eliminate the principal causes for waste of time in these classes, and that each teacher should be convinced of the importance of the productive use of the first few and last minutes of the class period.

1647. Helton, Stella Elizabeth. Some management procedures for student labor in food preparation. Master's, 1936. T. C., Col. Univ. 49 p. ms.

Studies the use of student labor in the food departments of 6 colleges and universities, and finds that there is a wide range of wages paid to student employees, and that higher wages are paid in colleges charging higher rates for tuition, room, and board.

1648. Hickey, Sister, Agnes Josephine. Devices for measuring certain processes in clothing construction. Master's, 1935. Minnesota. 68 p. ms.

Devises scales for evaluating bias bindings, bias facings, and fitted facings in measuring work on garments made by high-school and college students. Shows that the mean accomplishment of college students proved to be higher than that of high-school students on each of the three finishes, and in each case the difference was statistically significant. However, some high-school students did as well as the best college students. Since probably the chief value of such devices lies in their independent use by students in evaluating their own work, they may prove to be more valuable as teaching than as testing devices.



1649. **Howard, Gilbert A.** A course of study in homemaking for senior high-school boys, based on detailed objectives. Master's, 1936. Oregon.

1650. **Jannett, Augusta.** A study to determine the food buying habits of homemakers in Yoakum, Texas, to be used as a basis for teaching consumer buying. Master's, 1936. Colo. St. Coll.

Studies food buying habits by personal interview during which a check sheet was used, by observing the way customers selected food in various types of stores, and by studying telephone orders taken down verbatim. Finds that in the community in which this study was made little buying is done by children, and the adults show a need for training in buying; writer recommends adult classes in consumer buying for the community and general consumer education for high-school classes.

1651. **Joyce, Mabel Combs.** Teaching consumer buying as a phase of home economics. Master's, 1936. Ohio State.

Finds a need for teaching consumer buying in high schools today, and that it is difficult to secure reliable and definite data which will be a guiding aid to the consumer buyer. Shows that it is possible to make high-school students aware of some of the common errors made in buying and to give them a realization of the possibilities of intelligent purchasing.

1652. **Kantner, Nell Constance.** A study of the effectiveness of home economics instruction among high school graduates of Everett, Washington. Master's, 1936. Iowa St. Coll.

Finds that a large number of the graduates in the home economics group for the years 1930-1935 had benefited more from the courses in clothing, textiles and costume design than from any of the other courses in home economics, and that they would have liked to have more instruction in consumer education, food preparation, and child care.

1653. **Kautz, Viola Margaret.** Bibliography of studies of methods of teaching home economics. Master's, 1936. Ohio State.

Presents an annotated bibliography of research and experimental work in methods of teaching home economics, and reviews some of the literature in the field.

\*1654. **Kent, Druzilla Cray.** A study of the results of planning for home economics education in the southern states as organized under the national acts for vocational education. Doctor's, 1935. T. C. Col. Univ. New York city, Teachers college, Columbia university, 1936. 172 p. (Contributions to education, no. 689)

Traces the development of home economics in the public schools of 12 southern states prior to the introduction of the vocational program; and for the period since 1917 studies the results achieved, evidences of attempts to evaluate the program, the relation of the reported results to the plans proposed for the development of the program, and significant trends in the home economics program.

1655. **Kunde, Lillian Ann.** Aesthetic judgment for seventh grade students of line in dress in costume design. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 306-307)

1656. **Lacy, Mabel Florence.** The relation of home economics training in secondary schools to needs of wage earning groups of girls and women in Tennessee. Master's, 1936. Tennessee. 04 p. ms.

Attempt to determine whether home economics training at the secondary school level can contribute toward increasing the efficiency of girls and women in Tennessee in vocations other than homemaking, but closely related to it. Finds an increasing tendency of women to enter wage earning occupations, a need for home economics to be taught in all county high schools of Tennessee, and that the Tennessee course of study deals with consideration of activities and interests related to homemaking and offers certain fundamental types of training which might contribute to the vocational efficiency of certain groups of wage earning women.



1657. **McCleery, Helen E.** Discrimination of standards of workmanship by pupils with and without training in the manipulative processes of clothing construction. Master's, 1936. Iowa St. Coll.

Describes an experiment conducted with 134 pupils from the regular home economics classes of Iowa City junior high school paired according to scores on the Otis intelligence test and previous grades in home economics. One group was given construction work in making hems, the other group had no construction work but studied other phases of home economics. Both groups studied the qualities necessary for a high-grade of workmanship and examined the work done by group one; both groups criticized the work and set up standards to be followed when discriminating in quality of workmanship. Finds that practice in discriminating differences in quality of workmanship and instruction in standards of a superior product was effective in teaching pupils to discriminate between differences in quality of workmanship, and that pupils with practice in garment construction did not show greater improvement in ability to discriminate between qualities of workmanship than did pupils with instruction in standards and practice in discrimination.

1658. **Miller, Isabel.** A suggestive bibliography of consumer chemistry based on popular periodicals. Master's; 1936. Indiana. 77 p. ms.

1659. **Nelson, Myrtle Sarah Lydia.** An analysis of subject matter used in teaching the management of time and of money in college home management courses. Master's, 1936. Oregon St. Agr. Coll. 222 p. ms.

Assembles, organizes, analyzes, and summarizes widely scattered subject matter relative to the management of time and management of money within the home; determines the present status of opinion and research in regard to management of time and money; compiles a bibliography of publications which at present are most inclusive in content and treatment of management of time and management of money for college classes, high-school classes, and homemakers; and attempts to discover areas toward which research should be directed.

1660. **Neumann, Delta Annie.** Teacher participation in revision of state and city courses of study in home economics. Master's, 1936. Iowa St. Coll.

Attempts to determine whether there was an increase in the amount and character of teacher participation in secondary home economics revision programs; to determine whether recent state home economics revision programs were similar to state revision programs of elementary and secondary courses of study; and to determine the attitude of city and state home economics supervisors toward teacher participation in revision programs as shown by the home economics revision programs of 30 cities and 39 states. Shows a tendency toward including a larger proportion of teachers in course of study revision programs in both cities and states, and that supervisors in both cities and states believe that the difficulties involved in making teacher participation possible in course of study revision programs is compensated for by the results received.

1661. **Oakley, Helen Elizabeth.** A study of factors influencing leisure activities of homemakers in selected small towns of Tennessee. Master's, 1936. Tennessee. 79 p. ms.

Analyzes detailed information obtained through questionnaires from 1,010 families in Tennessee concerning their family make-up, homes, household equipment, and the leisure activities of the homemakers. Finds that modern household equipment such as plumbing, electricity for lighting, and large pieces of electrical equipment bear some relationship to the amount of time the homemakers had for leisure activities.

1662. **Olson, Gladys Theresa.** Time utilization of vocational home economics day school teachers of Iowa. Master's, 1936. Iowa St. Coll.

Collects, classifies, and compares data pertaining to time used in professional and personal activities by 32 home economics teachers of Iowa as shown by diaries kept during a typical week by these teachers. Finds a considerable variation in the use of time by individuals except in those activities which were more or less stable.

1663. **Patterson, Irene.** An experimental study in the use of assignment sheets for a senior high school foods unit. Master's, 1936. Minnesota. 115 p. ms.

Attempts to determine whether establishment of levels of accomplishment and agreement on the part of pupils to reach a given level would be more effective than the use



of assignments that set-up only a minimum level. Describes an experiment conducted with two sections of 26 students each, half of each class being boys, and in which both groups were taught by the same teacher. Finds the two methods to be equally successful for girls, but the experimental method better for the boys.

\*1664. Paul, Edwin Wilfred. A proposed consumer education course based upon an analysis of consumers' questions and problems. Master's, 1936. Louisville. 207 p. ms.

Determines the need for consumer education; analyzes 5,206 consumers' questions and answers; and constructs a course of study in consumer education for the tenth grade.

1665. Paulsen, Clara Katharine. The home economics activities and responsibilities of a selected group of boys and men in Kansas City, Kansas. Master's, 1936. Kans. St. Coll. of Agr.

Finds that the boys and men in the Kansas City schools assume home responsibilities and participate in every type and kind of activity related to the home; that home economics for boys and men has a definite place in the school curriculum; that junior high school boys participate in more home activities than do the senior high school boys and college men; that fathers are in favor of home economics for boys and men being offered in the school; and that home economics courses for boys should include: Characteristics and standards of desirable family and home life; development of personality necessary for satisfactory home and community relations; satisfactory and worthwhile use of leisure time; intelligent selection of clothing and textiles; finances of the individual and the family; development of the physical and mental health of the individual and the family; the use, care, and repair of household equipment; and home selection, planning, and furnishing.

1666. Pinney, Melva Zeller. Development of the home economics teacher training curriculum at Iowa state college. Master's, 1936. Iowa St. Coll.

Traces the development of the home economics curriculum from its introduction in 1901 to 1936.

1667. Porter, Mrs. Elsie Taylor. Ways and means of extending home economics instruction into the home. Master's, 1936. Oklahoma. 55 p. ms.

1668. Riedel, Erna. A history of home economics in Maryland. Master's, 1936. Maryland.

1669. Riegel, Margaret E. Food buying practices of homemakers in New Cumberland and of certain high school pupils in Cumberland county as a basis for curriculum construction. Master's, 1936. Cornell.

1670. Salisbury, Marion Rosamond. A study of certain factors to be considered in determining the basis for a course in financial management of the home for a selected group of ninth grade girls. Master's, 1936. Cornell.

Studies the information available as to the nationality, age, and intelligence of these girls; what they do by way of financial management; the background in arithmetic of ninth grade, non-academic girls; the problems in the New York syllabus in general mathematics which will contribute to a course in financial management of the home; and the material in the present home economics course of study which can be effectively taught in a separate course in financial management of the home; and the problems in financial management of the home present in textbooks. Finds that more than 79 percent of the girls studied were Italian-Americans and American Negroes. Suggests the study of budgeting of money, time, food, and clothing, and the use of graphs, measurements, and geometric figures in a ninth-grade course in home economics.

1671. Sanders, Betha. A study to determine the home activities of girls enrolled in an extended program in vocational homemaking. Master's, 1936. Colo. St. Coll.

Compares the home project activities of girls in one school district during the academic year and during an added 10 months of employment of the home economics teacher, with the summer activities of girls in another district in which the teacher was employed for 9 months only. Concludes that the girls of Pharr-San Juan-Alamo did an increased amount



of work under the extended program of supervision; that the cost of this to the school was small; and that the mothers believe that supervision during the tenth month is of value.

1672. **Seabrook, Portia.** Present clothing practices in selected rural families of Florence county, South Carolina. Master's, 1936. Tennessee. 75 p. ms.

Surveys the needs of 175 families from 21 rural communities to determine needs of families as a basis for future projects in home demonstration work.

1673. **Sheppard, Cora.** The effect of nutrition teaching on food practices of families. Master's, 1936. Tennessee. 56 p. ms.

Finds that families in which the mother or daughter had finished a course in nutrition in the senior high school or in college had better food habits than did families without such training.

1674. **Simpson, Mrs. Orrissa Paris.** The scholastic behavior of a selected group of freshman home economics students, University of Tennessee, 1930-1934. Master's, 1936. Tennessee. 107 p. ms.

Presents a picture of achievements of freshmen home economics students on the basis of grades, to discover whether there were differences between the attainments in home economics subjects and the attainments in academic courses, and compares the achievements of freshmen with those of graduates over the same period of time. Finds that grades were lower for the total academic subjects than for the total home economics subjects; that there was a close relationship between grades in home economics and chemistry; that the grades of those who had home economics in high school were higher than for those who had none; and that the achievements of graduates, when based on grades, exceeded those of freshmen.

\*1675. **Smith, Dorothy Millicent.** Retention of learning in beginning foods classes. Master's, 1935. George Washington. 53 p. ms.

Attempts to determine to what extent learning in seventh grade foods classes is retained at the close of 9 weeks' instruction and after a lapse of 9 weeks during which time no instruction is given. Describes an experiment conducted with five classes of 7A girls in the Paul Junior high school, Washington, D. C., for which objective tests were prepared and used to measure information and scales prepared to measure development of skills and habits. Finds that knowledge of nutrition, food composition and principles of food preparation were retained better than knowledge of cleaning or marketing; and that children in the higher groups of mental ability levels add to their learning after formal instruction has ceased while those of the lower level lose.

\*1676. **Spache, George.** An experiment in consumer education. Doctor's 1936. New York. 99 p. ms.

Attempts to determine the extent, efficiency, and economy with which the attitudes of elementary school children and undergraduate college students toward present practices in the sale and manufacture of proprietary prescriptions may be influenced by the introduction of critical literature by the lecture, silent reading, or a combination of both methods. Finds that critical attitudes of both elementary school children and undergraduate college students may be significantly strengthened by single or cumulative presentations of pertinent material by the use of either silent reading or lecture.

1677. **Spafford, Ivol O.** The contribution of home economics to general education. Doctor's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 19: 139-48)

Attempts to clarify the problem of home economics and general education for persons interested in the administration and supervision of the whole program of education as well as those actively engaged in various types of home economics work.

1678. **Spelman, Alice.** Selection and organization of curriculum materials in textiles. Master's, 1936. Kans. St. T. C., Pittsburg. 21 p. ms.

Finds a need for textile study materials, and that there is a tendency to integrate textiles into the program as low as the primary grades.



1679. **Stackhouse, Daisy M.** Foreign foods: a project in teaching foods to foreign students in Bedford, Ohio. Master's, 1936. Ohio State.

Attempts to help the foreign student to become Americanized; to cultivate better food habits, by first becoming interested in their own foods; to overcome the timidity and sensitivity about foreign parentage; and to learn that menus can be balanced with foreign foods as well as with American foods.

1680. **Stevens, Marjorie.** Some proposals for the modification of home economics in the secondary schools of Nebraska. Master's, 1936. Nebraska. 168 p. ms.

Ascertains the attitudes of lay citizens of Nebraska toward certain teaching objectives in home economics by means of a questionnaire and compares them with the opinions of secondary home economics teachers of Nebraska and specialists in colleges affiliated with the North central association. Shows that 50 percent or more of the parents favored the use of a sewing machine and knowledge of the meaning of personal cleanliness. Parents and specialists in colleges stressed child care and management, personal hygiene, and social and family relationships. Secondary teachers stressed all groups except interior decoration and home management. The lack of agreement makes it imperative that the subject matter content be revised.

1681. **Trullinger, Gladys.** A study of the practices used in procuring and storing food in the homes in typical Nebraska communities. Master's, 1936. Nebraska.

Analyzes data secured from the homes of ninth-grade pupils who were enrolled in vocational homemaking courses in the fall of 1934 in 52 Nebraska high schools.

1682. **Vaughan, Mary Bell.** A comparison of the ability of girls to select clothing who have had two years of home economics in high school with those who have had no home economics. Master's, 1936. Kentucky. 83 p. ms.

Compares the ability of two paired groups of girls to select becoming and appropriate dresses, one group having had 2 years of home economics in Kentucky high schools, the other group having had no training in home economics.

1683. **Wells, Avis Talcott.** Trends in extension education for homemaking as shown by bulletins printed for adults during the years 1923-1932. Master's, 1936. Colo. St. Coll.

Collects and analyzes the publications of extension services of the land-grant colleges for the years 1923-1932 as they pertained to homemaking. Finds that during the 10 years studied, the policy of using bulletins was extended to new states and new groups of people and to new phases of homemaking subject matter. The method seemed to be to begin with information concerning obvious physical needs and through these to psychological problems. This was especially obvious in the titles of the child development bulletins, but was also indicated by the titles of bulletins on other projects. The whole trend was to give breadth and depth to the meaning of homemaking.

1684. **Westervelt, Helen.** Measuring the attainment of objectives in the teaching of foods and nutrition in the high school. Master's, 1936. Ohio State.

Prepares and administers an essay examination to 299 pupils in 14 representative home economics schools in Ohio. Finds that the teaching to plan, prepare, and serve meals to a family should be stressed more in future teaching.

1685. **Whitaker, Fleta Estelle.** A study of family and personal relationship of 69 girls in a public junior college in Mississippi. Master's, 1936. Tennessee. 70 p. ms.

1686. **White, Marie.** The duties and responsibilities of the general household employee. Master's, 1936. Tennessee. 83 p. ms.

Attempts to ascertain, from data collected through questionnaires, a basis for determining content which should be included in training for the general household employee. Finds a need for a training program for both employers and employees. The program for the employer should enable her to understand what is fair and reasonable to expect; to develop greater ability in personnel management; and to develop a more socially minded attitude toward household employment. The program for the employee should enable her



to become more skillful in manipulative activities; give intelligent understanding and care to children; plan and manage her time to better advantage; develop desirable personal qualities and health practices; use and care for modern home equipment more intelligently, and develop a more professional attitude toward her work. Finds a need for more and frequent conferences between employer and employee and that there is an age preference for household employees, 20 to 30 years.

1687. **Williams, Luella Anna.** A history of the Illinois state fair school of domestic science. Master's, 1936. Colo. St. Coll.

#### CHARACTER EDUCATION

1688. **Bader, Sister Mary Hilary.** Friedrich Wilhelm Foerster's theory of character education. Master's, 1936. Texas.

1689. **Batlin, Lillian.** Possible factors in cheating in a college with an honor code. Master's, 1935. Columbia.

1690. **Beyers, Otto J.** The opinion correlates of deceit. Doctor's, 1936. Washington Univ. 157 p. ms.

1691. **Blair, John Clyde.** Character education in city school systems. Master's, 1936. Peabody. 47 p. ms.

Finds increasing emphasis on character education, and modification of direct and indirect method of teaching.

1692. **Burgess, Elizabeth M.** The national character education organization for girls in Jackson, Michigan. Master's, 1936. Michigan.

1693. **Doyle, Sister Carmelita.** A new basis for character education of the adolescent. Master's, 1936. Notre Dame.

1694. **Doyle, Eleanor Mary.** The use of the concrete ideal in character education with special reference to the consistent presentation of the boy Jesus as a model throughout the school life. Doctor's, 1936. Loyola. 277 p. ms.

Indicates where new and illuminating data on character can be discovered and suggests the need for fuller study of the question of classroom morale in its influence on character, of the separation of the sexes in school, and of its effect in moral training.

1695. **Evans, Ova M.** An analytical study of courtesy as exemplified by Spenser's *Sir Calidore*. Master's, 1936. Okla. A. & M. Coll.

Attempts to train high-school pupils in courtesy by giving them a literary example of the value of courtesy, and tries to teach a deeper appreciation of the genius of Edmund Spenser.

\*1696. **Goldsmith, Sadie.** The place of the fable in moral education. Doctor's, 1936. New York. 183 p. ms.

Attempts to determine whether or not the fables now used in the elementary school curriculum exert any appreciable influence on the moral judgment of children on those grade levels, whether there is a correlation between intelligence and moral judgment, the method under which the fable presents its maximum benefits in character education, and whether or not it would be advisable to use fables at different grade levels than those in which they are now used. Finds that the use of the fable caused no definite improvement in moral judgment; that there was no apparent relationship between intelligence and the degree of improvement of moral judgment; that some of the fables were suitable for pupils in the 4A and 4B grades; and that others were too easy or too hard for them to comprehend.

1697. **Hagerman, Rita.** An experimental study in character. Master's 1936. Utah.

1698. **Hicks, G. Turner.** Survey of the status of character education in the state of Kentucky. Murray, Ky., Murray state teachers college, 1936.

Analyzes replies to a questionnaire sent to 100 principals and superintendents asking their attitude for or against the inclusion of character training in the high-school cur-



riculum; whether such training was being emphasized; and whether they favored the direct or indirect method of conducting such work.

1699. **Hugg, Mrs. Leola W.** The psychological technique of character education. Master's, 1936. Southwestern. 137 p. ms.

Describes an experimental study of cheating on the part of high-school students, and finds that a large majority of students cheat under pressure. Lists 17 causes of cheating.

1700. **Hynes, Sister Mary Borromeo.** Trends in the character education movement and some current activities in the elementary school. Master's, 1936. Notre Dame.

†1701. **Jones, Vernon.** Character and citizenship training in the public school—an experimental study of three specific methods. Chicago, University of Chicago press, 1936. 404 p. (Clark university)

Studies 300 children of the seventh and eighth grades to determine the degree to which measurable improvement could be made during 1 school year through a specially arranged curriculum. Compares the three different methods used. Finds that measurable improvement was made, especially in the groups employing the experiencing-plus-discussion method.

1702. **Larson, Earl Lloyd.** Factors associated with dishonesty in high school students. Master's, 1936. Oregon St. Agr. Coll. 83 p. ms.

Attempts to determine the extent of cheating in the high-school classrooms and to discover some of the causes of cheating and the factors associated with it.

1703. **Long, Paul E.** An analysis of the distribution of ratings of the character traits appearing on Philadelphia elementary school report cards for the terms September 1934 to February 1935 and an analysis of 100 case studies of children who were rated in the character trait "self-control." Master's, 1936. Temple. 161 p. ms.

1704. **Mason, Anne E.** Sources of moral judgments of children in Harriet Beecher Stowe school. Master's, 1936. Cincinnati.

\*1705. **Mayer-Oakes, George Harding.** An experiment in character training. Doctor's, 1936. North Dakota. 99 p. ms.

Describes an experiment in the motivation of certain conduct traits in a public graded elementary school, and determines how the pupils of the junior high school rank the traits selected, and their ranking of 10 selected boys on the same traits.

1706. **Painter, Mrs. Helen Welch.** Moral education through English literature. Master's, 1936. Indiana. 95 p. ms.

\*1707. **Phelan, Sister Mary Inez.** An empirical study of the ideals of adolescent boys and girls. Doctor's, 1935. Catholic Univ. Washington, D. C., Catholic university of America, 1936. 155 p.

Compares the ideals of 1,834 junior and senior high school pupils in 26 Catholic parochial schools in five states before and after a directed study of ideals based on religious doctrines and moral principles. Works out and evaluates with pupils and teachers, a plan for teaching ideals.

\*1708. **Pratt, Willis W.** Comparative honesty of urban and rural children. Master's, 1936. Penn. State. 46 p. ms.

Describes an experiment in which four objective tests were given to each pupil in a group of 574 urban high-school pupils and 532 rural high-school pupils. The tests used in determining the degree of honesty of the pupils were called deceit, cheating, lying, and bluffing tests. Finds that more children are honest in the rural schools than in the urban schools; that there is a greater variation in the measures of deceit, cheating, lying, and bluffing among the schools in both groups than there is between the urban and rural districts; that the size of the community, opportunities for activities after school hours, size of classes, and number of pupils housed in one building has an influence on the honesty of pupils, and that more emphasis should be placed on character guidance as only 64 in 1,106 children were honest as measured by the battery of tests.



\*1709. **Bolfe, Rachel Muffin.** Possibilities for character development in a program of elementary religious education. Master's, 1935. Boston Univ. 67 p. ms.

Defines character education and determines the possibilities for character development through the elementary religious education program.

1710. **Roth, Agnes Mary.** Analysis of reading materials for the teaching of ideals. Master's, 1936. Alabama. 149 p. ms.

1711. **Russell, Mrs. Muriel Haviland.** Methods involved in character education as a school problem. Master's, 1936. Indiana. 121 p. ms.

1712. **Shepard, Mildred E.** Character building resources in local history of Harvard, Illinois. Master's, 1936. Presbyterian College. 123 p. ms.

Studies the history of Harvard, Ill., for the period from 1836 to 1936, and collects data on 20 character traits which would be helpful in character education.

1713. **Staats, Harry A.** Character education in the secondary schools. Master's, 1936. Ohio Univ. 183 p. ms.

\*1714. **Struve, Katherine G.** A study of the need for re-emphasis on character education and of the character education experiment in Washington, D. C. Master's, 1935. George Washington. 89 p. ms.

Studies the extent of juvenile delinquency, truancy, school failures, and maladjustments in Washington for 5 years before the inauguration of the character education experiment in Washington. Describes briefly the character education experiment being carried out in 10 schools in Washington—in 5 schools for white children and 5 schools for colored children. Shows that the central theme of the character education program is individualization of instruction, with greater emphasis on breadth of experience, understanding of children, individual work with children, records of behavior, curriculum reorganization, location of problem, delinquent and gifted children, for the purpose of meeting the needs of these children. Evaluates several plans proposed for use in the character education program.

1715. **Wagner, Helen B.** Employing drama in the development of pupils' ethical character. Master's, 1936. Ohio State. 109 p. ms.

#### RELIGIOUS EDUCATION

1716. **Albin, Sister Mary Leon.** An evaluation of 37 diocesan courses of study for Catholic elementary schools. Master's, 1936. St. Louis. 117 p. ms.

Finds a rapid growth in the production of courses of study in the last decade excepting religious courses, and that the development of the courses has tended to follow trends in the public schools. Shows that the courses rate above the average in mechanical makeup, but below the average in provision for teacher and pupil needs; and that courses in religion are few and poorly correlated with other courses.

1717. **Ballantyne, Mary Katherine.** Suitability of a study of the life of St. Paul for the Christian education of juniors. Master's, 1936. Biblical Seminary.

1718. **Barnes, Rev. L. V.** Basic materials for promoting an understanding of the purpose of Christian education. Master's, 1936. Nebraska. 125 p. ms.

Studies the Roman Catholic church's educational system, Papal encyclicals, with special emphasis on *Christian education of youth* by Pope Pius XI, Bishops' pastorals, and diocesan legislation on Christian education. Outlines the various duties of superintendent of diocesan or parochial schools. Shows that an educational system to be complete must embrace secular and religious subjects.

1719. **Blythe, M. Rowena.** The development of religion; a unit in world history. Master's, 1936. Peabody. 72 p. ms.



1720. Calhoun, Lawrence Gibson. Religion and the subconscious. Doctor's, 1936. Union Theological. 119 p. ms.

Studies the subconscious and sin, conversion, life, prayer, mysticism, and its contribution to the understanding of religion; and stresses the importance of religious education and training.

\*1721. Coffman, David Rhea. Experimentalism and Christian education: a critical examination of some current theories of the philosophy of Christian education in the light of evangelical Christianity. Doctor's, 1936. New York. 205 p. ms.

Attempts to determine whether the metaphysical, psychological, and ethical implications of the philosophy of experimentalism are compatible with the essential presuppositions and aims of an evangelical Christian education.

1722. Coxhead, Mary. The place of the Hexateuch in religious education. Master's, 1936. Pacific School. 76 p. ms.

Attempts to discover a way by which the material in the Hexateuch may find a place in the church school curriculum; studies the function of history in religious education, methods and materials for different age groups in the church school, and lists teaching aids, Bibles, and reference books.

1723. Crawford, Helen May. A survey of curricula of religious education colleges and schools with the recommendation of a standard curriculum. Master's, 1936. Biblical Seminary.

1724. Denney, Mahala. A suggested program of religious education for a specific community. Master's, 1936. Peabody. 59 p. ms.

1725. Dunstan, J. Leslie. Factors making for the continued participation of individuals in the program of a city church, with particular emphasis on the adolescent-adult transition. Doctor's, 1935. T. C., Col. Univ.

Analyzes replies to a questionnaire received from 283 members of a church in Brooklyn, N. Y., who had been members of the Sunday school. Compares the junior and senior programs of the church and finds that the junior program offers a variety of opportunities for the participation of young people in its programs throughout the week, whereas the senior program was organized in a few groups with a limited number of opportunities.

1726. Eby, Frederick. Baptist educators and education in Texas. Austin, University of Texas, 1936.

1727. Egan, Sister Mary Bernadette. Supervision as a method for improving religious education. Master's, 1935. Notre Dame.

1728. Engle, Margaret Lorraine. The Bible in adult Christian education in the Presbyterian church in the United States. Master's, 1936. Biblical Seminary.

1729. Estridge, Marcella Pitsch. National youth movements in representative countries with reference to Christian education. Master's, 1936. Biblical Seminary.

1730. Fisher, Alicia. A study of the migrant situation in the United States with special reference to Christian education. Master's, 1936. Biblical Seminary.

1731. Frank, Rev. Clement. The attitudes of high school students towards the subject of religion. Master's, 1936. Catholic Univ. 55 p. ms.

Presents the subject of religious instruction from the standpoint of pleasantness, value, supernatural motivation, and utility. Produces evidence that the attitudes towards religious instruction of the 765 high-school students studied are favorable. Finds that high-school teachers of religion can do much towards establishing religious habits for life.

1732. **Franklin, S. P.** The character emphasis in education. Pittsburgh school bulletin, 29: 135-39. January 1936. (University of Pittsburgh)

1733. ——— Our self-defeating Sunday schools: a study showing failure to take their opportunities for real social service. Character in every day life, 3: 10-15, September 1936. (University of Pittsburgh)

1734. **Gabel, Sister Mary Loyole.** An analysis of the range of differences in knowledge of religion among Catholic students entering Catholic colleges as freshmen. Master's, 1936. Notre Dame.

1735. **Gates, Isabelle Merritt.** The church school and racial education. Master's, 1935. Berkeley Baptist.

1736. **Graf, Helen Margaret.** A program of weekday religious education for a small church. Master's, 1935. Berkeley Baptist.

1737. **Herbert, E. H.** An integrated program of education in a modern church. Master's, 1936. Springfield.

1738. **Hutchinson, Anne.** Religious teaching in the American high school. Master's, 1935. Columbia.

1739. **Jones, Earl.** A study of allegorical manuals of religious instruction in middle English. Master's, 1936. Tennessee. 96 p. ms.

Reveals that allegory was used to interpret the Bible in some manuals and in others to instruct people how to live correctly; that allegorical interpretations were common knowledge; and that these manuals provided a major part of the educational facilities in the late fourteenth and early fifteenth centuries.

1740. **Jones, Margaret Erwin.** A study of the use of nature in the religious education of children. Master's, 1936. Biblical Seminary.

1741. **Kambara, Alice Hiroko.** A religious education for the young people of the Japanese Methodist Episcopal churches on the Pacific coast. Master's, 1936.

Finds a great need for religious education among the second generation Japanese, who need a pastor who can preach in English, whereas their parents need a pastor who speaks Japanese.

1742. **Keislar, Evan Bollo.** Factors entering into the development of a social and economic consciousness in the religious life of young people. Master's, 1936. Pacific School. 188 p. ms.

1743. **Kline, Elizabeth Yerkes.** The place of pictures in the Christian education of early adolescents. Master's, 1936. Biblical Seminary.

1744. **Kline, Marion.** The religious attitudes of college students and their importance for the program of the church. Master's, 1935. Berkeley Baptist.

1745. **Lyda, Wesley John.** An experimental study of moral concepts in the secondary school. Master's, 1936. Ind. St. T. C. 92 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 120. July 1936)

Finds that the high-school teachers of Terre Haute considered honesty, self-control, altruism, dependability, loyalty, industry, cooperativeness, courtesy, reverence, and tolerance the most important moral traits for high-school pupils, and finds a greater consistency of self-evaluation on the moral traits among seniors than among freshmen.

1746. **Mack, Dorothy Elizabeth.** The trend of modern Christian youth movements in the United States as related to the Christian church. Master's, 1936. Biblical Seminary.

1747. **Marx, Edwin.** The furlough missionary as a factor in the missionary education of home churches. Master's, 1935. Columbia.



1748. **Miller, Ray S.** Unifying the Sunday morning program. Master's, 1936. Pacific School. 67 p. ms.

Finds the unified service a forward step to better attendance of church schools and morning worship.

1749. **Nelson, Samuel Ferdinand.** The background of the ethical teachings of Jesus. Master's, 1935. Berkeley Baptist.

1750. **Rasey, Marie Indabelle.** A technique for spiritual reintegration. Doctor's, 1936. Michigan.

1751. **Richardson, Ruby Ruth.** A correlated program of religious education for the junior high school age. Bachelor of Divinity, 1935. Berkeley Baptist.

1752. **Stanton, Ferd Cris.** Bible study course for high school students. Master's, 1936. Georgia.

1753. **Steininger, William Richard.** The university pastor movement. Master's, 1936. Pacific School. 90 p. ms.

Studies the curricular and extracurricular problems of religion in the various state universities in attempting to maintain the relationship between church and students while they are in college.

1754. **Van Osdel, Oliver Boyce.** The place of educational evangelism in the program of the church. Bachelor of divinity. Berkeley Baptist.

1755. **Wang, Tsun Ying.** A comparison of the religious and moral beliefs of college women from religious and non-religious homes. Master's 1936. Michigan.

1756. **Washburn, Ellen Frances.** Religious instruction can be introduced successfully into the public school curriculum. Master's, 1936. Boston Coll.

### PRESCHOOL EDUCATION

1757. **Ayer, Mary Ellen.** A study of the relationship between discipline and personality traits in little children. Master's, 1936. Penn. State.

Studies 40 nursery school children to whom the Merrill-Palmer school personality rating scale was applied. Finds that their personality traits were influenced by the type of discipline employed.

1758. **Barnard, Ethel Morton.** A study of the nursery schools conducted at Western Kentucky state teachers college in 1934 and 1935. Master's, 1936. West. Ky. St. T. C. 28 p. ms.

1759. **Barnes, Essa May.** Uses made of nursery schools in colleges and universities. Master's, 1936. Peabody. 46 p. ms.

Finds that the college departments of home economics, psychology, education, and child welfare supervise 70 percent of the nursery schools, and that 14 departments use the nursery schools for observation, research, experimentation, testing, and teaching, and that college students spend from a few months to a full year in the nursery school.

1760. **Blalock, Mary Lee.** Nursery education in relation to the religious development of the child. Master's, 1936. Biblical Seminary.

1761. **Buckland, Mary P.** A study of behavior trends of nursery and elementary school children. Master's, 1935. Michigan.

1762. **Earle, Abbie Helen.** The development of nursery education in the United States. Master's, 1936. Howard. 68 p. ms.

Shows that the purpose of the nursery school is the social, physical, and mental development of the preschool child; that the organization of these schools varies with purpose, location, and support; that the need for research laboratories for the study of



children gave an impetus to the development of nursery schools; and that public-school organizations have done little in this direction.

1763. **Gallagher, Clara Jane.** Physical characteristics of children in nursery schools of Tuscaloosa county, Alabama. Master's, 1936. Alabama. 62 p. ms.

\*1764. **Hare, Georgianna W.** Nursery education among Negroes in the United States. Master's, 1936. Boston Univ. 100 p. ms.

Presents a brief history of the nursery school movement, and a description of the administrative set-up of modern nursery schools. Analyzes replies to a questionnaire received from 25 of the 52 Negro nursery schools throughout the country, to determine present practices, and to indicate possible developments, and discusses parent education carried on in the nursery schools.

1765. **Kirkpatrick, Margaret.** Dramatic play of the preschool child. Master's, 1935. Michigan.

1766. **McFarland, Mary.** The effect of preschool attendance upon vocabulary growth of orphanage children. Master's, 1936. Iowa.

1767. **Murphy, Lois Barclay.** Sympathetic behavior in young children. Doctor's, 1936. T. C., Col. Univ.

Studies sympathetic behavior as an aspect of personality in young children based on material on 55 children in three nursery school groups at the Child development institute in 1932-33 and 1933-34, 6 children not in these groups at Manhattanville day nursery, Lincoln school, and at Bellevue hospital on whom smaller samples of observations were made. Studies variations in children's behavior and finds that their sympathetic responses varied enormously depending on the actual experience they had had with objects like the stimulus for sympathy. Analyzes the relation of aggressiveness or sympathetic behavior to other aspects of the personality and finds that sometimes fear, imagination, and sympathy were high with other traits low, and sometimes aggression, cooperation, and sympathy were high with fear, imagination, and other traits low. Finds that certain dominant tendencies seemed more important in particular children, such as a tendency toward marked activity, or toward definite preservation, or toward a pervasive gentleness which seemed to underlie the concrete forms taken by specific traits like aggressiveness and sympathy.

1768. **Romero, Dorothy E.** The relation of visual form discrimination to learning in nursery school children. Master's, 1935. Michigan.

1769. **Stilley, Laura May.** A year with the federal emergency nursery schools in Louisiana. Master's, 1936. Peabody. 105 p. ms.

\*1770. **Sumner, Helen.** Devising a method for the study of the overt selfishness of nursery school children. Master's, 1936. Boston Univ. 53 p. ms.

Compares the overt selfish behavior of young children who were less than 4 years of age, from homes of low and high social economic status, matched as to chronological age and length of attendance at nursery schools. Six of the seven children from homes of low economic status attended a private, semi-philanthropic nursery school, the other child attended a nursery school in a day nursery; six of the seven children from homes of high economic status attended private nursery schools in residential localities, the other child attended the private, semi-philanthropic school attended by the children of the other group.

1771. **Tucker, Clara.** A study of mothers' practices and activities of children in a cooperative nursery school. Doctor's, 1936. T. C., Col. Univ.

Analyzes the stenographic records of the activities of 11 mothers and 14 children ranging in age from 18 months to 4 years, as they participated in the activities of a cooperative nursery school in which the mothers rotated as assistant teachers. Finds that the average mother showed a preference for certain practices in directing her own child and a preference for certain other practices in guiding other children; that observation records showed lack of accuracy and inadequacy in the study of determinants in different types of behavior, of relationship and interrelationship between practices of parents and reactions of children; and that emotional factors in certain mothers prevented their giving unbiased ratings to other children and their own.



1772. **Ware, Girdie H.** Attitudes toward emergency nursery schools in Oklahoma, 1935. Master's, 1936. Okla. A. & M. Coll.

Finds that all groups questioned were favorable to nursery schools for all children but were opposed to extending government aid to any but the needy and underprivileged children.

### ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

1773. **Allen, Frank Stewart.** Individual differences as influenced by uniform elementary school training. Master's, 1936. Utah.

1774. **Andrews, Harlan Glenmore.** The correlation of elementary school efficiency as measured by a comprehensive seventh-grade achievement test with teacher tenure, experience, and college training. Master's, 1936. Texas.

1775. **Barnett, Jessie L.** A comparison of two methods of teaching children of second grade level. Master's, 1936. Kansas.

1776. **Buescher, Sister Mary Elreda.** Religion in a Catholic elementary curriculum and its character-developing power. Master's, 1936. Catholic Univ. 79 p. ms.

Attempts to ascertain the character-developing power of a thoroughly Catholic curriculum and contains diagnostic and remedial measures in character training.

1777. **Christian, Walter Verlin.** An analysis of factors influencing progress of pupils in two elementary schools in Huntington, West Virginia. Master's, 1936. Cincinnati.

1778. **Chworowsky, Martin P.** The philosophy and achievement of the Falk elementary school. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 294-95)

1779. **Creek, E. G.** Remedial-room success at the Neely elementary school, St. Joseph, Missouri. Master's, 1936. Kansas.

1780. **Cullinan, Sister M. Coralita.** The relationship of birth order to certain aspects of personality adjustment. Doctor's, 1936. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 19-11)

Studies personality traits and birth order of 1,471 children in the age groups 9, 11, and 13, in 23 parochial schools and 4 private academies in 14 cities and towns of the states of Michigan, Ohio, Pennsylvania, New York, and Connecticut. Shows that the personality differences seem to be related to factors in the home and school situations rather than to family position.

1781. **Di Napoli, Peter J.** Homework in the New York City elementary schools. Doctor's, 1936. T. C., Col. Univ.

Attempts to determine whether compulsory or voluntary homework is conducive to greater academic accomplishment and more desirable outcomes by studying the procedure in two schools in each of three different types of neighborhood in New York City in which one school in each neighborhood used compulsory homework in the 5B and 7B grades. Shows that compulsory homework tends to affect achievement in the fifth grades and not in the seventh, and that voluntary homework tends to affect achievement in the seventh grade. Recommends that homework be made voluntary in the elementary schools of New York City.

1782. **Edwards, Frances E.** Emotional behavior as aroused by initial behavior in school. Master's, 1936. Omaha. 101 p. ms.

1783. Flannery, Wilbur Elmer. The effects of summer vacation upon the retention of elementary and high school subjects. Master's, 1936. Kentucky. 71 p. ms.

Analyzes the results of standardized tests administered to 142 students enrolled in grades 2 to 11, inclusive. The first tests were administered during the last week of the school term which ended in May 1935. The second tests were given during the first week of the school term which opened in September 1935. Finds that the nature of the subject matter seems to be an important factor in the problem of summer-time forgetting.

1784. Fleming, Dorothy Jean. A study of the interests of children of the sixth school year in an urban community. Master's, 1936. N. Y. St. Coll. for Teach. 62 p. ms.

1785. Forester, Gladys A. A study of the primary assembly. Master's, 1936. Colo. St. Coll.

\*1786. Forlano, George. School learning with various methods of practice and rewards. Doctor's, 1936. T. C., Col. Univ. New York city, Teachers college, Columbia university, 1936. 114 p. (Contributions to education, no. 688)

Attempts to determine the relative values of learning by reading and rereading as compared to learning by recitation in the case of children working in their classrooms with common material as spelling words, arithmetical facts, and English vocabulary by studying 623 children in grades 5A to 6B in four elementary schools in New York City. Attempts to ascertain the effect of an actual money reward and a promised money reward on learning accomplished under schoolroom conditions with children in grades 4 through 8 in five public schools in New York City.

1787. Gillinan, Helena G. An evaluation of certain factors in elementary teaching. Master's, 1936. Ohio Univ. 108 p. ms.

1788. Hill, Margaret C. The development of leadership in the intermediate grades of the public elementary schools of Jersey City. Master's, 1936. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 43)

Indicates the traits and qualities of leadership that are being developed in the intermediate grades of the public elementary schools of Jersey City, and describes the methods and materials utilized to promote successful leadership in life outside the school.

1789. Hobson, Cloy St. Claire. The status of elementary and secondary schools in dual and in unit districts in Illinois. Doctor's, 1936. Chicago. 195 p. ms.

The status of elementary and secondary schools in dual and in unit districts in Illinois.

1790. Hofmann, H. J. The status of representative seventh and eighth grades of the Article VI schools in Nebraska. Master's, 1936. Nebraska. 105 p. ms.

Compares the standards in seventh and eighth grades of 25 Nebraska towns having a general population of more than 150 and fewer than 1,000 with published standards for junior high schools in the United States. Finds that in the seventh and eighth grades, promotion policies were faulty; that there are no elective or exploratory courses; that time allotment varies markedly from accepted standards; that teachers lack sufficient training; that supervision is inadequate; and guidance programs and library material are meager.

1791. Hogan, Sister Mary Muriel. A description and evaluation of constructive activities used in teaching in the primary grades from 1926 to 1936. Master's, 1936. Iowa. 121 p. ms.



1792. **Horn, Ivon Newton.** The public elementary summer schools of Memphis, Tenn. Master's, 1935. Peabody. 100 p. ms.

Studies the relationship between the number of subjects, age, sex, subject, and summer school grades to improvement made by the pupil following summer school attendance. Finds that two subjects is the best pupil load, that 10-year-old pupils make the most improvement; that boys make more improvement than girls; and that there is little difference in improvement made in different subjects; and that there is no relationship between summer school grades and later improvement.

1793. **Hudson, Eirene Chapin.** Interests and attitudes manifested in the study of a foreign people. Master's, 1935. Peabody. 103 p. ms.

Analyzes an integrated unit on China conducted with a church group of 34 pupils to determine the interests and attitudes manifested by them in the Chinese people.

1794. **Hunt, Ida Clawson.** A study of 483 fourth, fifth, and sixth grade pupils from the points of view of intelligence, musical ability, teachers' marks, and behavior ratings—a statistical analysis. Master's, 1936. Kansas.

1795. **Jensen, Anna Dagmar.** The school newspaper in the elementary school. Master's, 1936. Loyola. 113 p. ms.

Concludes from extended investigation that the school newspaper was of importance as a socializing influence, and that it taught cooperation, developed initiative, and motivated the regular school work.

1796. **Jordan, Emily Asbury.** The uses of materials in first grades. Master's, 1935. Peabody. 115 p. ms.

1797. **Judge, Sister Mary Edmund.** A comparison of public elementary school education in Connecticut in the time of Henry Barnard with that of the same state today in regard to educational aims and teacher training. Master's, 1936. Fordham. 103 p. ms.

1798. **Keeter, Joel Okle.** The value of the accredited system for the elementary schools of Rogers county, Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Studies the types of schools; ages of eighth-grade promotions; number of eighth-grade promotions from each group; number to enter the ninth grade; number to complete the ninth grade; number to enter and to complete the tenth grade; and students' school marks according to type of school attended, as 1- or 2-room, accredited or nonaccredited, or elementary schools where there is an accredited high school. Finds that the accredited elementary school, because it produces a better fitted student and one who is more apt to continue his education, is the school for rural districts and for all elementary schools.

1799. **Kline, Kenneth L.** A study of the interests and leisure time activities of the state public school boys. Master's, 1935. Michigan.

1800. **Lord, Francis E.** Study of special orientation of children. Doctor's, 1936. Michigan.

1801. **McCullom, Elinor Crescentia.** The influence of kindergarten training on the subsequent class work in the primary grades. Master's, 1936. Loyola. 82 p. ms.

Concludes that kindergarten trained children have a slight advantage over those not so trained, but that the slight advantage that seemed evident would not warrant the assumption that kindergarten-trained children would necessarily progress more rapidly in the primary grades.

1802. **Noftle, N. J.** A study of the summer activities of the public school pupils of Springfield, Massachusetts. Master's, 1936. Springfield.

1803. **Nutley, Carl Carson.** An age-grade descriptive study of the distribution of white pupils in the Hill county, Texas, elementary schools. Master's, 1936. Texas.



1804. **Peters, Raymond.** A survey of the experiences and attitudes of 500 intermediates. Master's, 1936. Bethany Biblical. 87 p. ms.

Analyzes replies to a questionnaire sent to 500 intermediates as to their attitudes toward various activities and persons, and to other stimuli in the home, school, and church.

1805. **Peterson, Theresa J.** A comparison of nursery school and non-nursery school children in a kindergarten group. Master's, 1936. Iowa.

1806. **Reeder, Edwin H.** A point of view on some problems in elementary education. Ann Arbor, Mich., Edwards brothers, 1936. (University of Vermont)

1807. **Rice, Janie Carroll.** Some of the educational and social gains and losses to children who start to school at different ages. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 27)

Studies three different chronological age groups of beginning pupils, equated as to IQs, informational reading readiness, school environment, and type of instruction. Finds that mental age is the best single criterion for admission to the first grade.

1808. **Slentz, Floyd G.** The relative scholastic achievement of pupils enrolled in the third and eighth grades of Muskegon Heights schools in 1930 and 1935. Master's, 1936. Michigan.

\*1809. **Smith, Ruth.** The attitudes of teachers and clinicians toward certain behavior traits of children. Master's, 1935. George Washington. 29 p. ms.

Describes an experiment in which questionnaires were sent to 434 teachers in the Washington, D. C., elementary public schools and to a group of 19 educational experts and mental hygienists working in Washington. Compares the findings of this study with those of a study made in 1928 by E. K. Wickman, entitled "Children's behavior and teachers' attitudes." Shows that the findings of this study concerning the relative seriousness of behavior traits differed decidedly from the findings of the Wickman study; that the teachers and clinicians agreed within two points in their rating of 42 of the behavior traits listed in this study; and that there was a disagreement of from 2.4 to 3.4 points in the rating of eight traits. Finds that the clinicians in this study and in the Wickman study agree in many of the rank placements, and that the Washington teachers agree with the rank placements of both groups of clinicians to a much greater extent than did the teachers in the Wickman study.

1810. **Stephens, Paul B.** Achievement of eighth grade pupils, Bedford county, Tennessee. Master's, 1936. Peabody. 49 p. ms.

1811. **Teagarden, F. M.** Current trends in primary education from the psychological point of view. Pittsburgh, University of Pittsburgh, 1936.

1812. **Teeters, Ruth Charlene.** Educational transition and its implications for elementary teachers. Doctor's, 1936. Ohio State. 221 p. ms.

Attempts to determine what trends, if any, are shown in the changes taking place in the thinking and practice of elementary teachers; what influences hinder and what promote desirable changes in such thinking and practices; and what possibilities for giving direction to educational reconstruction are revealed by the study of the changes and the factors influencing them. Finds that the changes reported show some confusion, yet they reveal definite trends toward the use in the curriculum of integrated purposeful, social activities promoting the fullest development of the child, the development of social understanding and social attitudes, the development of intelligence and self-direction, and the provision for individual differences. The environment, equipment and materials, programs and schedules, records and reports are changed in order to encourage such growth and development. The relations of the school and the community change significantly.

1813. **Verret, J. J.** A comparative socio-economic survey of two Calcasieu parish schools. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 99)

Shows that the socio-economic status of pupils has an effect on their school work.



1814. **Walsh, Elizabeth Cameron.** A study of a summer school with young children. Master's, 1936. Stanford.

\*1815. **Webb, Ruth Kincer.** Creative expression in the elementary school. Master's, 1936. George Washington. 79 p. ms.

Describes an experiment in creative expression carried on at the Rose Lees Hardy school in Washington, D. C., in which all of the teachers and all of the pupils of the school engaged. The four units used ranged from an interest in industrial arts and creative expression in writing to dramatic play and emotional responses to music, dancing, and art. Presents a check list for the use of the teachers in evaluating the various aspects of creative education.

\*1816. **Wolf, S. Jean.** A comparative study of two groups of girls of relatively equal intelligence but differing markedly in achievement. Doctor's, 1936. New York. 189 p. ms.

Compares two groups of 50 girls each, equated as to nationality, intelligence, health, environment, in the 6A or 6B grades in New York City public schools, to determine the relationship between personality and academic achievement, guidance, character education, validity of personality tests, and indication of ranking subjects in which the girls succeeded or failed. Finds that the two groups showed measurable differences in such personality traits as the tests used purport to measure.

1817. **Wright, Maud.** A study of the development of the correlation and integration of elementary school subjects. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 101-102)

Shows the development of the correlation and integration of elementary school subjects between the years 1890 and 1936.

1818. **Younger, Frank B.** Improvement of articulation under the 6-3-3 organization. Master's, 1936. Lawrence. 72 p. ms.

Attempts to present, by means of an analysis of teachers' grades or marks of pupil achievement, the inarticulation that exists between the sixth grade of the elementary school and the seventh grade of the junior high school, as well as between the ninth grade of the junior high school and the tenth grade of the senior high school.

## SECONDARY EDUCATION

1819. **Allen, Edward B.** A study of the subjects pursued in East Lynn high school, 1915-35 and of the students' later occupations. Master's, 1936. Illinois.

1820. **Anderson, Verne.** Survey of Elk River, Minnesota, high school. Master's, 1936. Minnesota. 305 p. ms.

1821. **Arlander, Ruth Augusta.** The rise of high schools in the state of Washington. Master's, 1936. Washington. 138 p. ms.

1822. **Atkins, Philip.** Educational boards and foundations and their relation to and influence upon secondary education. Master's, 1936. Ohio State. 110 p. ms.

Finds that the foundations were responsible for the growth and development of secondary education in the South, both urban and rural, that the problem of Negro education has received more stimulation from the foundations than from any other single agency.

1823. **Barela, Fred.** Scholastic achievement and occupational status of parents. Master's, 1936. New Mexico. 70 p. ms.

Studies the scholastic achievement of graduates of the Albuquerque high school for 3 years, and finds that children of parents with higher incomes made higher grades than children of the lower income levels, and that American children made higher grades than did Spanish-American pupils.

1824. **Barker, Everett B.** A comparative study of the test scores, educational plans, and vocational choices of the high school seniors of Van Wert county, Ohio, 1931-1936. Master's, 1936. Ohio State. 100 p. ms.

Finds a need for better scholarship and vocational guidance in Van Wert county, Ohio.

1825. **Barker, Opal Williams.** What becomes of students after they leave high school? Master's, 1936. Kentucky. 91 p. ms.

Analyzes data taken from the records of 356 boys in seven rural high schools located in five counties of western Kentucky, to find out what becomes of high school boys after they leave school and whether or not their high school training has prepared them for the work they are now following.

1826. **Baumgartner, Allan Lee.** A history of public secondary education in Painesville, Ohio. Master's, 1936. Ohio State. 360 p. ms.

1827. **Bartlett, Ellsworth C.** A study of the students enrolled in the Ashley high school during the years 1923-1932, inclusive. Master's, 1935. Ohio State. 70 p. ms.

Studies enrollment for the period covered by the study, geographical distribution of graduates and non-graduates, type of residence, numbers attending institutions offering advanced education, financial support, number receiving diplomas or degrees, and present occupational activity and marital status. Shows a need for a wider range of vocational offerings, and that occupational information should be given before the eleventh grade.

1828. **Bell, Havrah.** A comparison of student populations in the same high schools after an interval of 16 years. Master's, 1936. Stanford.

1829. **Benner, Abram S.** A survey of the graduating classes of 1925 to 1929 of the Lower Merion senior high school. Master's, 1936. Temple. 113 p. ms.

Presents a follow-up survey of the graduating classes of 1925 to 1929 of the Lower Merion senior high school, including statistics of advanced study and employment and evaluates the training given in high school. Finds that the general and commercial courses should be strengthened by the addition of more practical courses, that type-writing should be taught to all students, irrespective of course, and that high schools should make a greater effort to secure positions for their graduates.

1830. **Benner, George W.** Programs of study in the high schools of Illinois enrolling from 76 to 200 pupils. Master's, 1936. Iowa. 102 p. ms.

1831. **Broetje, Arthur F.** A follow-up survey of Seattle high school graduates of 1927 and 1929. Master's, 1936. Washington. 140 p. ms.

Analyzes the results of questionnaires from 819 of the 4,000 graduates from the Seattle high schools years 1927 and 1929; types of vocations chosen at time of graduation, in 1934, and occupations actually entered; information concerning the subjects which graduates found useful vocationally, in enjoyment of life and subjects thought to be non-essential; types of vocational advice received, from whom received, factors affecting conduct, participation in extracurricular activities, additional education which graduates have had since graduation, and schools which graduates have attended.

1832. **Brown, Joseph Beasley.** Postgraduate students in the public schools of Indiana. Master's, 1936. Chicago. 88 p. ms.

Evaluates provisions made for postgraduates in the public high schools of Indiana.

1833. **Bryan, William Thomas.** Three hundred years of secondary school organization. Master's, 1936. Yale.

1834. **Burke, W. E.** Coeducation in secondary schools and colleges from a Catholic viewpoint. Master's, 1935. Niagara.

1835. **Calkins, Emerson B.** Relations among occupational groups in the high school population of a first class city of Iowa. Master's, 1936. Iowa. 120 p. ms.



1836. **Castle, Leola Blanche.** Scarce material for holiday programs in high schools: an annotated bibliography. Master's, 1936. Oregon St. Agr. Coll. 68 p. ms.

1837. **Chaffee, John Bernard.** A follow-up study of Oxford (Mass.) high school seniors. Master's, 1936. Brown. 46 p. ms.

\*1838. **Chriswell, Marcus Irving.** Factors conditioning pupil success in a technical high school; an investigation of the extent and limitations of the predictive power of various tests, grades and estimates given to technical high school pupils when compared with school achievement measures on the one hand and certain selected measures of occupational success in later years on the other hand. Doctor's, 1936. Buffalo. 151 p. ms.

Seeks to evaluate the achievement and character of high-school pupils on the basis of the occupational experiences of graduates, and to evaluate occupational experiences in the light of the school success of pupils. Attempts to determine the factors which constitute a significant influence upon the vocational and academic achievement of the technical high-school group, and to determine the predictive value of the measure of high-school achievement in forecasting occupational success. Studies the occupations of the graduates of the Buffalo technical high school from 1928-1932. Finds that judgments of employers, as expressed in rating scales are unique with respect to age, earnings, occupational level, and length of service, and correlate only with age at graduation; that weekly earnings and occupational level are unrelated to age at graduation, marks, or first year shop and academic grades and senior character ratings; that character ratings by academic teachers predict shop grades significantly, but do not predict employers' ratings on similar character traits; that despite low correlation between promise and achievement, vocational guidance is not discredited in the study.

1839. **Clark, George.** The high school handbook. Master's, 1935. Michigan.

1840. **Clodfelter, Clifford B.** Occupational survey of the Dewey high school graduates from 1930 to 1934. Master's, 1936. Okla. A. & M. Coll.

Finds that the high-school curriculum is primarily designed to equip the graduates to enter college; that for the school year 1935, 18 percent of the boys and 17 percent of the girls were attending college or business college; and that so large a percentage of the girl graduates were married that home economics training was an important subject in the curriculum.

1841. **Cole, Mrs. Leone (Pruett).** Occupational study of Alabama high school girl graduates. Master's, 1936. Alabama. 53 p. ms.

1842. **Cornog, Irene M.** A study of free discussion of problems relating to girls of the senior high school age. Master's, 1936. Penn. State.

Reports a series of 10 noon meetings open to voluntary attendance by junior and senior high school girls, at which a free discussion of social and personal questions asked anonymously by the girls was undertaken. Finds the greatest interest of the girls in problems relating to boy and girl relationships, and social and family relationships. Shows a real need for character training among senior high school girls, and that more emphasis should be placed on guidance directed toward improvement of family relationships.

1843. **Damron, Charles Ernest.** A comparative study of Childress, Texas, high school with other high schools of Texas of similar size. Master's, 1936. Texas.

1844. **Davis, Charles E.** The effect of pupil deficiencies in tool subjects on high school achievement. Master's, 1935. Wittenberg. 43 p. ms.

Attempts to ascertain the effect of pupil deficiencies in tool subjects (reading, arithmetic, English) as determined by diagnostic tests, on their achievement in regular high school subjects. Finds a definite relationship between the mastery of the tool subjects and high school achievement determined on the basis of teacher marks; that general intelligence alone does not seem to be a determining factor in accounting for the deficiencies in high-school pupils knowledge of the tool subjects; that individual deviations are influenced by such variable factors as interest, age, methods of teaching, personality of the teacher, and environmental factors, that the school should demand as high a degree of mastery



of tool subjects as the mental equipment of pupils will permit; and that, if necessary, a well-planned diagnostic and remedial program should be instituted in the high school.

1845. **Davis, E. E.** A study of pupil attitudes toward subjects and activities in Colfax high school. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 90-91)

Analyzes choices of subjects and activities as reported by 116 pupils of the Colfax high school, and finds the most important reasons for choices of subjects and activities were interest or lack of it, usefulness or lack of it, and the development of mind and body.

1846. **Davis, Edward J.** A comparative study of a small high school and schools of a similar size in the national survey of secondary education. Master's, 1936. Cincinnati.

1847. **Davis, Lorin Hastings.** Study habits of junior and senior high school students. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 23)

Studies 800 students in six high schools in southwest Kansas. Shows that both junior and senior high school students have difficulty in reading; that most of them have difficulty in picking out the important points in the material read or studied; and that a large percent have not mastered the fundamentals of school work such as reading, spelling, and arithmetic. Shows little improvement in the study habits of students as they progress in their school work.

1848. **Dillow, Konrad.** A review of the postgraduate problem in secondary schools, with emphasis on current practices in the secondary schools of Illinois. Master's, 1936. Illinois.

1849. **Dodds, B. L.** The permit high school in Wyoming. Master's, 1936. Wyoming. 85 p. ms.

1850. **Donaldson, Desse.** Holding power of the high schools in Peach, Monroe, and Crawford counties. Master's, 1936. Georgia.

1851. **Dory, Rex G.** Some problems involved in the reorganization of four-year high schools into six-year secondary schools for Iowa communities with school enrollments between 100 and 200 pupils in grades 7 to 12. Master's, 1936. Iowa. 49 p. ms.

1852. **Driscoll, Irving Sears.** A study of the high school graduates of Goochland county, 1926-1935. Master's, 1936. Virginia. 276 p. ms.

1853. **Dynes, J. J.** A comparative study of the achievement of high school boys' and girls as indicated by the results of the Colorado state scholarship contest. Gunnison, Colo., Western state college.

\*1854. **Eberly, C. Alden.** An analysis of personality traits of high school students. Master's, 1936. Kansas. 84 p. ms.

Studies the personality traits of the 201 students of the high school in Scott City, Kans., during the second semester of the school year, 1935-1936.

1855. **Echterbecker, Charles Frederick.** Professional self-education in secondary procedure. Master's, 1936. T. C., Col. Univ. 120 p. ms.

Finds that students can be brought to do academic work with the same spontaneity they show in planning their own social affairs.

1856. **Ellingson, L. M.** Survey of South St. Paul, Minnesota, high school. Master's, 1936. Minnesota. 220 p. ms.

1857. **Evans, Frederick H.** A study of certain factors affecting success in senior high school. Master's, 1936. T. C. Col. Univ. 31 p. ms.

Finds that achievement in first-year high school may be more accurately predicted if standardized tests are used as the criterion of success than if teachers' marks are used as the criterion.



1858. **Evans, John Richard.** An analysis of the high school programs of study in the smaller high schools of Illinois. Master's, 1936. Iowa. 80 p. ms.

1859. **Flynn, Alan F.** A proposed plan for the test of supervised correspondence courses in extending the program of small high schools. Master's, 1936. Mass. St. Coll. 58 p. ms.

Finds that supervised correspondence courses may best be administered by a state college or state department of education. The present status of correspondence study in the reputable universities of the United States and the apparent success of the plan in operation in many high schools indicates there is reason to expect beneficial results.

1860. **Friedheim, Clarabelle.** A study of attitudes of secondary school girls with reference to family relationships. Master's, 1936. Minnesota. 118 p. ms.

Shows that typical adolescent girls appear to be well adjusted in most ways; chief exceptions lie in lack of poise and leadership qualities. Many girls, however, deviated markedly from typical pattern and displayed attitudes which suggest that they would have considerable difficulty in making satisfactory social adjustment. Socio-economic level, intelligence, size of community in which girl lived, and whether or not she had brothers and sisters, each seemed to have an influence upon certain attitudes. Maturation, however, was the most potent factor of all those studied.

1861. **Gabler, Cecil William.** The socio-economic status of the high school population of Marion, Ohio, in some of its significant relationships. Master's, 1936. Ohio State. 170 p. ms.

1862. **Gary, Donald.** A study of the content of assemblies in a 100 North central association high school and comparison of appraisals by administrators and pupils. Master's, 1935. Michigan.

1863. **Glasscock, Thelma Maydell.** A study of the higher educational career of the eighth grade graduates of the Warren county schools. Master's, 1936. West. Ky St. T. C. 29 p. ms.

1864. **Gosselink, Robert A.** High school programs of study in 449 independent school districts of Iowa. Master's, 1936. Iowa. 134 p. ms.

1865. **Grove, Mary Confehr.** History of the West Philadelphia high school. Master's, 1936. Temple. 140 p. ms.

1866. **Hackman, O. W.** The influence of the broken home upon the boy's high school work. Master's, 1936. Nebraska.

Compares the high-school records of 60 boys with records to a like number of boys from normal homes. Finds that the broken home group made the greatest number of changes in home addresses and schools; that they fell markedly short in class load attempted. They had twice as many inferior and only half as many superior citizenship ratings. Regularity of attendance, athletic and musical interest varied slightly between both groups.

1867. **Hammer, Mervin L.** The relation of high school subject matter combinations to college success. Master's, 1936. Iowa. 102 p. ms.

1868. **Hawkins, Henry Gordon.** A comparison of basic accomplishment of rural and village trained pupils in Berrien Springs high school. Master's, 1936. Michigan.

1869. **Haynes, Alta L.** The status of the National honor society in the secondary schools of Kansas, Missouri, and Oklahoma, 1934-1935. Master's, 1936. Kansas.

1870. **Hegstrom, Harry S.** High school commencements. Master's, 1936. Nebraska. 116 p. ms.

Suggests a program that may take the form of a pageant or a play, written by the English department, staged by the speech department with special music by the music department, dances by the physical education department, costumes by the home economics department, stage scenery by the wood-working department, and lighting effects by the science department.



1871. **Heinly, Amos J.** A study of the intelligence and achievement of a high school class. Master's, 1936. Temple. 63 p. ms.

Studies the intelligence and achievement of the class graduated January 30, 1936, from the Frankford high school of Philadelphia, and finds a positive correlation between scholarship, IQ's and character, and that girls graduate in a shorter time and have higher marks and higher character rating, but lower IQ's than the boys.

1872. **Henderson, Louis C.** Rural and urban elementary school graduates in a secondary school. Master's, 1935. Peabody. 72 p. ms.

Studies the achievement of rural and urban elementary school graduates in a secondary school in Harlan county, Ky., and finds that rural children made better marks with respect to their ability than did urban children.

1873. **Holland, Albert J.** The scholastic achievement of eighth grade graduates of independent and dependent schools. Master's, 1936. Okla. A. & M. Coll.

Compares the high-school records of 71 dependent and 45 independent district students. Finds that the student who receives his elementary education in the independent type of school is superior to the student who receives his elementary education in the dependent type of school, and that the students from the independent type of school is of a higher socio-economic status.

1874. **Holmes, Fred.** A comparison of the successes of pupils at summer review high school with the successes of pupils under trial promotion. Master's, 1936. Boston Univ. 67 p. ms.

Compares the records of pupils who had been attending the summer review high school during 3 years prior to 1935, with the records of pupils under trial promotion in the Roxbury memorial high school for boys in Boston. Finds that with the pupils studied, the summer school is superior as a method of making up failures and as a contribution to subsequent success.

1875. **Hull, C. Eugene.** Programs of study in certain Iowa high schools for 1934-35. Master's, 1936. Iowa. 141 p. ms.

1876. **Huntington, Ben.** A proposed six year high school program for Oregon. Master's, 1936. Oregon.

1877. **Jiacoletti, James jr.** Articulation in six-year high schools of the North central association. Master's, 1936. Wyoming. 78 p. ms.

†1878. **Jones, Edward S., ed.** Studies in articulation of high school and college with special reference to the superior student. Series 2. Buffalo, University of Buffalo, 1936. 351 p. (University of Buffalo studies, vol. 13)

Contents: (1) The anticipatory examination, contribution of anticipatory examination in articulation of high school and college, by H. C. Mills, p. 5-36; (2) Selection of students for anticipatory examinations, by R. E. Eckert, p. 37-54; (3) Articulation in English, by M. E. Sarbaugh, p. 57-75; (4) Academic success of various age and experience groups, by E. Strabel, p. 79-123; (5) Patterns of high-school performance, by R. E. Eckert and H. C. Mills, p. 127-80; (6) Studies in academic motivation, by M. E. Wagner, p. 187-242; (7) Effect of home surroundings on academic achievement, by M. E. Sarbaugh, p. 245-76; (8) Differences between high school and college in methods of instruction, by H. E. Mills, p. 279-310; (9) The significance of curriculum choice, by R. E. Eckert, p. 313-35; (10) Reading ability in high school and college, by M. E. Wagner, p. 339-51.

\*1879. **Jones, Isabelle V.** A study of the educational status in relation to the occupational choices of vocational graduates from four Gary high schools. Master's, 1935. Michigan. 86 p. ms.

Analyzes the records of 1,071 pupils who received the vocational as well as the regular diploma over a 3-year period. Finds that vocational work is attracting more girls each year, but seems to be decreasing in popularity with the boys; that twice as great a variety of courses is offered for boys as for girls; that drafting, general shop, and music attract most of the boys, while home economics, music, commerce, and dramatics attract most of the girls. Data indicate that nearly twelve times as many boys choose the professions as were gainfully employed in them in the United States, in Indiana, or in Gary in 1930.



1880. **Judd, T. A.** An evaluation of the Mangham high school as reflected through its graduates. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 93-94)

Evaluates the services of the Mangham high school to its graduates from 1920 to 1935. Finds that housekeeping, farming, and teaching are the three major occupations; that more than 50 percent of the graduates continued their education beyond the high-school level; that the subjects mentioned most frequently by the graduates as desirable additions to the curriculum are advanced commerce, manual training, and music; that 70 percent of the pupils come from homes of land tenants, and that this 70 percent furnish only 10 percent of the graduates.

1881. **Kavanagh, Sister M. Alexandra.** A study of the population of St. Patrick's high school, Elizabeth, New Jersey. Master's, 1936. Fordham. 117 p. ms.

Presents a statistical and analytical study of the socio-economic composition of a Catholic secondary school of 200 pupils.

1882. **Kennedy, Robert Bankert.** A survey for a proposed union high school in Santa Clara county. Master's, 1936. Stanford.

1883. **Knically, Glen D.** An analysis of the satisfaction and dissatisfactions of junior and senior high school pupils with their schools. Master's, 1935. Michigan.

1884. **Koeninger, Rupert Clifford.** A study in attitude consistency of high school seniors. Master's, 1936. Chicago. 65 p. ms.

Studies attitude of consistency in 674 high-school seniors in Texas, Oklahoma, Montana, and Chicago.

1885. **Lane, Andrew Lamar.** The discovery and tentative solution of certain problems involved in the administration of a small rural high school. Master's, 1935. Cornell. 83 p. ms.

1886. **Lane, Frederick Hall, jr.** An appraisal of the Hudson Falls senior high school by its pupils. Master's, 1936. N. Y. St. Coll. for Teach. 57 p. ms.

1887. **Lloyd, Harold A.** An evaluation of the summer high school conducted by Indiana State teachers college. Master's, 1935. Ind. St. T. C. 32 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 112-13, July 1936)

Studies the functions of the summer school as shown by the pupils' reasons for attending; courses offered and their value; types of students attending, fast, average, or slow; and how far the work of the summer school meets the needs of an enriched and progressive educational program. Shows that the program was arranged to offer the pupil an opportunity of continuing his regular work or enriching his work by taking additional or different subjects. Recommends that an enriched program be provided to enable pupils to enjoy as well as profit by summer school attendance.

1888. **Lorio, Samuel Pujo.** A study of the pupils in the Poydras high school. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 94-95)

Discusses problems of securing and using in the guidance of 147 high-school pupils of Poydras high school in Pointe Coupee parish, information relative to home conditions, occupation of parents, education of parents, languages spoken in the homes of pupils, types of books and magazines read by the pupils, and tentative selections of vocations by the groups.

1889. **Lucky, S. G.** Analysis of the Bastrop high school population with special reference to parental occupations. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 95-96)

Finds a decided correlation in the occupations of the parents and the educational opportunities of the pupils; that the occupational groups are unequal in the percentage



of enrollment; that the local high school is selective in the type of pupils it enrolls, the lower socio-economic levels of society maintaining the poorest representation in school; that children from the unskilled group of parents practically disappear within the high school; that pupils coming from the agricultural group do not return to the farm after graduation but tend to join the ranks of the nonlaboring classes; that approximately 50 percent of the school enrollment comes from the industrial classes; and that there is a need for an integrated program in the high school, based on the requirements of the pupil.

1890. **McComb, Jessie D.** Implications for education derived from a study of the use of time as reported by 1,300 high school pupils. Doctor's, 1936. California.

Ascertains the average use of time for a week, variations between use of time on school days and week-end days, whether differences in use of time are related to sex, IQ, scholastic rating, to eye, ear, or heart defects, or to rural residence. Finds a wide diversity in individual use of time.

1891. **McConagha, G. A.** Study of the seniors of Knox county, Ohio, who took the general scholarship test, 1930-1936. Master's, 1936. Ohio state. 70 p. ms.

1892. **McDermott, Mary Elizabeth.** A survey of certain activities and interests chiefly non-scholastic of 977 senior high school pupils. Master's, 1936. Cincinnati.

1893. **McKibben, Floyd H.** A study of the social and economic status of Ithaca, Michigan, high school graduates from 1916 to 1927. Master's, 1935. Michigan.

1894. **Maddocks, Carl Wharton.** Regional high schools in Connecticut. Doctor's, 1936. Yale.

1895. **Marshall, Joe Leon.** A decade of curriculum trends in Tennessee high schools. Master's, 1936. Tennessee. 227 p. ms.

Finds that English, mathematics, and history were offered consistently in all schools; that science gained rapidly; that foreign languages declined with Latin showing a marked decrease; that commercial subjects were not offered in many schools; that programs of studies were broadened in all schools with the larger schools offering the broader programs of studies; and that there was a larger percentage of classes with more than 25 students in all subjects, other than home economics and commercial subjects in 1933 than in 1923.

1896. **Marshall, Lee Archer.** Development and evaluation of a technique for pupil selection of a senior high school curriculum. Master's, 1936. Ohio State. 129 p. ms.

1897. **Martin, James R.** A study of secondary education in Muhlenburg county. Master's, 1936. West. Ky. St. T. C. 36 p. ms.

1898. **Maucker, James William.** The relative effectiveness of measures of high school achievement in predicting college success. Master's, 1936. Iowa, 55 p. ms.

1899. **Mease, Clyde D.** High school programs of study in the consolidated school districts of Iowa for 1934-35. Master's, 1936. Iowa, 121 p. ms.

1900. **Mikkelsen, Ervin C.** A survey of certain practices of the high schools of South Dakota in dealing with curricular and extracurricular activities. Master's, 1936. South Dakota. 70 p. ms.

1901. **Miles, George Lionel.** Trends in curricula elections and subject offerings in New Jersey high schools, 1929-1933. Master's, 1936. St. T. C., Upper Montclair. 121 p. ms.

Ascertains the trends evidenced by student curricula elections during the period from 1929 to 1933; the changes in subject matter in the various curricula and the reasons for the changes; the courses characterizing the college preparatory, technical preparatory, and



commercial curricula; and indicates what is being done to meet the needs of the low IQ groupings in the schools whose bulletins contain data regarding programs designed to meet the needs of students with low mental ability, as shown by returns to questionnaires from 29 representative communities.

1902. **Miller, Ralph G.** Clay county north of Eel river, including all of Washington and Cass townships as a high school corporation with national boundaries. Master's, 1936. Ind. St. T. C. 42 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 128, July 1936)

Studies enrollment, faculty and teaching load, curriculum, and classroom and school equipment of five high schools; and analyzes tax rates, present costs of schools, and assessed valuations. Finds that consolidation would provide a richer curriculum, more adequate equipment, more efficient teaching, and administration at a lower cost than present operation.

1903. **Millikin, Louise Elizabeth.** The relationships between achievement, attitude, school marks, and intelligence in high school. Master's, 1936. Utah.

1904. **Mills, James J.** A survey of the high school curriculum and teacher load of the consolidated schools of the state of Iowa. Master's, 1936. Drake. 57 p. ms.

Finds 95 different subjects in a sampling of 383 high schools; that the subjects most frequently found in the ninth grade were English, algebra, general science, home economics, and manual training; that the subjects most frequently found in the tenth grade were English, plane geometry, world history, and agriculture; that the subjects most frequently found in the eleventh grade were English literature, American history, advanced algebra, arithmetic, typing, biology, and bookkeeping; in the twelfth grade, physics, American literature, typing, economics, American government, American history, and sociology.

1905. **Mitchell, Sidney C.** A study of the expansion of the high school curriculum through the use of supervised correspondence study to serve the needs of the non-college preparatory student. Master's, 1936. Michigan.

1906. **Mopsik, Harold.** A history of private secondary schools in Charlottesville, Virginia. Master's, 1936. Virginia. 130 p. ms.

\*1907. **Nestvold, O. E.** Supervised study in a small high school. Master's, 1936. North Dakota. 39 p. ms.

Describes an experiment carried on in a high school with an enrollment of 36 in Palermo, N. Dak., to determine whether supervised study is advisable for small high schools. Finds that the supervised study plan was a success in algebra, commercial law, commercial arithmetic, and English grammar and punctuation, and was especially valuable for the dull but willing pupil who profited by better care of his individual needs.

1908. **Nichols, Garland.** Summer high schools in Kansas City, Missouri. Master's, 1936. Nebraska. 45 p. ms.

Recommends that summer high-school opportunities be extended; increased attention be given to vocational and leisure demands and to individual differences; that school building utilization be increased; and that there be a gradual removal of summer tuition charges.

1909. **Oakley, Harry Malcolm.** A study of the ability and achievement of the pupils in Charlevoix high school. Master's, 1936. Indiana. 139 p. ms.

1910. **Owen, R. M.** Correspondence courses in high school. Master's, 1935. Wash. St. Coll.

1911. **Pendleton, Julia Tuck.** A study of the knowledge of heroes among high school seniors. Master's, 1936. Birmingham-Southern. 47 p. ms.

1912. **Powers, Alice Lorraine.** Analysis of personal problems presented by the girls of Belmont high school. Master's, 1936. Iowa. 126 p. ms.

1913. **Provost, Leo Gordon.** The relationship between university entrance requirements and the programs of various sized high schools in California. Doctor's, 1936. California.

Analyzes the programs offered by certain California high schools for the 4-year period 1931-32 to 1934-35, inclusive, to determine what part of the programs of these schools was devoted to subjects which would satisfy the University of California entrance requirements, what part was elective, and what part was vocational. Finds that very few of the schools offered as liberal a program as university entrance requirements permit.

\*1914. **Ramsdell, Nelson J.** The local high school diploma and requirements for high school graduation in New York State. Master's, 1936. Syracuse. 80 p. ms.

Presents a brief history of the use of the local high-school diploma, discussed present practices in the high schools of New York State, and evaluates these practices. Compares the use of the local diploma with the use of the Regents diploma. Finds that practically 100 percent of the high schools follow the subject-matter requirements for graduation outlined by the State, but that pupils in the schools granting the local diploma need pass only such subjects as meet the requirements set up by the local authorities. Shows that 98 percent of the schools issue local diplomas; that all diplomas issued are of the same value; and that practice differs in determining what students are eligible to take the Regents examinations for a Regents diploma.

1915. **Randels, Horace Lynn.** A history of the high schools of Barber county, Kansas. Master's, 1936. Wichita. 171 p. ms.

1916. **Reilly, Lucille V.** The educational and vocational interests of high school students. Master's, 1936. Nebraska. 122 p. ms.

Attempts to determine the extent and nature of interests and expectations involving entrance into the business world and continuation of education in organized schools of students in secondary schools of Nebraska.

1917. **Rhudy, Burt C.** A study of the graduates of the accredited high schools of Grayson county, Virginia, 1924-1933. Master's, 1936. Virginia. 161 p. ms.

\*1918. **Rivenburg, Berlin Eldridge.** A study of the opportunities for secondary education in the different states of the United States. Master's, 1935. Minnesota. 135 p. ms.

Discusses provisions regarding the establishment of high schools and of districts maintaining high schools, legal minima for the establishment of high schools, provisions concerning tuition of non-resident high-school pupils, provisions governing choice of schools for non-resident pupils, provisions regarding transportation of high-school pupils, provisions governing organization and subsidy of transportation, board and lodging as a substitute for transportation, and recent legislation relative to transportation.

1919. **Roaden, Ova G.** The high school assembly. Master's, 1936. Kentucky. 93 p. ms.

Attempts to trace the development of the high school assembly; to determine its present status in the public schools of Kentucky; and to determine what are the best practices in dealing with the high school assembly.

1920. **Robbins, Clayton D.** Survey of Stillwater, Minnesota, high school. Master's, 1936. Minnesota.

1921. **Buhl, Harry S.** A history of secondary education in Lebanon, Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh Abstracts of theses, researches in progress, and bibliography of publications, 12: 323-24)

\*1922. **Sanborn, Leland Connell.** A study of factors of relative efficiency which enter into the general practice in 75 four-year high schools in New Hamp-



shire, having enrollments of less than 300 pupils. Master's, 1936. Syracuse. 75 p. ms.

Studies the training, experience, tenure, and salaries of the teaching personnel, the teaching load, and the units of instruction offered. Evolves a system for scoring the schools in their educational practices, and finds that the smaller school may show as good procedures as the larger school, and that in some instances the large school may show worse practices than a small school.

1923. Sanders, Beverly Barksdale. Holding power of high schools in Oglethorpe county. Master's, 1936. Georgia.

1924. Sanford, Edgar Nordlund. Supervised correspondence study in the public school. Master's, 1936. Yale.

1925. Schrammel, H. E. Subject offerings in Kansas high schools, 1935-36. Emporia, Kansas state teachers college, 1936. 10 p. ms.

1926. Selman, Casca Melvin. Opinion of Texas superintendents and editors concerning high school requirements. Master's, 1935. Peabody. 70 p. ms.

Analyzes replies to a questionnaire received from 292 superintendents and 264 editors in Texas regarding high-school graduation requirements in cities of 1,000 population or more. The two groups agreed as to the necessity for training in English, social science, mathematics, and natural science. Fifty percent of the editors thought that, in addition, courses should be given in Texas history, economics, physiology, public speaking, foods, clothing, typing, and commercial law.

\*1927. Seyforth, Warren C. The effects of school size: A study of the effects of enrollment upon the reorganized secondary schools. Doctor's, 1936. Harvard. 496 p. ms.

Analyzes data on approximately 500 schools representative as to geographical location, size of community, and size and type of school. Shows that the effects of size are much the same upon both junior and senior high schools, and that many secondary procedures are used in about like amount in all schools, regardless of size or form of organization. Finds that schools of fewer than 45 to 60 pupils per grade tend to have particularly unsatisfactory organizations, and that schools enrolling from 150 to 200 students per grade tend to have most of the things that substantially larger schools do at present. Suggests methods for improving small schools.

1928. Shoemaker, Forest Leroy. Public secondary education in Ohio: 1875-1933. Doctor's, 1936. Ohio State. (Abstract in: Ohio state university. Abstracts of doctors' dissertations, 20: 97-108)

Presents a brief review of the rise and development of public secondary education in Ohio prior to 1875, the educational and social factors which have conditioned its growth and characteristics; the student body; administrative and institutional characteristics; definition and accrediting; programs of study in general, in physical and health education, and in practical arts and vocational education; the teaching staff; the reorganization of the school system; and the effects of financial depressions.

1929. Singleton, Stanton James. Comparison of certain two-year and four-year high schools in Georgia. Master's, 1936. Georgia.

1930. Smith, Herbert B. A survey of the curriculum in the larger senior high schools in Kentucky, 1935-36. Master's, 1936. Cincinnati.

1931. Smyre, S. H. A personal study of the students of Caldwell high school. Master's, 1935. Baylor.

1932. Snyder, Grace Pope. The function of the director of pupil personnel in the high school. Master's, 1936. Illinois.

1933. Spence, Ralph W. Pupil participation in the control of activities in the high schools of Hamilton county and Cincinnati. Master's 1935. Ohio State. 366 p. ms.

1934. **Stanisiewski, Leon J.** A comparison of abilities and interests during adolescence. Master's, 1936. Mass. St. Coll. 265 p. ms.

Makes observations on scholastic, mechanical, musical, and interests ability and the interrelationship of the measures.

1935. **Steward, Zoe Hayes.** Trends in the growth and development of Nebraska secondary schools accredited to the North central association. Master's, 1936. Nebraska. 121 p. ms.

Studies statistically trends from the beginning of accreditation to date, considering the number of schools accredited, type of organization, enrollments, holding power, length of class period, pupil load, teachers, and teaching load. Shows that high-school pupils in Nebraska are receiving educational advantages comparable to those of other states, and that the growth and development of secondary education is on an upward trend in the Nebraska schools.

1936. **Still, Leonard Lee.** Work and activities of male graduates of Elmore county high school. Master's, 1936. Alabama. 51 p. ms.

1937. **Summitt, James Euel.** Comparison of the approved two-year high schools of Tennessee. Master's, 1935. Peabody. 96 p. ms.

1938. **Tam, Wai Hon.** The development of articulation in American education at the secondary level. Doctor's, 1936. California.

Attempts to determine what means and methods were and are used to articulate the high school with the schools below and above.

\*1939. **Thomas, Arthur Wendell.** A study of the respective weights of several factors which condition achievement. Master's, 1936. Penn. State. 31 p. ms.

Attempts to determine the extent to which achievement, intelligence, attendance, age at entrance to ninth grade, participation in athletics, and home study predict achievement in high school. Finds that intelligence is the greatest contributing factor to achievement, that attendance is the next ranking factor for success in school work, that boys and girls who take part in athletics have a better chance for success in school work than those who do not, and that age at entrance to high school is not of great importance.

1940. **Thomas, Garth A.** A survey of Malvern, Ohio, high school with suggested plans for reorganization. Master's, 1936. Ohio State. 90 p. ms.

1941. **Thompson, Clarence Virden.** A follow-up of high school graduates. Master's, 1936. Wittenberg.

Finds that the curriculum does not prepare its pupils to meet the problems of life upon graduation and that the school needs a system whereby a student may have a practical knowledge of vocations before making his choice.

1942. **Todd, Charles B.** Assembly practices in the secondary schools of Kentucky. Master's, 1936. Peabody. 75 p. ms.

Finds that assembly programs are furnished by the students in about half of the assemblies; that the principal, superintendent and faculty present about one-fourth of the programs; and that outsiders present about one-fourth of them.

\*1943. **Tyson, George Russell.** An analysis of secondary school teaching as guidance of learning. Doctor's, 1936. Pennsylvania. Philadelphia, University of Pennsylvania, 1936. 161 p.

1944. **Ullrich, Fred T.** Collegiate preparation of Platteville graduates in terms of subjects taught in secondary schools in 1935-36. Platteville, Wisconsin state teachers college, 1936.

Finds that relatively few of Platteville graduates are coaching in high-school teaching professions for which they have not had at least a minimum preparation either in the State teachers college at Platteville or some other college.



1945. **Utsinger, Floyd.** Programs of study in the large Illinois high schools. Master's, 1936. Iowa. 95 p. ms.

1946. **Vaughan, Cornelia K.** Integrating the work of sixth, seventh, and eighth grade children. Master's, 1935. Peabody. 114 p. ms.

1947. **Warren, Hie E.** Characteristics of the small six-year secondary school. Master's, 1936. Nebraska. 143 p. ms.

Surveys previous studies, the historical development of the six year secondary school in the United States and results of replies to a questionnaire returned by 63 superintendents of six-year secondary schools in Nebraska and border states. Questionnaire covered administration and supervision, use of building and grounds, teaching personnel, guidance, extracurricular activities, and special problems. Finds a fairly close parallel between current practices and accepted authority. Better educational opportunity for pupils in small school than in 8-4 type of organization. Present weaknesses include: Too many too short periods, too many required subjects, too few exploratory courses, and too little provision for adaptations to individual needs.

1948. **Whitenack, A. Dale.** Some case studies of unadjusted high school pupils. Master's, 1935. Wash. St. Coll.

1949. **Wilcox, Lester.** A proposed six-year high-school program for Lebanon, Oregon. Master's, 1936. Oregon.

1950. **Wilhelmus, Horace A.** High-school scholarship, psychological test rankings, and college scholarship indexes as factors of prediction of the success of the Class of 1932 at Indiana State teachers college. Master's, 1935. Ind. St. T. C. 36 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 7: 109, July 1936.)

Attempts to determine the relationship between college scholarship and average high-school achievement, intelligence, and scholarship for each year in college of 450 students who entered college in the fall quarter of 1928. Finds that high school scholarship and psychological test results are not reliable tools with which to predict college scholastic success.

1951. **Wilson, James A.** Operation of certain factors in pupil selection and elimination in the Andalusia (Alabama) high school. Master's, 1936. Alabama. 70 p. ms.

1952. **Windell, Joseph.** Survey of Cotter academy, Winona, Minnesota. Master's, 1936. Minnesota.

1953. **Winters, David Finley.** A comparison of accredited and probationary high schools in Illinois. Master's, 1936. Iowa. 133 p. ms.

1954. **Yager, Alfred.** Survey of Glasgow Mortimer high school. Master's, 1936. Minnesota.

1955. **Young, Vermont B.** A comparative study of the test scores, educational plans, and vocational plans of the high-school seniors of Mercer County, Ohio, for the years 1931-1935. Master's, 1935. Ohio State. 89 p. ms.

#### JUNIOR HIGH SCHOOLS

1956. **Blanchard, Howard L.** Junior high school curriculum in the state of Iowa. Master's, 1936. Drake. 92 p. ms.

Shows that more than 60 percent of the junior high schools sampled in Iowa are two grade combinations, and that more than one-third of the junior high schools have no curriculum revision committee.

1957. **Bothell, John E.** Realization of objectives by the small junior high school. Master's, 1936. Colo. St. Coll.

1958. **Burton, William Gay.** Investigation and interpretation of student attitudes of 750 adolescents enrolled in the Bay City Eastern junior high school. Master's, 1936. Michigan.

1959. **Correvont, Ann Maier.** A survey of the junior high school of Birmingham, Michigan, with regard to certain questions of pupil adjustment. Master's, 1936. Michigan.

1960. **Davis, Charles Walker.** Historical background and present conditions in the Roanoke Rapids junior-senior high school. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 25)

1961. **Dean, Clifford D.** A comparison of the intellectual achievement of the ninth-year students in the schools of Russell and Osborne, Kansas. Master's, 1936. Kansas.

1962. **De Gabriele, Eugene M.** A study in the development of certain fundamental subjects from junior high school through senior high school. Master's, 1935. Washington. 44 p. ms.

1963. **Dickinson, Elizabeth C.** A study of adolescent satisfactions and dissatisfactions with junior high school life. Master's, 1936. Michigan.

1964. **Feldman, Estelle Edith.** The dull child and the junior high school curriculum. Doctor's, 1936. Yale.

1965. **Gillette, Gladys G.** A survey of junior high school pupils' assembly program preferences. Master's, 1936. Iowa. 83 p. ms.

1966. **Heller, Nina A.** A study of the junior high school assembly. Master's, 1936. Colo. St. Coll.

1967. **Herr, William A.** Junior high school pupils who made rapid progress and their normal progress peers in senior high school. Doctor's, 1936. Penn. State.

Describes an experiment conducted with 97 rapid progress pupils who were paired with an equal number who were to make normal progress, the matching being on intelligence and previous achievement. Finds that the rapid progress group made as good scores on standardized tests in senior high school and as good marks as did the normal progress group, but that the rapid progress group was at a slight disadvantage in neurotic temperament and in social adjustment.

1968. **Highfill, Floyd Jay.** A study of the chief problems in junior high school. Master's, 1936. Stanford.

1969. **Hilden, Alton H.** Survey of International Falls, junior high school. Master's, 1936. Minnesota. 160 p. ms.

1970. **Howard, Boyd Davis.** An analysis of the junior high school curriculum in the State of Kentucky, 1935-36. Master's, 1936. Cincinnati.

1971. **King, Luther.** The development of an award plan for a junior high school. Master's, 1936. Oregon.

1972. **Lesh, Herschel H.** A study of important relationships between certain measures of the pupils in the Blissfield junior high school. Master's, 1936. Michigan.

1973. **McConnell, Marjorie.** A comparative study of achievement between an experimental and a regular group of junior high school pupils. Master's, 1936. Okla. A. & M. Coll.

Attempts to determine whether a group of pupils having high IQ's, a special course of study and special teachers, makes more progress in standardized tests than a regular



group. Finds that a regular group of junior high school pupils in Tulsa made slightly greater progress in the results of the Stanford achievement tests than did the experimental group.

1974. **McConnell, Robert M.** A study of attitudes toward certain proposed social actions as affected by defined educational content. Master's, 1936. Purdue. 52 p. ms.

Describes an experiment conducted with two groups of pupils in the junior and senior high schools of Fowler, Ind., and Oxford, Ind., to determine whether the average attitude of the pupils was affected by the reading of stimulus material. Indicates that the average attitude of the pupils was affected by the stimulus material.

1975. **Middlewood, Esther Louise.** A study of the school annoyances and satisfactions of junior and senior high school students. Master's, 1936. Michigan.

1976. **Miller, Harold Frederic.** Study of needed curricular changes in junior high school grades in Seneca, Ontario, and Yates counties in New York. Master's, 1935. Cornell. 81 p. ms.

1977. **Potts, Jane A.** An analysis of certain factors of personal adjustment in their relation to success and failure of pupils in junior high school. Master's, 1935. Michigan.

1978. **Quinn, Edmund Aloysius.** Socio-economic background of the pupils of the Roger Williams junior high school. Master, 1936. Brown. 39 p. ms.

1979. **Ralston, William T.** A comparison of achievement between boys, smokers and non-smokers. Master's, 1936. Tennessee. 99 p. ms.

Compares the achievement of 126 smokers and 304 non-smokers in the Christenberry junior high school, Knoxville, Tenn. Finds that boys who smoke fall more often than those who do not; that smokers as a group were found to be retarded in both mental and educational ages, while the non-smoking group was found near the standard for normal in both mental and educational ages.

1980. **Schrepel, Marie Frederika.** On the loss of knowledge by junior high school pupils over the summer vacation. Master's, 1935. Oregon St. Agr. Coll. 77 p. ms.

Studies the reasons advanced in support of and opposition to the 12-month school year or the year-round school with longer vacations than are now customary at Christmas and Easter and with a shorter vacation than is usual at the present time in the summer, especially the reason advanced in its support that the amount of information lost by the pupils over the long summer vacation is large enough to require an extensive period for relearning the work of the last preceding semester.

\*1981. **Trumbull, Mary E.** Evaluation of certain anticipated accomplishments in the public junior high schools of Massachusetts. Master's, 1936. New York. 85 p. ms.

Finds that the junior high school provides suitable educational environment for adolescent children through the use of separate buildings, enriched and flexible curriculum and extracurricular activities; that better provision is made for individual differences through promotion by subject, differentiated curricula, homogeneous grouping, and exploratory courses; that transition from elementary to senior high school is somewhat gradual through departmental teaching, training pupils to work independently, introduction of new subjects, and an elective system.

1982. **Welsh, Eleanor Joanne.** An analysis of pupil and parent satisfactions, dissatisfactions, hobbies and interests in two junior high schools of Port Huron, Michigan. Master's, 1936. Michigan.

## JUNIOR COLLEGES

\*1983. **Allen, John Stuart.** Criteria for the establishment of public junior colleges. Doctor's, 1936. New York. 250 p. ms.

• Discusses the functions of the junior college, the costs, support, and state program of public junior colleges; sets up criteria for the establishment of junior colleges; applies the criteria to communities where public junior colleges have already been established, and to selected cities in New York state.

1984. **Elliott, Raymond P.** A technique in self-guidance through group activities as pursued in Saint Joseph junior college. Master's, 1936. Kansas.

1985. **Fisk, William McKee.** The regional junior college. Doctor's, 1936. Yale.

1986. **Fromen, Ethel Evangeline Dorothea.** A personality study of junior college girls. Master's, 1936. Texas.

1987. **Griffing, Cora B.** The public junior college in Mississippi. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 93)

Traces the history of the junior college movement in Mississippi, and studies Hinds junior college as a typical institution of this movement.

1988. **Herndon, Mike E.** History of the junior colleges in Georgia. Master's, 1936. Mercer. 87 p. ms.

1989. **Hughes, R. B.** Junior colleges of Texas. Master's, 1936. Baylor, 95 p. ms.

1990. **Leonard, Mary.** A study of Sacramento junior college students who went directly into the vocational field. Master's, 1935. Stanford.

1991. **Mohr, Eleanor Sophia.** The history of the Houston junior college. Master's, 1936. Texas.

1992. **Moor, Helen Sterling.** Orientation programs in public junior colleges. Master's, 1936. Stanford.

1993. **Myers, Oliver H.** A study of the junior college with particular reference to its terminal and preparatory functions. Master's, 1936. Kansas.

1994. **Von Reeder, H. S.** Aims, objectives, and functions of Texas junior colleges as revealed in their catalogs. Austin, University of Texas, 1936.

Studies 18 municipal, nine private and denominational, and the two state junior colleges of Texas.

1995. **Wallgren, Axel Samuel.** The registrar in the junior colleges of the United States. Master's, 1936. Chicago. 135 p. ms.

Studies work of registrars in 208 junior colleges and concludes that the work of registrar in junior colleges is below the standard of 4-year institutions. It seems not so much a matter of any serious lack of competence in those performing the functions of registrar as it is a failure on the part of superintendents, presidents, and other educational authorities, to recognize the importance of the office and make adequate provision for the performance of its functions.

\*1996. **Wilson, Theodore Halbert.** The four-year junior college. Doctor's, 1935. Harvard. 545 p. ms.

Traces briefly the history of the junior college movement in general and the 4-year junior college in particular; presents arguments advanced in favor of the 0-4-4 plan of organization and of the 4-year junior college; and compares the 4-year junior college with the 2-year junior college.



\*1997. **Woodman, George Scott.** An appraisal of junior college business education from an economic viewpoint. Master's, 1935. Boston Univ. 133 p. ms.

Discusses the educational and economic background of the junior college, mediums of business education and their relation to the junior college, business education and occupational groups, the function of the junior college, its financing, guidance in the junior college, analysis of the business courses offered, and the future of the junior college.

### HIGHER EDUCATION

1998. **Bergstresser, John L.** The prediction of academic achievement for men in the College of letters and science. Doctor's, 1936. Wisconsin.

1999. **Breitwieser, J. V.** Bargain baccalaureates. School and society, 43: 844-45, June 20, 1936. (University of North Dakota)

Finds that college curricula should be organized in terms of social needs and vocational objectives.

†2000. **Bullock, Henry Morton.** A history of Emory university. Nashville, Tenn., Parthenon press, 1936. 391 p. (Millsaps college)

Traces the growth of the institution which began as the Georgia conference manual labor school in 1834, expanded into Emory college in 1836, and became Emory university in 1914.

2001. **Burnett, Howard R.** A history of Vincennes university. Master's, 1936. Indiana. 294 p. ms.

2002. **Carstensen, Vernon.** The State university of Iowa: the collegiate department from the beginning to 1878. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Presents the political history of the University, the search for a philosophy and method of academic function, and the development of administrative and other institutional procedure.

†2003. **Carter, T. M.** The curricula of 35 colleges. Albion, Mich., Albion college, 1936. 15 p. ms.

Deals with the number of credit hours of work offered in the various subjects in curricula at 35 different colleges, and shows the percentage which the offerings in each subject is of the entire curriculum of each college. Finds a wide difference in the number of credit hours and the percentage weight of the various subjects in the different colleges.

2004. **Cavan, Jordan True.** The student and the financing of the college: a study of student fees, student aid, and factors affecting the proportion of the cost of higher education borne by the student. Doctor's, 1935. Chicago. 366 p. ms.

2005. **Cook, Elsie Jane.** Higher education in North Dakota. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 18)

Traces the history of higher education from the territorial days, through the beginning of statehood, to the present time.

2006. **Cooper, William B.** Factors influencing high school senior's choice of college. Master's, 1936. Ohio State. 125 p. ms.

Analyzes the reasons given by 6,400 high-school seniors for their choice of college as shown by the Ohio college association's uniform college information blanks. Shows the need for high school guidance work to aid the student to select the college best suited to his needs.

2007. **Crass, Rosalind.** The status and trends of correspondence study in the University of Kentucky. Master's, 1936. Kentucky. 54 p. ms.

Studies the records of 1,807 students who completed correspondence work at the University of Kentucky during the calendar years 1933, 1934, and 1935, and seeks to

determine the residence, sex, age, occupation, and previous training of the students who completed correspondence work; the level of instruction and the nature of the courses completed; the rank and training of instructors who graded the papers and their compensation for the work; and the marks given the students upon completion of the course.

2008. Crawford, S. C. New college curriculum at Pitt. Pennsylvania school journal, 84: 352, May 1936. (University of Pittsburgh)

\*2009. Detchen, Lily. A record and evaluation of changes in the College of the University of Louisville, September, 1930 to June, 1935. Master's, 1936. Louisville. 150 p. ms.

Discusses the adaptation of aims and subject matter to the needs of students, the individualization of the student, the delineation of a line of distinction between the junior and senior colleges, and the promotion of a more wholesome campus life; evaluates the changes made.

†2010. Elliott, Edward C. and Chambers, M. M. The colleges and the courts: judicial decisions regarding institutions of higher education in the United States. New York, Carnegie foundation for the advancement of teaching, 1936. 563 p. (Purdue university)

Part 1. University and college personnel; part 2. State and municipal institutions; part 3. Privately controlled institutions; part 4. Fiscal relationships with governmental units; part 5. Financial support from private sources, institutional property, and other matters.

2011. Gardner, Lawrence H. A study of the college success of students who do not enter college immediately upon graduating from high school. Master's, 1936. Kans. St. T. C., Emporia. 32 p. ms.

2012. Gwynn, J. Minor. Changes in the college curriculum, 1890-1934. Doctor's, 1936. Yale.

Presents the historical development of the modern period of curriculum change in the arts divisions of Columbia, Johns Hopkins, North Carolina, Pennsylvania, Virginia, and Yale universities. Finds that each institution has modified its programs of study and offerings as its own circumstances, conditions, and leaders forced it.

2013. Hall, William F. History of Carson-Newman college. Master's, 1936. Tennessee. 106 p. ms.

Presents a religious and educational survey of East Tennessee from 1830 to 1850, and describes the founding of Carson-Newman college.

2014. Harmony, George W. The backgrounds of education students entering Ohio State university in years 1928 and 1931. Master's, 1935. Ohio State. 65 p. ms.

2015. Hassold, Ernest. Honors seminar at Louisville. Journal of higher education, 7: 137-40, March 1936. (University of Louisville)

2016. Heintz, Mrs. Louise. A study of some factors affecting scholarship. Master's, 1935. Wittenberg. 75 p. ms.

Studies 128 college students in a small institution on factors affecting scholarship, father's occupation, high-school marks, part-time work, extra-curricular activities, college residence, loans, and personality. Finds that scholarship is affected by a combination of factors.

2017. Held, O. C. Admission trends in a liberal arts college of an urban university during the depression. School and society, 43: 1107, March 1936. (University of Pittsburgh)

†2018. Higher education and society: a symposium. Norman, University of Oklahoma press, 1936. 323 p.

Contents: (1) Higher education in the southwest, by William E. Bizzell, p. 11-24; (2) Significance of student traditions, by W. H. Cowley, p. 25-48; (3) Intellectual training and moral advance, by Radoslav A. Tsanoff, p. 49-56; (4) Educator and society, their



mutual obligations, by David Y. Thomas, p. 57-77; (5) Professional training and social ends, by Arthur B. Adams, p. 78-83; (6) Graduate study in the southwest, by Homer L. Dodge, p. 84-107; (7) Graduate quantity and quality, a discussion, by A. Linscheid, p. 108-118; (8) Knowledge of the soils, its effect on social progress in the southwest, by Horace J. Harper, p. 119-133; (9) Public education for conservation, by George R. Phillips, p. 134-142; (10) Higher education and future social trends, by William F. Ogburn, p. 143-52; (11) Philosophy of American culture, by Frank E. Hill, p. 153-74; (12) Training the economist of the future, by Isaac Lippincott, p. 175-80; (13) University training for government service, by Cortez A. M. Ewing, p. 181-90; (14) New demands in the training of social workers, by Frank J. Bruno, p. 191-203; (15) Caveat Emptor, a new education, by Howard O. Eaton, p. 204-17; (16) Higher education and the training for health, by H. L. Pritchett, p. 218-30; (17) Education for living, by John G. Fletcher, p. 231-37; (18) Art and the audience, by Sarah G. Knott, p. 238-50; (19) New fields for critics, standards versus standardization, by Henry Smith, p. 251-68; (20) Decentralization in publishing, by Daniel Long, p. 269-77; (21) Public versus private support of art, by John Ankeney, p. 278-87; (22) Problems of art, a discussion, by Adah Robinson, p. 288-92; (23) Higher education and the society of tomorrow in relation to government, by E. W. Marland, 293-301; (24) College of the university and adult education, by Kathryn Mellale, p. 302-308; (25) Building a university, by Lotus D. Coffman, p. 309-18.

2019. Hinton, David E. Origin, development and aims of Lambuth college. Master's, 1936. Peabody.

Presents a brief history of higher education in the Methodist Episcopal church, South, and of the founding in 1924 of Lambuth college, and a discussion of its aims.

2020. Hoisington, Margaret. The effects of curriculum adjustment of the State University of Iowa for students low in scholastic aptitude. Master's, 1936. Iowa.

2021. Holtz, Richard. The relationship of winning football teams to college enrollment. Master's, 1935. Michigan.

2022. Huff, Z. T. Administration of teacher education in colleges and universities. Doctor's, 1936. Texas.

2023. Hurlburt, Allan S. Relationship between intelligence test ranks and selection of college courses. Master's, 1936. Cornell. 55 p. ms.

Studies three classes in Cornell college of arts and sciences, entering in 1926, 1927, and 1928, in the light of records made on freshman intelligence test ratings, and later choices of studies. Finds that higher IQ students tend toward mathematics and lower IQ students toward history, government, and psychology.

†2024. Hutchins, Robert Maynard. The higher learning in America. New Haven, Yale university press, 1936. 119 p. (University of Chicago)

2025. Johnson, Palmer O. Modern approaches to our college education problems. Proceedings of the 49th annual convention of the Association of land-grant colleges and universities. (University of Minnesota)

2026. Kleckner, Thomas Madison. Military training as a system of guidance at New Mexico military institute. Master's, 1936. Stanford.

2027. Knight, Edgar W. Some early discussions of the college curriculum. South Atlantic quarterly, vol. 34, no. 1, 1935. (University of North Carolina)

2028. ——— Some recent changes in the college curriculum. South Atlantic quarterly, vol. 34, no. 3, 1935. (University of North Carolina)

2029. Lacy, George Russell. A history of Gonzales college. Master's, 1936. Texas.

\*2030. Landry, Herbert A. The relative predictive value of certain college entrance criteria. Doctor's, 1936. New York. 151 p. ms.

Evaluates statistically the predictive value of secondary school grade 12 final marks, marks on the examinations of the College entrance examination board, scores on the



new-type or objective tests of the Cooperative test service, and scores on the scholastic aptitude test of the College entrance examination board. Analyzes data on 1,353 students who graduated in June 1932 from 46 independent secondary schools and who enrolled in 164 colleges and universities the following year. Later limitations were placed on the study, and intensive studies of 416 men students enrolled in the 3 colleges to which the majority of the original group of students went. Finds that secondary school marks and tests of scholastic aptitude are of the most value in predicting success in college, but that all of the methods need more study and refining to be of value in selecting students for college entrance.

†2031. McGrath, Earl J. and Froman, Lewis A. College aptitude of adult students. Buffalo, University of Buffalo, 1936. 34 p. (University of Buffalo studies, vol. 14, no. 1)

Compares the college aptitude of students in the evening classes with that of students in the day classes of the University of Buffalo. Finds considerable overlapping of test scores and class marks in both the evening class pupils and day class students. Indicates that the evening session of the University of Buffalo affords an opportunity to a superior group of persons to extend their education while earning a livelihood.

2032. McGrath, Earl James. The evolution of administrative offices in institutions of higher education from 1860-1933. Doctor's, 1936. Chicago. 203 p. ms.

Traces the evolution of ten college officers in 32 representative colleges and universities for the period 1860-1933.

2033. Miller, Andrew J. The college success of high school graduates of exceptional ability. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 182-88)

Studies the members of the graduating classes of the public and private secondary schools of Pittsburgh and Allegheny county who were nominated by the principals of their respective high schools during the eight semesters from February 1930 to June 1933, inclusive, for the "Certificate of award" offered by the Civic club of the county. There were 479 boys and 405 girls nominated. Studies the 191 awardees and 216 non-awardees who were granted scholarships by various agencies. Recommends changes in the method of selection of individuals for awards and for scholarship aid.

2034. Miller, John Cloyd. Relationship between academic achievement of college graduates in their major fields and of graduates out of their major fields. Master's, 1936. New Mexico. 61 p. ms.

†2035. Mills, Hubert H. Predicting scholastic success in college at the time of entrance—a summary of investigations. Boulder, University of Colorado, 1936. (University of Colorado studies, vol. 23, no. 4: 305-14)

2036. Monypeny, William W. A personnel study of male graduates of Southwestern college between 1913 and 1934. Master's, 1936. Iowa. 80 p. ms.

2037. Newmeyer, Mary Jane. Analysis and comparison of the college admission blanks of 1925 and 1935. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 317-18)

Finds that very few of the 118 colleges studied were continuing in 1935 to admit students on scholastic record alone.

2038. Newpher, James A. Powers of degree granting institutions in Pennsylvania. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 197-203)

Discusses the development and purposes of degree-granting institutions in Pennsylvania, the powers conferred by charters and statutes, the powers pertaining to bequests, gifts, and trusts; to finance; to degrees and personnel; and to administration and organization, name of institution, and property as interpreted by case law.



2039. Noll, Rachel P. Study of transfer students in the College of education of the University of Minnesota for 1928-29. Master's, 1936. Minnesota. 129 p. ms.

Studies transfer students to reveal their problems, attitudes, social adjustments, recommendations, and achievement. Shows transfer students are favorably impressed by the faculty and students but find it somewhat difficult to make friends; like extra-curricular activities, but are too busy to participate in many; like school except the courses they get low grades in.

\*2040. Norton, Lucy Ogden. The functions of a dean of women. Master's, 1936. Syracuse. 90 p. ms.

Studies the functions of the dean of women at Syracuse university during the school year, September 1, 1934, through June 1, 1935, with a consideration of the allocation of responsibilities within the entire office of the dean of women during the period studied. Finds that counseling and routine functions are performed within the office during office hours and that extra-office functions are performed outside of the office at irregular times; and that while there may be a definite allocation of responsibilities among the members of the staff of the office of dean of women, there is an overlapping of functions, particularly on the part of the dean herself. Describes the course of training for student deans and the supervision of student deans.

2041. Oppenheimer, J. J. A method of induction of high school juniors into college. Proceedings of the American educational research association, 1936. (University of Louisville)

\*2042. O'Sullivan, Julia. A study in differential prediction on the college level. Doctor's, 1935. New York. 369 p. ms.

Attempts to secure a valid measure for predicting probable success in one's major at the time of entrance to college. Analyzes, evaluates, and compares pre-admission data such as the Regents average in the major field, score on a placement test in the major field, score on a psychological examination of students at Hunter college, to see which of these factors separately or in combination is related to success in the major field in college. Finds that for all of the majors except the French major, the Regents average in the major subject or in the allied subject was the best single index of success in the first semester major course. For the French major the placement test score was superior to all other measures. For all majors, the best index of success in the second semester major course was the first semester grade in the major subject.

2043. Patterson, Dale O. The relationship between certain factors and scholastic success in the University of Minnesota College of education. Doctor's, 1936. Minnesota. 242 p. ms.

Compares records of 904 College of education students with regression equation ratings. Compares the College of education scholarship of 150 students who did their pre-education work in the University of Minnesota, College of science, literature, and arts with that of 150 students who transferred to the College from other institutions of higher learning. Finds that the native students earned an average honor point ratio of 1.57 as compared to 1.48 for the transfers. This difference is 2.61 times its standard error. The variables which proved to be the best for predicting scholastic success were: Pre-education average, high-school average, ~~MACT~~ analogies test (general intelligence). Number of units of high-school credit in any given field offered no help in predicting college success. Age was of no importance in predicting marks in college. Multiple correlation coefficients of from 0.65 to 0.75 were found between the best combinations of predictive factors and scholastic average.

2044. Peters, Woodford W. An analytical and critical study of the liberal arts curriculum. Doctor's, 1936. Illinois.

\*2045. Preston, Newell T. Personnel, purposes, procedures, and points of view in 400 American colleges. Doctor's, 1936. New York. 153 p. ms.

Discusses admission, orientation, counseling, vocational guidance, financial aid, physical health, extracurricular activities, placement, size of faculty, enrollment, endowment, and personnel practices in 400 colleges. Finds that the spread of personnel practices throughout the colleges and universities in the United States has been unequal.



2046. **Romeo, Frank.** Personnel studies of Springfield college freshmen. Master's, 1936. Springfield.

2047. **Scott, Carrie M.** Background and personal data as factors in the prediction of scholastic success in college. Master's, 1936. Colo. St. Coll.

2048. **Selover, Robert B.** The prediction of first semester scholastic success of freshmen men from certain objective tests of college ability, listening ability, reading, and English. Master's, 1936. Ohio Univ. 37 p. ms.

†2049. **Seyfried, John Edward.** Current views on problems and objectives of college students: abstracts of a selected group of articles. Albuquerque, University of New Mexico press, 1936. 95 p. (University of New Mexico bulletin, 289. Education series, vol. 9, no. 3)

Abstracts articles on the value and purpose of a college education, who should attend college, cost and methods of financing an education, academic and student activities, ethical character, morals and religion, health, citizenship, leisure, the home and home life, vocations, and the college graduate and life after graduation.

2050. **Shaw, Robert W. and Parsons, Orville.** Methods of study used by college students. Gunnison, Colo., Western state college.

\*2051. **Short, Sarah Louise.** Status and function of the social director in the office of the dean of women at Syracuse university. Master's, 1936. Syracuse. 89 p. ms.

Describes in detail the work done by the social director at Syracuse university from November 1, 1934, through October 31, 1935, and compares social control at Syracuse university with that of 10 other universities.

2052. **Summerville, William F.** A study of scholarships offered to secondary school graduates by colleges and universities. Master's, 1936. Ind. St. T. C. 76 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 129-30, July 1936)

Analyzes, 7,603 scholarships awarded by 68 colleges and universities. Finds that colleges and universities are donors of 45 percent and states are donors of 34.9 percent of the scholarships which range in value from less than \$75 to \$150 and more a year; that the items considered in awarding scholarships are high scholastic standing, financial need, character, leadership, personality, and promise of future usefulness; that recommendations from high-school principals exceed those of all other individuals combined; that selections are made by a committee in the case of 67 percent of scholarships, by the president in 12 percent, and by the state commissioner of education in 11.7 percent; and that from 10 to 40 percent of the holders lose their scholarships.

2053. **Swanson, Virginia.** Vocational and community activities of Stanford alumni. Master's, 1936. Stanford. 125 p. ms.

2054. **Vallance, H. F.** History of Antioch College. Doctors, 1936. Ohio State. 450 p. ms.

2055. **White, Duncan A.** University of Tennessee power plant and a course for training the employees. Master's, 1936. Tennessee. 96 p. ms.

Gives a brief description of the University of Tennessee power plant, analyzes all the jobs within the plant, and works out a course of training for the employees.

2056. **Wilsie, Maurice.** A comparative study of the achievement of university students with low, normal, and high basal metabolic rates. Master's, 1935. Michigan.

2057. **Wilson, James Garfield.** Anthropometrical measurements of 7,402 University of Kansas freshmen, 1903-1932. Master's, 1936. Kansas.



†2058. **Wrenn, C. Gilbert.** Vocational and community activities of Stanford alumnae. Stanford University, Stanford university press, 1936. 8 p.

Gives tables showing the vocational activities in which Stanford alumnae have participated at some time since graduation, their marital status, those engaged in gainful occupations, colleges and universities from which alumnae husbands graduated, the period of selection of present vocation by single alumnae, the relation between satisfaction in present vocation and period in which the vocation was selected, college courses most valuable to later professional and vocational activities, college courses most valuable to later leisure-time activities, specific courses desired by alumnae which were not in the curriculum, contributions of part-time work experiences in college, and leisure-time activities of alumnae distributed according to marital status.

#### STUDENT PERSONNEL PROBLEMS

2059. **Beach, Sarah.** The relationship of emotional dependence on the home to social behavior in college. Master's, 1936. Iowa.

2060. **Blair, Edmund W.** Analysis of personal problems presented by the high school boys at Leon high school. Master's, 1936. Iowa.

†2061. **Canady, Herman G.** Individual differences among freshmen at West Virginia state college and their educational bearings. Institute, West Virginia state college, 1936. 42 p. (West Virginia state college bulletin, series 23, no. 2. Contribution no. 3 of the Department of psychology and philosophy)

2062. **Cook, Gardner Forscutt.** The social adjustments of Columbia university first year men graduate students; institutional aids and personal techniques in forming acquaintances with women in New York and at Columbia university. Master's, 1935. Columbia.

2063. **Ellis, Dorothy.** The student worker on the campuses of the state colleges and universities in the South. Master's, 1936. West. Ky. St. T. C. 88 p. ms.

†2064. **Gardner, Donfred H.** Student personnel service. Chicago, University of Chicago press, 1936. 235 p. (The evaluation of higher institutions; a series of monographs based on the investigation conducted for the Committee on revision of standards, Commission on higher institutions of the North central association of colleges and secondary schools. v.) (University of Akron)

Discusses the admission and orientation of students, their records, educational and vocational counselling, counselling about personal affairs, extracurricular activities, loans, scholarships, grants of aid, health service, housing and boarding of students, placement service, and student discipline.

2065. **Hunter, Elwood C.** An analysis of the qualities associated with leadership among college students. Doctor's, 1935. North Carolina.

Attempts to identify and analyze the qualities possessed by recognized college student leaders and to study the diversities and similarities with typical non-leaders of the same educational status. Studies physical characteristics, background, intelligence, scholarship, vocational interests, social attitudes, interest maturity, neurotic tendency, self-sufficiency, introversion-extroversion, and dominance-submission.

2066. **Karraker, William Jacob.** The effect of student loan on scholarship. Master's, 1936. Kentucky. 64 p. ms.

Studies the effect of student loan on the scholarship of students at the University of Kentucky when grouped according to five levels of general intelligence, taken from the records of 1,500 freshmen who entered the University during the first semester of 1930-31.

\*2067. **Keough, Katherine.** Personnel administration in colleges for women. Master's, 1935. Boston Univ. 158 p. ms.

Analyzes replies to a questionnaire sent to 46 large colleges for women, and studies the need for personnel work, the functions of vocational and educational guidance, proposes a personnel program, and discusses the use of objective tests in diagnosing personality and conduct.



\*2068. **Krawiec, Joseph F.** Factors influencing the selection of friends among college men. Master's, 1936. Penn. State. 43 p. ms.

Attempts to determine the environmental factors found common to both members of 25 pairs of friends during the development of the friendship, the attitudes of the friends from a moral point of view; the nature and frequency of activities engaged in by both members; the closeness of the friendship; the characteristics the friends desire in each other; whether similarity or dissimilarity of personality is the stronger factor in the selection of associates among college men; and the personality traits of college men who form friendships.

2069. **Kruger, Florence.** A study of the adequacy and cost of dormitory diets in Concordia college. Master's, 1936. Iowa.

2070. **Marsh, Alice B.** An individual guidance program for freshman women. Master's, 1936. Ohio Univ. 42 p. ms.

2071. **Parkhurst, Nancy E.** A suggested plan of cooperative living for boys at Colorado state college of education. Master's, 1936. Colo. St. Coll.

2072. **Proehl, Elizabeth Anne.** Institutional aids and personal techniques for getting acquainted with men; an analysis of Columbia graduate women. Master's, 1935. Columbia.

†2073. **Royce, A. M.** Survey of 475 students enrolled in regular session, 1935-36, to determine financial conditions of students and parents. Platteville, Wisconsin state teachers college, 1936. 5 p. ms.

Studies occupations of parents, whether or not students are working, and the type of work that the students are doing.

2074. **Schaffner, Martha.** A comparison of the scholastic success of employed and non-employed college students. Master's, 1936. Kans. St. T. C., Emporia. 47 p. ms.

\*2075. **Smith, Margaret Ruth.** An experimental study of the bases of selection of students to whom loans, scholarships, and fellowships are awarded in a graduate school of education. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 152 p. (Contributions to education, no. 704.)

Ascertains the bases of selection of students to whom loans, scholarships, and fellowships were awarded in Teachers college, Columbia university, and evaluates the effectiveness of the selections by means of criteria applied to these given awards, those rejected for awards, and a group which did not ask for or receive aid. Shows that it is the policy of the institution to grant awards to students who have done or are doing graduate work at Teachers college, and to grant aid to students who have progressed farther in their educational careers than have the average students in the institution.

2076. **Tinker, Carrie M.** Significance of typical personnel data. Master's, 1936. Oregon.

\*2077. **Wight, Edward Allen.** Financial assistance to students in the University of Chicago. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1936. 161 p.

Deals with scholarships, fellowships, assistantships, tuition remissions, loans, prizes, and employment either in the university or in outside service.

†2078. **Wrenn, C. Gilbert.** The new student talks back. Report of the thirteenth annual meeting of the American college personnel association, 1936. 5 p. (Reprint) (Stanford university)

Analyzes data from 2,000 students in 16 colleges and finds that scholarship problems are acutely felt by more freshmen students than are personal or social problems; that there are few statistically significant differences between the problems of freshman men and women; that institutional differences of policy, geography, and physical plant are often directly reflected in student reactions but in comparatively small proportion; that upper division transfers average as many first-quarter problems as do the freshmen but in significantly different proportions.



## WOMEN—EDUCATION

2079. **Brown, Charles Kenneth.** Wesleyan female institute, Staunton, Virginia, 1846-1897. Master's, 1936. Virginia. 390 p. ms.

2080. **Burke, Sister M. Rebecca.** Study of the contribution to education for home and family life of Catholic women's colleges of the United States. Master's, 1936. Colo. St. Coll.

\*2081. **Duggan, Anne Schley.** A comparative study of undergraduate women majors and non-majors in physical education with respect to certain personal traits. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 117 p. (Contributions to education, no. 682)

Attempts to determine the type of young woman entering the profession of physical education as compared with those choosing other fields of specialization. Compares 200 undergraduate women physical education majors with 200 non-majors in three state universities offering 4-year major programs in physical education. Finds that the majors differ most from the non-majors in their work, play, and social relationships, the majors preferring more vigorous, daring, competitive, and outdoor activities. Shows that the majors are more emotionally stable, more extroverted, and more dominating than are the non-majors.

\*2082. **Gawthrop, Carol Burr.** The transfer student: a study of some factors in the status and adjustment of women students transferring to Syracuse university in September of the years 1931 to 1934, inclusive. Master's, 1936. Syracuse. 131 p. ms.

Studies selected personnel factors relative to the transfer group, the educational institutions from which they transferred, their general adjustment, residence, social and academic adjustment, extracurricular interests and activities, reasons for transferring and reactions to change, their attitude toward student government and toward administrative control; also presents case studies of selected transfers.

\*2083. **Lang, Clara Frances.** A study of women's student governing agencies at Syracuse university. Master's, 1936. Syracuse. 158 p. ms.

Discusses the history and principles of student participation in college government and the history of women's student government at Syracuse university; analyzes the present organization and activities of the women's student senate.

2084. **Luttrell, Ramona Anita.** A comparison of the basal metabolism of college women with the present prediction standards. Master's, 1936. Stanford.

\*2085. **Smith, Ray A.** Women recipients of honorary degrees in the United States. Master's, 1935. New York. 29 p. ms.

Shows trends and practices in the granting of honorary degrees to women from 1882, when the earliest honorary degrees to women were granted, to 1932, and includes citizens of the United States who have received honorary degrees at home or abroad, and citizens of foreign countries who have received such degrees from colleges in the United States. Of the 226 women receiving honorary degrees approximately one-third were educators. Shows that the ages of recipients range from 31 to 99 years; 33 percent ranging in age from 40 to 49 years; and 12 percent ranging in age from 30 to 39 years. Finds that the granting of honorary degrees is increasing, and that the practice cannot be wholly approved when universities in good standing confer as honorary, degrees which have long been the reward for prescribed work on collegiate levels.

\*2086. **Wentworth, Laura Fowler.** The changing legal status of women in Massachusetts from 1620-1935, and its effect upon the home and educational system. Master's, 1936. Boston Univ. 183 p. ms.

Discusses laws affecting married and single women, the occupations of women, the types of schools and their effect on the home, and labor and federal legislation for women during the twentieth century, the controversy over equal rights; and shows that bills are now being introduced into the legislature in Massachusetts which would tend to return women to the pattern of the middle ages.



## PROFESSIONAL EDUCATION

2087. **Bounous, R. D.** A selected list of case studies for use in teaching business law based on reports of cases argued and determined in the supreme court of the state of Kansas. Master's, 1936. Wichita. 77 p. ms.

2088. **Bowdern, Thomas Stephen.** A study of vocations: an investigation into the environmental factors of vocation to the priesthood and the religious life in the United States from 1919 to 1929. Doctor's, 1936. St. Louis. 644 p. ms.

Studies the external or environmental factors in the personal history of young people who had recently chosen religious vocations. Finds that the young men and women who follow a religious vocation are from large families in better than average economic status; that potent influences in determining their choice are fervent Catholic parents, Catholic schools, teachers and pastors, and participation in religious services; that they are superior students, interested in extracurricular activities but little given to frequenting dances, movies, smoking, or drinking; that after serious consideration of their vocational choice, they leave home at the age of 18 to follow their vocation; and that girls receive less home encouragement than boys to follow their vocation.

2089. **Breitwieser, J. V.** Quarter century of graduate work. School of education record, 22: 107-25, January 1937. (University of North Dakota)

Traces the growth of graduate work in the United States and especially in the state universities from 1910 to 1935. Discusses the growth of graduate work in education and the requirements for the doctor of education degree, the problem of selecting graduate students, the trend of higher education in America towards becoming more American with fewer foreign scholars on our faculties. Discusses movements towards the transfer of students between graduate schools and the conferring of degrees as a group rather than as individual universities; towards more freedom in the various broad fields of graduate work with special attention being paid to individual development; the movement towards less emphasis on graduate degrees and more emphasis on diplomas, certificates, and transcripts of records to allow for more varied types of graduate training; the movement towards the recognition of scholarship in other terms than research ability interpreted narrowly. Shows the need for the universities and other graduate agencies to guard their freedom and independence so they can give themselves to the investigation and reporting of the truths found in all phases of our environment and to evaluate their problems, experiments, and data in terms of their probable value to humanity. Shows that graduate students should work with rather than for their professors.

2090. **Clark, Florence Elizabeth.** The development of a system of education for social workers in the United States. Master's, 1936. Chicago. 237 p. ms.

2091. **Crawford, S. C.** New curriculum for premedical students at the University of Pittsburgh. School and society, 43: 679, May 16, 1936. (University of Pittsburgh)

2092. **Diefenthaler, Alice Carol.** A proposed plan for the organization of courses in nursing education. Master's, 1936. Ohio State. 66 p. ms.

2093. **Ebaugh, Franklin G.** Continued training in the professional and non-professional personnel after engagement. Modern hospital, March 1936. (University of Colorado)

Suggests that continued training of the physician after engagement should center around 3 years of fundamental training with supervised ward work, outpatient work, community clinic work, and participation in liaison interdepartment contacts with other medical divisions. Shows that careful training requirements should be established for the psychiatric nursing personnel through a supervised program participated in by nursing and medical staff, and that certificates should be granted on the completion of postgraduate courses in psychiatric nursing.

†2094. **Fargo, Lucille.** Preparation for school library work. New York, Columbia university press, 1936. 190 p. (Studies in library service, 3)

Discusses positions open to school librarians, the functions of the school librarian, school library standards and certification, professional migrations, professional back-



grounds, consolidation of schools and centralization of library service, changing patterns in library education, specialization for school library service, and library education for teacher-librarians.

†2095. Foster, Laurence. The functions of a graduate school in a democratic society. New York, Huxley house publishers, 1936. 166 p. (Cheyney training school for teachers)

Discusses institutions best fitted for graduate work, and offers some suggestions regarding the improvement of graduate facilities and the graduate curriculum, for the enrichment of graduate instruction, and on graduate students.

\*2096. Fraser, Andrew, jr. Trends in professional engineering education. Master's, 1936. George Washington. 82 p. ms.

Attempts to determine whether or not graduation from a college or university is a prerequisite for entry into the profession, the importance of postgraduate work, the tendency of engineers to transfer from course of specialization to other professional fields, the distribution within the profession of engineering graduates and other engineers, and the distribution of professional engineers according to their zone of interest and functional classification. Analyzes replies to a questionnaire sent to 173,151 professional engineers. Finds that first degrees in engineering are almost a prerequisite for entry into the profession; that the extent of postgraduate work is not very great; that the tendency of engineers to transfer from course of specialization to other professional fields is insignificant; that there are well-defined zones of interest for each of the professional classes; and that there is a wide field for engineers from which to choose a particular line of activity.

†2097. Green, Leon. The college man weighs the law. Evanston, Ill., Northwestern university, 1936. 12 p. (Northwestern university information, vol. 4, no. 23)

Discusses the various types of law now being practiced and the necessity for students seeking professional training to select the law school best fitted to his needs.

2098. Hayes, Dorman James. The integration of the teaching of accounting with social change, and reconstructed educational methods. Master's, 1935. Columbia.

2099. Heft, Edwin. Duties and legal responsibilities of accountants. Master's, 1935. Columbia.

2100. Hellmund, B. E. The young engineer under changing conditions. Electrical engineering, 55: 329-34, April 1936. (University of Pittsburgh)

2101. Hiestand, Dwight W. History of growth of graduate instruction at University of Georgia. Master's, 1936. Georgia.

†2102. Hill, Herbert Wynford, ed. Proceedings, twenty-fifth anniversary celebration of the inauguration of graduate studies, the University of Southern California, 1910-1935. Los Angeles, University of Southern California, 1936. 255 p.

Contains: (1) Foundation years, by Rockwell D. Hunt, p. 31-36; (2) Developing a world-wide objective in education, by Senator Elbert D. Thomas, p. 37-47; (3) Present position of graduate studies in the United States, by George F. Zook, p. 51-65; (4) Operational behaviorism and current trends in psychology, by Edward Chase Tolman, p. 89-103; (5) Psychological principles and scientific truth, by E. R. Guthrie, p. 104-15; (6) Facing the facts, by Warner Brown, p. 116-21; (7) Psychology in terms of objects, by Egon Brunswik, p. 122-26; (8) Role of "schools" or "systems" in the development of psychology, by Robert H. Searshore, p. 127-31; (9) Correlation as a method in comparative psychology, by Calvin P. Stone, p. 132-36; (10) Convergent trends in psychology and related sciences, by Harold E. Jones, p. 137-41; (11) Use of original sources in the study and teaching of eighteenth century drama, by Dougald MacMillan, p. 149-54; (12) Value of a more intensive and extensive study of English, by George Oliver Curme, p. 173-75; (13) Classical scholarship in relation to modern life, by Henry Rushton Fairclough, p. 176-83; (14) Significance of the teaching of philosophy in schools and colleges, by Hartley Burr Alexander, p. 184-85; (15) Research in secondary education, by Grayson N. Kefauver, p. 195-96; (16) Role of the philosopher in the solution of educational problems, by W. T. Boyce, p. 197-204; (17) Dis-



tinctive contributions and limitations of science in education, by G. Derwood Baker, p. 205-11; (18) Analysis and evaluation of the controversy on philosophy and science in the study of education, by George C. Mann, p. 212-15; (19) Research and philosophy in education, by George N. Kefauver, p. 216-17; (20) Present position of research in education, by George F. Zook, p. 218-22; (21) Has biology advanced in the last 25 years, by C. A. Kofoid, p. 229-35; (22) Religious education at the crossroads, by George A. Coe, p. 249-55.

†2103. How shall we educate teachers and librarians for library service in the school? Findings and recommendations of the Joint committee of the American association of teachers colleges and the American library association with a library science curriculum for teachers and teacher-librarians. New York, Columbia university press, 1936. 74 p.

Discusses existing curricula and their content, principles which should guide in the reorganization of curricula, a proposed library science curriculum for teachers and teacher-librarians, together with a statement of appropriate terminology.

2104. Humphreys, Flynn G. The status and problems of the ministry in Knox county. Master's, 1936. Tennessee. 80 p. ms.

Studies the status of the minister, his age of entrance into the ministry, his educational salary, and tenure status, and his administrative and preaching activities.

2105. Lehmann, Cara Barbara. Opportunities in publicly supported universities and colleges for professional training in public recreation leadership. Master's, 1936. Michigan.

2106. Luker, Leonard J. The relation of certain factors to success in the law school. Doctor's, 1935. Minnesota. 286 p. ms.

Finds that average college marks were much better than high-school record in predicting success in law school; training in one subject-matter field as compared to others is less important than the ability or achievement of the student in the field; amount of previous college training or age of the students has no significant effect on students' marks in law school. The development of a law aptitude test can be of material assistance in predicting law success; combining the college average marks and the Law aptitude test enables one to predict the placement of students accurately for more than 50 percent of the cases in the upper, lower, and middle quarters according to law school marks actually earned; and that a most valuable single instrument for the prediction of success in law school was the Minnesota law aptitude test.

2107. McBride, T. F. Now it's up to the deans. Dental rays, 11: 56-57. January 1936. (University of Pittsburgh)

2108. Maguire, Bruce B. An analysis of the activities of the ministerial graduates of Muskingum college. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 312-13)

Analyzes the functional activities of 134 ministerial graduates of Muskingum college. Reveals the wide range of ministerial activity and the importance of the quality of versatility in the life of the minister, both versatility of interest and of ability, if he is to serve successfully in the many capacities required of him by the church of to-day.

2109. Mark, Stephen Gum. A proposed curriculum for the Canton Union theological college. Master's, 1935. Columbia.

2110. Matthis, Harriet Cowdrey. A study of the selection of students in schools of nursing. Master's, 1936. Cincinnati.

\*2111. Newman, Derwood Austin. Curriculum differentiation in engineering: a study of statistical differences as an aid to guidance in engineering colleges. Doctor's, 1935. Harvard. 257 p. ms.

Attempts to determine whether there are measurable differences among the successful students in the various curricula of an engineering college, and if there are differences, to discover something of their nature. Analyzes data furnished by 304 seniors of the 4-year class of 1932 and 173 freshmen of the 5-year class of 1936 in a large engineering



college: The curricula represented were civil, mechanical, electrical, chemical, and industrial engineering. Data consisted of test scores on the Army alpha, an unstandardized algebra placement test, the Bernreuter personality inventory, and the Stanford scientific aptitude test. Data indicate that electrical engineering students are different from all others. Data indicate a measurable difference among students in the five engineering curricula studied and show definite leads which should make it possible to develop worthwhile objective tests of specific engineering aptitude.

2112. **Patterson, Grace A.** Analysis and evaluation of selected courses of study in library instruction. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 319-20.)

Analyzes 24 courses of study in library instruction to determine whether they are in harmony with the modern viewpoint and objectives of library instruction.

\*2113. **Paul, Ruth Angell.** A study of the graduate courses in personnel administration, guidance, and student orientation offered in accredited American colleges and universities. Master's, 1936. Syracuse. 147 p. ms.

Presents a survey of graduate courses in personnel administration, guidance and student orientation, requirements for admission to these courses, department, or departments of the graduate school in which the courses are offered, number of graduate credit hours given for each course, prerequisite courses, and the content of the courses. Finds that 62 colleges and universities offer courses in personnel administration, guidance, and student orientation; that there is no uniformity in the titles of the courses which are similar in content; that most of the courses are given in the department of education; that there is an awareness of the need for trained personnel managers in modern industry; that the application of psychology to vocational administration and guidance is a significant development; that the colleges in the South and the Southwest offer limited training in the field of personnel although there is a decided emphasis on training for personnel work in the colleges of the balance of the United States; that there is a lack of practical experience in the field of personnel connected with theoretical training; and that courses are being given in training for deans of girls and women.

2114. **Pugh, Stanley.** Requirements for degrees in collegiate schools of business. Master's, 1936. South. Methodist. 163 p. ms.

Studies the entrance requirements and the requirements for the bachelor's, master's, and doctor's degrees in the 48 members of the American association of collegiate schools of business, 1936.

†2115. **Beece, Ernest J.** The curriculum in library schools. New York, Columbia university press, 1936. 220 p. (Columbia university studies in library service, 4)

Describes what library work has been and what it is becoming, the beginnings and growth of the curriculum, outlines of the curriculum, adapting it, its variations, extensions and abridgments, supplements to the curriculum, where the curriculum belongs, the curriculum in perspective, and conditions for the curriculum.

2116. **Schmidt, Raymond F.** A study of some factors affecting the achievements of students of the University of Pittsburgh law school. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 325-26)

Finds that low scholastic ability contributes the most to educational mentality in the law school.

2117. **Shaddock, Martha Juliet.** A study of the recent students of the School of social service administration in the public welfare agencies in Chicago. Master's, 1935. Chicago.

\*2118. **Shafer, Henry Burnell.** The American medical profession, 1783 to 1850. Doctor's, 1936. Columbia. New York, Columbia university press, 1936. 273 p.

Discusses American medicine at the close of the eighteenth century, the educational requirements, the history of medical colleges, the expense of medical education, the



length of the term in medical schools, the course of study, textbooks, requirements for graduation, the defects of medical education, the movement for educational reform, the practice of medicine, medical ethics and fees, medical literature, medical regulations and societies, and developments in American medicine between 1783 and 1850.

2119. **Stanley, Elise T.** A study of the work of the ward dietitian. Master's, 1936. T. C., Col. Univ. 62 p. ms.

Studies the work of the ward dietitian in the control of food service and in the teaching of nutrition to student nurses.

2120. **Treadway, Esther Combs.** A study of the accredited schools of nursing in Kansas. Master's, 1936. Peabody. 120 p. ms.

Shows that the 33 schools studied require students to have had a high-school course; 33 schools require entering nurses to have a physical examination; 31 schools require a minimum age of 18 years; 10 hospitals have out-patient departments; 26 schools have nursing school committees; 21 percent of schools exceed the minimum of 885 classroom hours of instruction recommended by the Committee of grading of nursing schools; the largest hospital has a capacity of 300 beds and the smallest hospital has a capacity of 20 beds; 64 percent of the schools are under sectarian control and 36 percent under non-sectarian control; median number of students in the schools of nursing is 24.

2121. **VanKirk, L. E.** The teacher and the new curriculum. *Journal of American college of dentists*, 2: 263-65, December 1935. (University of Pittsburgh)

2122. **Wilson, Eugene Holt.** Preprofessional preparation of University of Illinois library school B. S. graduates, 1927-1936. Doctor's, 1936. Illinois.

#### ADULT EDUCATION

2123. **Ankenbrock, Arethusa Katherine.** The socialization of adult elementary education. Master's, 1936. Cincinnati.

\*2124. **Aydelott, Clarence Riley.** Facts concerning enrollees, advisers, and the educational program in the CCC camps of Missouri. Doctor's, 1936. Missouri. [Columbia, University of Missouri, 1936.] 104 p.

Studies the educational and social status of the white boys enrolled in the CCC camps in Missouri and the training, experience, and opinions of their educational advisers. Discusses the educational program of these camps. Finds that few of the 2,746 boys had been to college, and that a great many of the boys did not complete the elementary grades in school due to lack of transportation facilities and the unequal educational advantages of the state. Shows the need for vocational courses in the schools of Missouri. Finds that many of the boys in the camps find the educational work offered there more appealing than were the courses offered in the public schools. Shows the need for more educational, vocational, and recreational guidance and supervision in the public schools. Finds that the CCC attempts to give a well-rounded program to the enrollees; that it has removed considerable illiteracy among the young men of the State; that most of the educational advisers are working in the field of their choice and expect to continue in educational work; and that the advisers recommend a more extensive educational program for the camps.

2125. **Beach, Charles Kenneth.** A study of the personal characteristics, training, and interests of people attending adult classes under the emergency education program in Oregon. Master's, 1936. Oregon St. Agr. Coll. 71 p. ms.

Attempts to gain a knowledge of the personal characteristics of the adult students, their educational training and background, and their personal interests and activities during their leisure time.

2126. **Buchanan, Scott M.** Methods and techniques in adult education. University, University of Virginia, 1936. (University of Virginia record, extension series, 20: 30-32, October 1935)

2127. **Cross, Price R.** Some aspects of adult learning. Master's, 1935. Michigan.



2128. **Dennis, Wayne.** Adult interest as related to adult education. University, University of Virginia, 1935. (University of Virginia record, extension series, 20: 5-14, October 1935)

Criticizes the pencil and paper tests of adult interest and appeals for the direct recording of adult behavior.

2129. **Duffy, Beverly Emerson.** Curriculum and extracurriculum needs and interests of the students of Crane evening school. Master's, 1936. Chicago. 53 p. ms.

2130. **Flinspach, Eileen Gilberta.** Personnel of vocational homemaking classes for adults in Iowa. Master's, 1936. Iowa St. Coll.

Studies the personnel of the vocational homemaking classes for adults of Iowa in 1932-33, 1933-34, and 1935-36 in order to plan a more effective program.

2131. **Gallogly, Lestex Harold.** A study of the personnel and educational program of three Civilian conservation corps camps. Master's, 1936. Ohio State. 138 p. ms.

Studies the personnel and educational programs of three CCC camps in Ohio as shown by replies to a questionnaire filled out by 200 enrollees and the monthly reports of the educational adviser of each camp. Finds that the majority of the enrollees came from homes which do not meet the commonly accepted minimum standards of living; many had little vocational experience; the average schooling of the group was 9.4 years; the educational programs of the CCC camps are providing youth numerous opportunities for vocational and academic training; participation in the educational program is voluntary; the camps are greatly handicapped by lack of equipment and facilities for instruction; the secondary school failed to provide training in many courses desired by enrollees when they were in school; and that the school needs to modify its program and should cooperate with the CCC or some similar agency in providing for the needs of American youth.

2132. **Greenberger, Lawrence Fred.** Adult education through evening high schools. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 111-21)

Analyzes the foundation of evening schools in America; studies their development in New York City from 1828 to 1934; analyzes different emphases in adult education in nine large cities; surveys the development of evening high schools in 83 other first-class cities; analyzes the legal status of evening high schools in the United States; and analyzes and compares the standard and general evening high schools in Pittsburgh as to reasons for withdrawal, changes in courses, achievement grades, attendance, and curriculum; also analyzes and compares certain characteristics of the student personnel in Pittsburgh in 1933-34.

2133. **Hicks, Frances' Boss.** Second call for pupils, giving illiterates another chance. Nation's schools, 18: 33-34, November 1936. (Murray state teachers college)

2134. **Johnson, H. M.** The special capacities of adults for continuous education. University, University of Virginia, 1937. (University of Virginia record, extension series, 20: 15-29, October 1935)

\*2135. **Knierim, Robert F.** The workingmen's educational movement in Pennsylvania. Master's, 1936. Penn. State. 202 p. ms.

Gives a brief history of early education in Pennsylvania, federal aid to education, discusses vocational agriculture in Pennsylvania, all-day vocational trade or industrial schools and departments, home economics, evening schools, part-time cooperative industrial education, plant training classes for employed workers, mining, correspondence schools, libraries, and the Pennsylvania emergency education program.

2136. **Lester, Florence.** A study of the educational needs of students in the public night schools of Toledo, Ohio. Master's, 1935. Michigan.

2137. **McLaughlin, John M., jr.** The development of the public evening schools in Pittsburgh, Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 314-15)

Traces the development of the evening elementary schools, adult immigration evening schools, general evening high schools, and a standard evening high school. Finds that the evening schools of the future must provide a wider choice of subjects, must be altered and developed to meet the needs of a changing social order, and must offer cultural subjects or advanced classes in the social studies to increase the social and cultural value of these schools.

2138. **Merrill, Doris Pauline.** Women's clubs in adult education. Doctor's 1936. Yale.

2139. **Nance, Mattie Augusta.** A Kentucky emergency relief administration educational camp for unemployed girls. Master's, 1936. West. Ky. St. T. C. 41 p. ms.

2140. **Regan, William J.** Present-day demands on continuation schools. Master's, 1936. Buffalo. 127 p. ms.

2141. **Schlampp, Merle Floyd.** The Des Moines public forums. Master's, 1936. Chicago. 62 p. ms.

On basis of attending 19 consecutive city-wide forums and 41 local forums, concludes that the local forums adhere more closely to the aims of the project in providing an opportunity for free discussion. The cost, however, was much greater.

2142. **Spivey, Marion G.** Continuance education in America. Master's, 1936. Illinois.

2143. **Tinsley, Willa Vaughn.** A study of the living conditions and community facilities for adult education in Freeport, Texas. Master's, 1936. Colo. St. Coll.

Studies the homes of 100 families chosen by random sampling from employees of Freeport Sulphur Company which dominates the community, by personal visitation, and conferences. Collects data on size of family, home conditions, food and clothing habits, health condition and social customs. Shows that a program of adult education is needed, and proposes: A program for instruction in child care and development, home management problems, nutritional problems, and clothing problems; establishment of a play center; organization of clubs for the purpose of improving yards in the community, and promoting more garden cultivation and canning; and improvement of library facilities.

2144. **Zehmer, George Baskerville.** The public school and adult education. Virginia journal of education, 28: 186-89, January 1935. (University of Virginia)

#### PARENT EDUCATION

2145. **Cooper, Russell B.** The organization and administration of parental schools. Master's, 1935. Ohio State. 115 p. ms.

#### TEACHER TRAINING

2146. **Amend, W. S.** A comparative study of the qualifications and salaries of teachers and county officials in Southeastern teachers college district, Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Compares the salaries, college hours of preparation, and years of experience in the field of work of officials in 12 counties and of 1,488 teachers in these counties. Finds that the teachers are paid less than the lowest paid county officials; that many more of the teachers have had college training than have the county officials; and that as a group the tenure of the teachers has been longer.



2147. **Brown, Harry A.** Certain basic teacher education policies and practices and their development and significance in a selected state. Doctor's, 1936. T. C., Col. Univ.

Describes the plan of state educational organization which exists in New Hampshire for the control of teacher education; shows the evolution of the plan; determines the policies and procedures in teacher training that have been dominant at different periods; and discovers the significant results of these policies and their fulfillment.

†2148. **Campbell, Doak S., Smith, C. Currien and others.** The education of secondary school teachers. Report of Joint committee on study of curricula of the Southern association of colleges and secondary schools. Nashville, Tenn., George Peabody college for teachers, 1936. 203 p.

Studies 21 state colleges and universities, 12 agricultural and technological institutions, 25 teachers colleges, and 100 private colleges and universities to determine their institutional aims and functions; the qualifications of their teaching personnel; the selection, guidance, and promotion of students; their curriculum content and pattern; the training school and directed teaching; and teacher supply, demand, and certification. Proposes a program of teacher training.

2149. **Collins, Sidney Albert.** A survey of the training, the teaching activities and the salaries of the commercial teachers in the high schools of South Dakota, 1931-32 and 1935-36. Master's, 1936. South Dakota. 41 p. ms.

2150. **Drennon, Herbert.** So you are going to teach? Kentucky school journal, 15: 15-17, October 1936. (Murray state teachers college)

\*2151. **Dyess, W. Ben.** Evaluation of courses in general methods of teaching in secondary schools. Doctor's, 1936. New York. 166 p. ms.

Traces the history of courses in general methods of teaching in secondary schools, and describes two methods of inquiry used to determine the status of courses in general methods for the school year 1933-34 in the teacher-training institutions in the area of the North central association of colleges and secondary schools.

†2152. **Gray, William S.** The academic and professional preparation of secondary school teachers. Chicago, Ill., University of Chicago press, 1935. 233 p. (Proceedings of the Institute for administrative officers of higher institutions, 1935; vol. 7)

2153. **Hardin, Lara Milton.** The preparation of graduates of the University of Illinois for high school teaching. Master's, 1936. Illinois.

2154. **Heard, Sister M. Etheldreda.** A critical and constructive study of the organization, control, and administration of the teacher training program for religious teachers in Catholic elementary schools. Doctor's, 1936. St. Louis.

Analyzes replies to a questionnaire received from 47 diocesan superintendents and superiors of 89 mother houses on the teacher-training program for religious teachers in Catholic elementary schools. Finds that diocesan school boards exist without function or purpose; that diocesan prescriptions regarding teacher preparation duplicate state requirements, with the superintendent exerting little positive influence on the improvement of teachers; and that although the present professional status of elementary school teachers averages practically 2 years above high school, its quality is suspected as it has been earned by in-service methods or in institutions not meeting the needs of elementary teachers; and that only three dioceses operate accredited 4-year full-time programs. Recommends cooperation between diocesan superintendents, religious superiors, and community superiors as a means of improving teacher training.

2155. **Holzinger, C. Douglas.** Attitude of Minnesota schoolmen toward elementary teacher-education. Master's, 1935. Minnesota. 212 p. ms.

Analyzes the judgments of Minnesota city and county superintendents and of elementary school principals in Minneapolis and St. Paul relating to the education of elementary school teachers. The judges' majority opinion revealed that scholarship and training are less important than character influence, and personality; their professional preparation and competence is adequate, but they need a better ground education.



2156. **Lauderdale, Betty Bilbo.** Group conferences as a means of training student teachers. Master's, 1936. Peabody. 54 p. ms.

Finds that group conferences of the supervising teacher and his student teachers are usually scheduled, occur weekly, last for 1 hour, are held in the supervising teacher's classroom, are conducted as a group discussion, are planned by the supervisor, and are a valuable means of giving guidance.

2157. **McEachern, Edna.** A survey and evaluation of the education of school music teachers in the United States. Doctor's, 1936. T. C. Col. Univ.

Studies 150 institutions offering a 4-year degree curriculum for the preparation of general school music supervisors in 1932-33. Analyzes and evaluates practices in the education of music teachers, the administration and content of the curriculum, and student teaching.

2158. **Mayo, Helen Natalie.** A history of the development of teacher training and teacher certification in the state of Maine. Master's, 1936. Maine.

2159. **Potthoff, Edward F.** Some factors which should guide the University of Illinois in the education of teachers for Illinois high schools. Urbana, University of Illinois, [1936]. 14 p. ms.

\*2160. **Robinson, William McKinley.** Practices and trends in the preparation of teachers for rural elementary schools in the state teachers colleges and normal schools. Doctor's, 1936. T. C. Col. Univ. Kalamazoo, Mich., Western state teachers college, 1936. 118 p.

Finds that in 1934-35 offerings were differentiated for rural teachers in 84 percent of the state teacher-training institutions, and rural curricula were offered by 40 percent, and that data indicate that rural education is coming to be a more clearly defined field of education. Presents arguments for and against differentiation of courses for rural and urban teacher training.

2161. **Sandifer, Sister M. Ruth.** The construction of a four-year teacher-training curriculum for the Sisters of Mercy in the Province of Omaha. Master's, 1936. Creighton. 138 p. ms.

2162. **Smith, Winford Broadus.** A comparative analysis of introductory courses in education in Texas colleges and universities. Master's, 1935. Baylor.

2163. **Sweet, Hugh M.** The preparation of economics teachers in certain selected universities and colleges. Master's, 1936. Minnesota.

#### NORMAL SCHOOLS AND TEACHERS COLLEGES

2164. **Barker, Leo.** History of the Southern Illinois teachers college, 1874-1915. Master's, 1936. Iowa.

2165. **Beck, Bessie.** A study of majors and minors in Western Kentucky state teachers college. Master's, 1936. West. Ky. St. T. C. 38 p. ms.

2166. **Brown, Joe Kidd.** Relation of location of teachers colleges to training of teachers. Master's, 1935. Peabody. 60 p. ms.

Finds that selected counties studied showed an improved quality in the teaching staff if the county was near a teachers college, and that the influence of the teachers colleges has been local in its scope, but that the teachers colleges have trained 68 percent of the teachers who had attended college.

2167. **Chapman, Oscar James.** A brief history of the Bowie normal school for colored students. Master's, 1936. Michigan.

2168. **Deyoe, G. P.** Some evaluations and recommendations pertinent to certain curriculum trends in state teachers colleges. Educational administration



and supervision, 22: 438-46. September 1936. (Platteville, Wisconsin State teachers college)

Covers trends in length of curricula, in content, and in provisions for in-service education. Finds that tradition has a strong hold on the offerings of many of these institutions.

2169. **Ehrsam, Wilbur M.** A study of certain educational and economic factors in the student body of the Kansas State teachers college of Emporia. Master's, 1936. Kans. St. T. C., Emporia. 91 p. ms.

2170. **Fish, Everett.** An outline of the history of the Kansas state teachers college of Emporia, 1865-1934. Master's, 1936. Kans. St. T. C., Emporia. 2 vols.

2171. **Harrison, General Lamar.** A program of teacher training by Prairie View state college. Master's, 1936. Ohio State. 265 p. ms.

†2172. **Heaton, Kenneth L. and Koopman, G. Robert.** A college curriculum based on functional needs of students: an experiment with the general curriculum at Central state teachers college. Mount Pleasant, Michigan. Chicago, University of Chicago press, 1936. 157 p. (Central state teachers college, Mount Pleasant, Mich)

Discusses the use of a college as a demonstration research center, curriculum problems of the college, the functional needs of students, characteristics of the major fields of learning, methods and materials of instruction, adjustment of administration to the reorganized program, development of a program of evaluation activities, and the organization of the faculty for continuous curriculum development.

2173. **Hendricks, Paul L.** Differences between good and poor students chosen on the basis of achievement in their first term in Indiana State teachers college. Master's, 1936. Ind. St. T. C. 56 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 119-20, July 1936)

Studies the difference in the school, home, and social environment of students prior to their entrance into college. Compares the replies to a questionnaire made by 100 good students and 100 poor students who entered the Indiana State teachers college in the fall of 1935. Finds that the good students had better school, home, and social environment than did the poor students.

2174. **Jonas, Russell E.** The prospective teacher's grasp of high-school content in his probable fields of instruction. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 320)

Analyzes the grasp college seniors have of the high-school subjects they are legally prepared to teach, studying in detail the work of prospective teachers of English, social studies, and science. Compares the scores of the college seniors with scores made by a group of high-school seniors on tests in these three fields. Finds a wide range in the achievement of the college group on all tests, a positive correlation between the number of semester hours of college credit in a subject and achievement in that area, and a marked degree of overlapping of achievement in the college senior and high school senior groups.

2175. **Jones, Edith I.** A comparison of the scholastic records of students from large and small high schools as revealed by a study of the English and intelligence examinations given to freshmen and to seniors at the Indiana State teachers college in 1931, 1932, 1933, 1934, and 1935. Master's, 1935. Ind. St. T. C. 47 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 114, July 1936)

Surveys the records of 2,150 students and finds that students from large high schools were slightly superior to those from small high schools, and that the majority of 4-year students came from the large high schools and the 2-year students from the small high schools.



2176. **Kayser, Kathryn.** An outline of the history of the Kansas state teachers college of Emporia, 1865-1934. Master's, 1936. Kans. St. T. C., Emporia. 2 vols.

2177. **Lund, Thelma.** The reading clinic at Colorado state college of education, its history, psychology, and pedagogy, with illustrative cases. Master's, 1936. Oregon.

2178. **Lyon, Mona Lucille.** An academic history of the Peru state teachers college. Master's, 1936. Peabody. 50 p. ms.

2179. **Mickritz, Michael Joseph.** A study of the majors and minors of the class of 1933 at state college in relation to teaching appointments. Master's, 1936. N. Y. St. Coll. for Teach. 65 p. ms.

2180. **Morton, Myrtle G.** A study of the preparation of normal training students for teaching certain basic skills. Master's, 1936. Iowa. 99 p. ms.

2181. **Nolan, Richard C.** A comparative study of the scholastic success of athletes, musicians, college women, and college men at Kansas state teachers college of Emporia for the first semester of the academic year, 1934-35. Master's, 1936. Kans. St. T. C., Emporia. 41 p. ms.

†2182. **Royce, A. M.** Graduate survey. Platteville, Wisconsin state teachers college, 1936. 4 p. ms.

Finds that of the 4,874 graduates, 1,601 women were married, 1,416 graduates were teaching, 666 were engaged in other occupations, 392 were deceased, 58 women were married and teaching, and 599 were unclassified as to occupation.

†2183. — Survey of students enrolled in State teachers college since 1929 to determine their reasons for choosing this college. Platteville, Wisconsin state teachers college, 1936. 3 p. ms.

Analyzes 1,086 enrollment blanks filled out by students at the time of their enrollment, and finds that the location of the school ranked first, influence of parents second, influence of graduate or former student third, brother or sister enrolled fourth, intellectual curiosity fifth, influence of acquaintance sixth, interest in a special subject seventh, influence of teacher eighth, school friend ninth, school clubs tenth, athletics eleventh, and other influences twelfth.

2184. **Schrammel, H. E.** Survey of social, economic, educational, and personal data of students attending the Kansas state teachers college of Emporia during the second semester of the 1934-35 school year. Emporia, Kansas state teachers college, 1935. 225 p.

2185. **Scott, Ermo Houston.** A survey of the student personnel in the Maine state normal schools. Master's, 1936. Maine.

2186. **Travers, Harold E.** A history of the Colorado state college of education, 1890-1935. Master's, 1936. Stanford.

\*2187. **Webb, James Franklin.** A study of the business administration of teachers colleges. Doctor's, 1935. Chicago. Chicago, University of Chicago libraries, 1935. 174 p.

Discusses the financial accounting, budgetary procedure, financial reports, administration of purchasing and stores, and the organization for business management in a selected group of teachers colleges.

†2188. **Zeigel, William H.** The Mississippi Delta state teachers college and the work of teacher education. Cleveland, Miss., Delta state teachers college, 1937. 50 p. (Vol. 13, no. 1)

Discusses the teachers college idea in the United States; teaching as a profession in Europe; transiency of teachers in public schools; the movement towards the senior



teachers college; history of Delta state teachers college, the cost of maintaining a senior teachers college; comparison by states of current expenses per public-school pupil in 1930 and in 1932; facts relative to salaries, teaching positions, enrollment, attendance, and school term in public schools; kinds of degrees held by various types of teachers; comparison of the education of teachers in European countries and in the United States; proportion of men to women attending teachers colleges and teaching; the schooling of elementary teachers in Mississippi; levels of schooling of different types of teachers in the United States and in Mississippi; plans for the improvement of college instruction; and the crisis in education.

### PRACTICE TEACHING

2189. **Arnold, Myrtle.** Student teaching activities considered valuable by 200 teachers college graduates. Master's, 1935. Peabody. 121 p. ms.

Finds that the graduates valued most their student teaching experiences in planning, routine, and technique activities and desired more experience in child study, extracurricular activities, and in community contacts.

2190. **Baldwin, J. W.** A study of academic prerequisites for admission to student teaching activities in secondary school subjects. Austin, University of Texas, 1936.

Studies catalog requirements in 60 state teacher-training institutions.

2191. **Boyd, Katherine.** The effect of the length of practice teaching on teaching success. Master's, 1936. Ohio Univ. 71 p. ms.

2192. **Brownrigg, William J.** The relation between success in practice teaching, certain personality traits, satisfaction and dissatisfaction with typical teaching situations, and interests and leisure-time activities. Master's, 1936. Michigan.

\*2193. **Connor, Miles W.** A study of the facilities and practices of laboratory school departments of tax supported normal schools and colleges for the preparation of Negro teachers of elementary schools. Doctor's, 1936. New York. 154 p. ms.

Surveys the present facilities and practices of these 26 laboratory school departments, determines the adequacy of the facilities and the effectiveness of the practices in the light of accepted standards, and offers suggestions for improving the departments which are below standard.

2194. **Fristoe, Dewey F.** Case study techniques organized and applied to student teaching. Master's, 1936. Colo. St. Coll.

\*2195. **Hauler, Arthur.** A scientific and creative plan of procedure for inductive observation of teaching as carried on in industrial arts teacher education. Master's, 1936. Syracuse. 79 p. ms.

Sets up a plan for graded, inductive observation of teaching, as a part of student teaching carried on by the industrial arts teacher-training department of Oswego normal school in off-campus cooperating centers throughout New York.

2196. **LeRosen, Sue Hopkins.** Problems recognized by student teachers during their laboratory experiences. Master's, 1935. Peabody. 85 p. ms.

Finds that problems of planning, technique, and evaluation constituted three-fourths of the problems recognized by student teachers.

2197. **Mersereau, Edward B., Davis, Robert A. and Mills, Hubert H.** Directed observation and supervised teaching in secondary schools. New York, Farrar and Rinehart, 1937. 128 p. (University of Colorado)

Presents a manual intended for the practice teacher's guidance in observing the work of experienced teachers and in their own teaching; summarizes principles by which observed teaching may be evaluated.



2198. **Mooney, Edward S. jr.** An analysis of the supervision of student teaching in the New York State teacher education institutions for the preparation of elementary school teachers. Doctor's, 1936. T. C., Col. Univ.

Attempts to determine the nature of the supervisory activities performed, the concepts of supervision upon which the activities are based, the relative importance of the activities in the preparation of teachers, the relative difficulty experienced in accomplishing the purpose of the activities, and the type of practice school in which the different supervisory activities can be performed with best results in improvement of student teaching.

2199. **Nelson, Esther Marion.** An analysis of the content of student teaching courses for the education of elementary teachers in state teachers colleges. Doctor's, 1936. T. C., Col. Univ.

Analyzes data from 57 state teachers colleges located in 27 different states throughout the country. Inquiry sheets relative to the content of student teaching were filled out by 475 laboratory school faculty members and by 2,550 student teachers.

2200. **Procter, Charles Daniel.** Directed observation in the training of teachers. Master's, 1935. Oklahoma. 187 p. ms.

Studies current practices and tendencies in the administration of directed observation in the teacher-training program of 66 teachers colleges sampled at random throughout the United States. Finds that the average college student devotes 62 clock hours to directed observation before graduation; that the elementary grades 1-6 care for more observers than do the secondary grades 7-12; that a combined course in methods and directed observation is popular in use; and that a grade average of "C", proficiency in English, and a definite number of college hours are prerequisites to directed observation as a laboratory course. Recommends that directed observation accompany courses in educational theory, psychology, and educational methods; that critic teachers teach methods courses and demonstration lessons; that a conference for analysis and criticism succeed each demonstration lesson; and that the observer be carefully directed in his observation work.

2201. **Schroeder, Esther D.** Records recommended for use in inducting students into teaching. Master's, 1936. Peabody. 88 p. ms.

2202. **Stein, Harold B.** The training of teachers in small public high schools of New York state. Master's, 1936. Buffalo. 100 p. ms.

#### TEACHER TRAINING IN SERVICE

2203. **Haley, Zeona Hatcher.** Readjustment of teachers in service to new values in education. Master's, 1936. Ohio State. 99 p. ms.

Examines organized agencies which offer possibilities of study for teachers in service and finds that teachers in service are showing marked interest in new educational values.

2204. **Johnson, Leslie T.** The improvement of teachers in service. Master's, 1936. Colo. St. Coll.

2205. **Massey, Lelia.** The present status of in-service training of home economics teachers. Master's, 1936. Minnesota. Washington, D. C., U. S. Office of education, 1937. p. ms.

Furnishes a rather complete picture of the administrative set-up in different states with respect to the in-service training of home economics teachers; shows typical supervisory practices, types of responsibilities carried by different groups who carry on in-service training; and states their most pressing problems; and offers valuable suggestions regarding modification of present program when facilities and funds permit.

2206. **Myers, G. E.** The improvement of teachers in service at Defiance high school. Master's, 1936. Ohio State. 103 p. ms.

Describes the putting into effect of an in-service training plan for teachers in a definite school. Recommends the use of a teachers' handbook, classroom visitation and teacher-principal conferences, and regular teacher-planned faculty meetings.



## TEACHERS—STATUS

2207. Alexander, Ara. Status of English teachers in West Tennessee county high schools. Master's, 1935. Peabody. 103 p. ms.

Analyzes the sex, age, salary, certification, scholastic preparation, experience, tenure, subject combinations, and daily schedule of 204 English teachers in 103 approved 4-year county high schools in the 22 counties of West Tennessee.

2208. Beatty, Donald E. The status of Negro teachers in the public schools of Kansas, 1934-35. Master's, 1936. Kansas.

2209. Bratcher, Emmett Evert. A comparison of resident and non-resident teachers in village and small city school systems of Kentucky. Doctor's, 1936. Chicago. 206 p. ms.

Investigates training, experience, length of service, salary, professional attitude, community activities, and zone of residence of 1,097 teachers.

2210. Burroughs, Everett B. Interruptions of classroom teaching. Master's, 1936. Washington Univ. 64 p. ms.

2211. Christenbury, Edward S. A comparative study of the activities performed by experienced teachers and the training provided for student teachers in the training school of Appalachian state teachers college. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 24-25)

Prepares a list of 300 teaching activities, and has them rated by graduates of 1932, 1933, and 1934 of the training school as to frequency of performance, difficulty, importance, job versus school, and emphasis received in training. Finds that most activities concerned primarily with classroom instruction are being sufficiently emphasized, but that other activities important in the work of the teacher are neglected.

2212. Coover, Mildred. A study of the personality of rural teachers and their reactions to teaching situations. Master's, 1935. Michigan.

2213. Coover, Paul. A study of teachers' reactions to pleasing, annoying, and challenging situations. Master's, 1935. Michigan.

2214. Craig, Mrs. W. J. An attempt to determine why teachers fail. Master's, 1936. West. Ky. St. T. C. 60 p. ms.

2215. Edwards, Edward A. The master teacher. Master's, 1936. Ohio State. 102 p. ms.

Shows that interest, capacities, and opportunities must be developed as well as subject matter.

\*2216. Eflin, Elmer C. The status of teachers of economics in the high schools of Kansas, first semester, 1934-35. Master's, 1936. Kansas. 99 p. ms.

Studies the training, salary, and tenure of economics teachers in the high schools of Kansas. Finds that 8.87 percent of the pupils, in the schools offering economics, were enrolled in the subject; that 84 percent of the teachers taught either three or four additional classes; that more than half of the teachers received an annual salary of from \$810 to \$1,125, and more than one-fourth of the administrators received from \$1,140 to \$1,620 a year; that all but 20 percent of the teachers in the field had either a major or a minor in economics; that all of the teachers of economics have degrees; and that teachers and administrators with a master's degree received several hundred dollars more salary than those with only a bachelor's degree; that 80 percent of the teachers of economics were men; that nearly half of the teachers have been in their present positions less than 2 years.

\*2217. Foster, Elizabeth V. Teachers need more effective organization. Master's, 1936. Boston Univ. 253 p. ms.

Discusses the history, purpose, and influence of national teachers' organizations, the changing status of the teacher, the depression and the schools, and teachers resistance or defense.



2218. **Griffith, Harold G.** Teacher-subject combinations of high school teachers in 449 independent school districts of Iowa, for 1934-35. Master's, 1936. Iowa. 224 p. ms.

2219. **Hagen, Mary Louise.** Absences of teachers in the elementary schools of Detroit. Master's, 1936. Chicago. 67 p. ms.

Examines payrolls for 1931-32, 1932-33, and 1933-34. Finds that 67 percent of all absences were for either one day or one-half day.

2220. **Holbrook, Sara M.** Glimpses of visiting teacher work in a small rural state. Visiting teachers bulletin, May 1936. (University of Vermont.)

2221. **Hughston, Sanford Rogers.** The contractual status of teachers in Mississippi. Master's, 1936. Peabody. 120 p. ms.

Studies teachers contracts, regulations of school boards, and state law to find contractual status. Shows that a standard form of contract was developed for use in Mississippi public schools, approved by the Attorney general of Mississippi, State department of education, and leading authorities on school law.

2222. **Kallen, Miriam.** A primary teacher steps out. Boston, Lothrop, Lee and Shepard company, 1936. 241 p. (Boston college)

Describes the experimental work carried on by a teacher in the primary grades in which she unified the experiences of the children in their homes, at play, and at school.

2223. **Lacy, Susan Marie.** A study of teachers' meetings in 100 representative schools of the United States. Master's, 1935. Wash. St. Coll.

2224. **Lichtenberger, A. R.** The teacher in the community. Master's, 1936. Nebraska. 238 p. ms.

Finds that teachers in small communities do not have as complete social freedom as other people. Tradition, gossip, social organizations, and personal and group attitudes are factors of greatest importance to teachers.

2225. **Loose, Clifford.** Personnel study of the teachers of physical education and athletics in senior high schools of 100 or more students in Tennessee. Master's, 1935. Michigan.

2226. **Masters, Harry V. and Upshall, C. C.** The relation of curriculum pursued and first teaching position to position held when life diploma was granted. Bellingham, Washington state normal school, 1936. 15 p. ms.

Studies reports on 249 teachers who were granted life diplomas in June 1931 to determine the extent to which teachers begin and are, at the time of applying for life diplomas, in teaching positions for which they have been specifically prepared. Finds that less than half of the total group began teaching or were teaching at the time of applying for the life diploma, in the grades for which they were specifically trained.

2227. **Minnis, Lemuel Ernest.** The absences of elementary school teachers in Chicago. Master's, 1936. Chicago. 59 p. ms.

Analyses absence records for 1931.

2228. **Parent, Nancy Sterl.** The visiting teacher and the problem child. Master's, 1935. Columbia.

2229. **Patterson, Rex Albert.** Analysis of the constructive possibilities in the Brownsville public schools in activities and administrative relationships of the visiting-teacher work. Master's, 1936. Texas.

2230. **Peck, Leigh.** A study of the adjustment difficulties of a group of women teachers. Austin, University of Texas, 1936.

2231. **Reid, A.** The visiting teacher movement in New York city. Master's, 1936. Coll. of the City of N. Y. 72 p. ms.

Traces the growth of the visiting teacher movement from 1890 to 1935. Discusses the work of the settlement houses and traces the development of the movement under the



Public education association, concluding with the work of the Board of education of the city of New York.

2232. Reynolds, Robert Pierce. A comparative study of home talent and non-resident teachers in Virginia. Master's, 1935. Peabody. 49 p. ms.

Studies 208 teachers selected at random from 44 town, village, and consolidated schools in 13 counties in Virginia. Finds that nonresident teachers ranked higher than home talent when compared as to grade of certificate, years of college training, and experience; received higher average monthly salaries; and carried on more extracurricular activities. Both classes of teachers showed approximately the same interest in professional and civic organizations.

\*2233. Richmond, Mildred Benson. The status of 117 commercial teachers in five New York State cities with a population between 100,000 and 500,000. Master's, 1936. Syracuse. 99 p. ms.

Studies the sex, marital status, age, salary, commercial teaching experience, other teaching experience, different school systems taught in, professional positions, educational preparation, certification, practical business experience, professional reading, and philosophy of 117 full-time commercial teachers in Albany, Utica, Syracuse, Yonkers, and Rochester. Finds that 64 percent of the commercial teachers are women; that more men than women are heads of departments; and that 79 percent of the men teachers are married and 8 percent of the women teachers are married.

2234. Russell, Lionel Herbert. Combinations of subjects taught by high school teachers in Colorado. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 61-62)

Surveys 211 high schools to determine the subject combinations which are taught, the number and percent of teachers teaching in one or more subject-matter fields, and the number and percent of teachers teaching one subject only. Finds that the larger the school system, the larger the number of teachers who are teaching in one subject-matter field, and the smaller the school system, the larger the number of teachers who teach in more than one subject-matter field. Recommends that prospective teachers give considerable thought to subject combinations; that secondary school authorities familiarize themselves with the most effective subject combinations; that teachers' qualifications as to training be given more consideration before giving them employment; and that teachers be employed to teach only in their major or minor subjects.

2235. Rutledge, Mrs. Carrie (McMillan). Status of the married woman teacher of Tuscaloosa county, Alabama, 1935-1936. Master's, 1936. Alabama. 35 p. ms.

2236. Shafer, Paul David. The professional conception of the teacher in the United States. Doctor's, 1936. Yale.

2237. Sieck, Lewis W. Teacher differences and their relation to algebra failures. Master's, 1936. Washington Univ. 69 p. ms.

2238. Ullrich, Fred T. Health survey of teachers college in the United States. Platteville, Wisconsin state teachers college, 1936.

2239. Weller, Clifford. Rules and regulations of boards of education in state of Wyoming regarding teachers' duties and activities. Master's, 1936. Wyoming. 71 p. ms.

2240. Witte, Werner A. A study of teaching loads. Master's, 1936. Lawrence. 86 p. ms.

Compares the teaching loads of 10 Wisconsin schools, and finds that men carry a heavier teaching load than do women; that the social science departments carry the heaviest loads; that the factors determining the teacher effort required in the various fields are not taken into consideration in assigning the number of students per teacher; and that there is no positive relationship between the teaching loads of individuals and the compensation received.



## TEACHERS—APPOINTMENT AND TENURE

2241. **Andross, Ellsworth M.** The status of eligibility lists as means of teacher selection in city school systems. Master's, 1936. Ohio State. 212 p. ms.

\*2242. **Berkheimer, Frank Evans.** A scale for the evaluation of school administrators' letters of recommendation for teachers. Master's, 1936. Penn. State. 45 p. ms.

Evolves a rating scale for the evaluation of school administrators' letters of recommendation for teachers, based on the ratings of 50 letters made by prominent educators.

2243. **Browne, Antonie Rayner.** Teacher tenure in Maryland. Master's, 1936. Howard. 117 p. ms.

Studies teacher tenure from 1825 to 1936 and finds that tenure is for life after probation.

2244. **Leckrone, Orval Freeman.** The elimination of the poorly trained and inefficient teacher. Master's, 1936. Ohio Univ. 110 p. ms.

2245. **Lohr, Charles Ogden.** A study of teacher placement services in accredited teacher preparation institutions in Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 310-11)

Attempts to determine the nature and effectiveness of teacher-placement services in Pennsylvania; to identify the schools accredited by the State council on education in the training of teachers having placement services; to note the percentage of graduates placed during the year 1934-35; to study the services as to personnel and organization; to determine the major problems in placement work; and to determine the status of the director of the service, whether he works on a part-time or a full-time basis, the number of employees of the service, the forms used for registration, and the procedures followed for the placing of candidates.

2246. **O'Connor, Charles E.** Teacher tenure in the United States. Master's, 1936. Ohio State. 102 p. ms.

2247. **Schroeder, Howard F.** Trends in teacher tenure in Nebraska high school. Master's, 1936. Nebraska.

\*2248. **Sheets, Fred Eugene.** A study of teacher turnover in Montana schools. Master's, 1936. North Dakota. 74 p. ms.

Analyzes replies to a questionnaire returned by superintendents and principals of the several different classes of schools in Montana, showing teacher turnover during the summer of 1934. Finds that the rate of turnover is of such magnitude that definite steps will have to be taken to reduce it. Shows that marriage and dismissal were the two most important causes of turnover. Recommends the passage of satisfactory tenure laws, the use of a single salary schedule, the improvement of teaching and living conditions to the point where teachers will be better satisfied to live and work in a small town, and the awakening of the teachers and people of the smaller communities to the realization that excessive turnover reduces the efficiency of the school.

2249. **Taylor, Beryl S.** An analytical study of the requests for teachers received by the appointments committee of the University of Illinois. Master's, 1936. Illinois.

2250. **Walsworth, M. M.** Tenure of elementary teachers of six of the parishes of northeast Louisiana. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 100)

Studies the tenure of white elementary teachers in the parishes of East Carroll, Franklin, Madison, Richmond, Tensas, and West Carroll as to sex, marital status, age, salary, grade taught, size of school, high-school graduation, class of certificate, years of college training, and college attended.

2251. **Weidlein, E. B.** What industry owes the college. Oberlin alumni magazine, 32: 4-6, March 1936. (University of Pittsburgh)



2252. **Wimbish, William Ross.** The employment of home talent teachers in small city school systems of Texas. Master's, 1936. Texas.

2253. **Yeager, W. A., Blackwood, O. H. and Culver, M. M.** A plan of teacher selection. Pennsylvania school journal, 84: 386, June 1936. (University of Pittsburgh)

#### TEACHERS—CERTIFICATION

2254. **Adams, John Lewis.** State certification requirements in music for elementary teachers in the south. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 61)

2255. **Barlow, W. Willard.** Revocation of teachers' certificates in the United States. Master's, 1936. Ohio State. 60 p. ms.

Studies code provisions for revocation in all the states and letters and questionnaires from state departments of education. Finds a lack of available records for analyses and lists, if any, interstate exchange of information concerning revocation.

2256. **Cain, Leo Francis.** The development of teacher certification in California. Master's, 1936. Stanford.

2257. **Dallard, Ralph C.** An evaluation of Nebraska practices in the certification of teachers and administrators. Master's, 1936. Nebraska. 150 p. ms.

Suggests that the state should create, issue, and revoke certificates and supervise all teacher-training institutions relating to entrance, degree, and curricular requirement. Recommends a plan for elementary, secondary, and administrative procedures.

2258. **Lauffer, Carl D.** A history of the certification of teachers in the public schools of Westmoreland county, Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 307-308)

2259. **Owings, Morgen Edwards.** A study of teacher certification in the state of Washington. Master's, 1936. Stanford.

2260. **Parker, Carl Leslie.** Certification of teachers in Missouri. Doctor's, 1936. Missouri.

2261. **Perry, Millicent.** Recommendations for standard certification requirements for commerce teachers in the United States. Master's, 1936. Iowa. 127 p. ms.

2262. **Rothrock, Lee.** A comparison of the certification standards for commercial teachers in the different states of the Union. Master's, 1936. West. Ky. St. T. C. 59 p. ms.

2263. **Skinner, Raymond L.** Certification trends in Ohio. Master's, 1936. Ohio State. 109 p. ms.

2264. **Standish, Mabel Louisa.** History of certification of teachers of one-room schools in New York state. Master's, 1936. N. Y. St. Coll for Teach. 98 p. ms.

#### TEACHERS—PENSIONS AND RETIREMENT

2265. **Halseth, Isaac Rolland.** Analysis of state teacher-retirement systems. Master's, 1936. Wyoming. 106 p. ms.

2266. **Huff, John A.** Analysis and evaluation of state retirement systems for teachers, including a study of trends. Master's, 1936. New Mexico. 100 p. ms.



2267. Steig, Lester R. A comparative study of the North Dakota teachers' retirement system with some practical analyses of recent trends in the field as applied to the system. Doctor's, 1936. Washington. 371 p. ms.

Analyzes 29 state teachers' retirement systems as to age, length of service, disability withdrawal conditions incidental to retirement, the position held by individuals qualifying for benefits, administration and provisions for actuarial examinations, teacher contributions, governmental subsidy, and other income sources; studies the provisions of the North Dakota teachers' retirement system and the possibility of its continued effective operation; and proposes a Bill amending the present retirement law in the light of accepted criteria.

## TEACHERS—RATING

2268. Armentrout, W. D. and Heilman, J. D. The rating of college teachers on 10 traits by their students. *Journal of educational psychology*, 27: 197-216, March 1936. (Colorado state college of education)

Analyzes 50 1935 class ratings of 46 teachers and 25 1927-1930 class ratings of 25 members of the teaching staff of Colorado state college of education. Finds that the students of any class vary widely in the rating of any individual instructor on each of the 10 traits measured by the Purdue scale.

\*2269. Hume, Frederick Parker. Measuring teacher efficiency (with special reference to Massachusetts: a survey of the history, theories, purpose, and extent of teacher rating. Master's, 1936. Boston Univ. 117 p. ms.

Finds that conditions governing the situation in Massachusetts are typical of the whole teacher-measuring movement. Describes the Providence, R. I., plan for the objective measurement and rating of candidates for teaching positions, and recommends that this plan be followed until a nation-wide experiment can be conducted under controlled conditions to determine measures of teach efficiency.

2270. McCloskey, Mary Peckinpaugh. Factors influencing superintendents' success ratings of teachers: a case study. Master's, 1936. Iowa St. Coll.

Finds that teaching success as measured by superintendents' ratings depends upon interrelationships between qualities, abilities, and attitudes of teachers rather than upon any one quality, ability, or attitude; that interests reported during employment seem to be more closely related to teaching success as measured by superintendents' ratings than do reported interests prior to employment; that student-teaching grades of the individuals in the study are predictive of the quality of classroom teaching in homemaking classes, but the reliability of the predictive data for total teaching was less; that careful placement and assignment of responsibility of teachers would increase the likelihood of individuals becoming successful teachers of homemaking as measured by superintendents' ratings; that the program for prospective teachers should be so planned that they have a background for teaching other courses in combination with homemaking.

2271. Meaders, J. R. A comparison of three methods of teacher rating. Master's, 1935. Peabody. 80 p. ms.

Compares the scores of 100 teachers when rated on principal's score card, self-rating cards, and professional teaching aptitude tests, and finds the correlations too low to be materially significant.

2272. Smith, Elmer L. A critical study or analysis of rating sheets now in use for rating student teachers. Master's, 1935. Ind. St. T. C. 59 p. ms. (Abstract in: *Indiana State teachers college. Teachers college journal*, 7: 106, July 1936)

Analyzes the 103 rating sheets in use in the colleges and universities which are members of the North central association of secondary schools and colleges. Finds that a large percentage of the institutions rate their student teachers subjectively, but that an attempt is being made to measure the work of student teachers objectively. Shows a lack of uniformity in the symbol used to indicate the rating scheme, a lack of uniformity in terminology, and in the number and distribution of rubrics. Shows a need for the rating sheets to provide better means for the students to rate themselves, for provision for differentiation of techniques for evaluating the work in different subjects, grade levels, and mental levels.



2273. **Smith, Thomas Benjamin.** Children's descriptions of best-liked and least-liked elementary teachers. Master's, 1936. Peabody. 147 p. ms.

Shows that children prefer teachers who are able to make explanations clear, who have a good disposition, who are likely to be helpful with school work, and who make the classroom environment as attractive as possible. Children prefer teachers who are kind, patient, sympathetic, and who do not have pets.

2274. **Word, Aubrey Hugh.** The virtues and faults of high school teachers as shown by observation reports of student teachers. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 76-77)

Attempts to give an accurate picture of high-school teaching practices as revealed by an analysis of 706 student-teacher observation reports from Baylor university, Tex., and 680 from the University of Colorado. Finds that the typical teacher fails to give sufficient attention to recognized principles; that good teaching practices are applied to a greater extent in mathematics and science than in other fields; that teachers are more attentive to the principles involved in daily lesson planning, review, and thought work; and are more negligent concerning questioning and distribution of participation, routine matters, supervised study, and supplementary activities. By giving particular attention to the principles in which teachers in service are especially weak, directors of student teachers may be able to eliminate many faulty practices now generally employed.

2275. **Young, Frank.** Some factors affecting Texas high school teachers' efficiency as measured by principals' ratings. Doctor's, 1936. Texas.

#### TEACHERS—SALARIES

2276. **Davis, Hazel.** The preparation of teachers' salary schedules. Master's, 1936. Chicago. 99 p. ms.

Deals with the administrative and statistical procedures in the preparation of teacher salary schedules in city school systems.

2277. **Eiler, Calvin Emmet.** Salary costs in the township high schools of Steuben county, Indiana. Master's, 1936. Chicago. 75 p. ms.

Deals with unit salary costs of instruction and of administration for eight township high schools of Steuben county, Ind., during the year 1932-33.

†2278. **Elsbree, Willard S., Gamel, Oscar Y., and Cunningham, Elizabeth.** A report on the salaries of teachers and other employees in the New Rochelle public schools. New Rochelle, N. Y., 1936. 91 p. ms. (Teachers college, Columbia university)

Discusses the history of teachers' salaries in New Rochelle, principles of salary scheduling, the cost of living of New Rochelle teachers, salaries in comparable communities, the place of training and experience of teachers in a salary schedule, salaries for other school employees, the cost of the proposed schedule and the ability of New Rochelle to support it, transfer of the present personnel to the new schedule, and proposed schedules.

2279. **Fontaine, Herman W.** A socio-economic study of the marital status of teachers in Terre Haute and Vigo county. Master's, 1936. Ind. St. T. C. 24 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 120-21, July 1936)

Studies the socio-economic status of 84 married women and of 89 married men teachers. Shows that in 5.94 percent of the cases where the married woman teaches there is no other means of support; that 42.83 percent of the occupations of husbands of teachers are "white collar" positions, the greater part of whom were husbands of teachers in the city system; that 93.75 percent of the laborers were husbands of teachers in rural schools; that in 86.36 percent of the cases where the husband teaches, the wife was a housewife; and in most cases there were children, while this was true in only 25 percent of the cases where the wife was employed; and that the husbands of the employed women did not approve of the employment of their wives.



2280. James, Robert Cornelius. The cost of living of teachers in Colorado. Master's, 1936. Colo. St. Coll.

2281. McDole, Robert D. A comparative analysis of salaries and qualifications of rural elementary teachers of Creek county, Oklahoma, 1935-36. Master's, 1936. Okla. A. & M. Coll.

Finds that teachers do not receive salaries in proportion to the amount of their training or to their certification; notes a small increase in salaries as experience and training increase; finds that married teachers receive better salaries than single teachers.

2282. Minerman, Leonard E. The distribution of high school teachers' salaries for the different classes of independent school districts in South Dakota for the school years 1930-1935. Master's, 1936. South Dakota. 53 p. ms.

2283. Niccolls, Edwin Earl. An analysis of the San Francisco salary schedule. Master's, 1936. Stanford.

\*2284. Pearson, Thomas Frederick. Attitude of teachers in 38 Kansas school systems towards suggestions and methods of improving their economic status. Master's, 1936. Kansas. 66 p. ms.

Finds that of the 636 teachers in 38 schools who replied to a questionnaire on methods of improving their economic status. 90 percent want to be employed with the intent of becoming permanent residents of the community; that 62 percent are in favor of an apprenticeship period; that 66 percent would prefer some other method of tenure than teachers contracts; that 94 percent of the teachers desire some plan of old age or disability pensions; that 94 percent prefer a plan to provide minimum salaries and regular increases to the deserving; that 94 percent want the amount of training received to be considered in determining salaries; and 90 percent want their experience considered in determining salaries.

2285. Skinner, Clifford J. A minimum salary schedule for high school teachers and principals of northwestern Oregon. Master's, 1936. Oregon.

#### TEACHERS—SUPPLY AND DEMAND

2286. Cochran, Erwin B. A study of commercial teacher supply and demand in Ohio. Master's, 1936. Ohio State. 84 p. ms.

Finds that institutions approved for commercial teacher training in Ohio have been falling to meet the demand for new commercial teachers by 40 to 50 percent each year, necessitating the employment by Ohio high schools of considerable numbers of teachers from outside the state or of teachers who had qualified by county examinations; however, because of recent additions to the list of institutions accredited by the state for commercial teacher preparation, it appears that demand will be met adequately in the future.

2287. Cowles, Harper. Teacher supply and demand in Utah. Master's, 1936. Utah.

2288. Vorheis, Richard. The teacher market in southwestern Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Attempts to determine the annual demand for new and beginning teachers in the years 1932-1936 in the 14 counties served by the Southwestern State teachers college, salaries, and training of the teachers. Finds that turnover for the total teaching positions is slowly decreasing; that rural teachers have had less training and receive lower salaries than do teachers in consolidated and independent schools; and that low salaries and high turnover go together.

#### TEACHERS—SUBSTITUTES

2289. Hayes, Wesley. A study of substitute teacher service. Master's, 1935. Wash. St. Coll.

Surveys the schools of the State of Washington to determine the extent to which substitute teachers are employed and their wage scale.



## COLLEGE PROFESSORS AND INSTRUCTORS

2290. Draegert, Eva E. Some statistical and interpretative data concerning the faculty of the state University of Iowa, 1847-1916. Master's, 1936. Iowa.

2291. Hick, G. Turner. Ethics of the graduate school professor. Education, 57: 286-89. January 1937. (Murray state teachers college)

Analyzes replies to a questionnaire received from the deans of the graduate schools of Harvard, Johns Hopkins, Columbia, Northwestern, and Stanford universities on the policies of the graduate schools regarding the publication of the work of graduate students. Replies indicate that the practice of some professors in taking credit for studies completed by graduate students, or for publishing the findings of studies made by graduate students, is frowned upon by deans of graduate schools.

2292. Lunden, W. A. Franklin and Marshall college faculty of 1935-36. Pittsburgh, University of Pittsburgh, 1936.

2293. ——— President of higher educational institutions, 1935. Pittsburgh, University of Pittsburgh, 1936.

2294. McCann, Bess. The faculty of George Peabody college for teachers 1914-1936. Master's, 1936. Peabody. 610 p. ms.

## ADMINISTRATION OF SCHOOLS

2295. Bain, Mary M. Deans or advisers of girls in Alabama high schools. Master's, 1936. Peabody. 78 p. ms.

Analyzes 120 answers to questionnaires sent to secondary schools of Alabama. Finds that 37 schools reported having an adviser; that all the schools reporting an adviser are members of the Southern association of colleges and secondary schools; that only four advisers have taken advisory courses; that the office is administrative rather than advisory in nature; that the amount of authority delegated to the advisers tends to increase with increasing enrollment of the school; and that the status of Alabama advisers is far below that of Florida and other sections of the country.

2296. Barrow, D. G. Organization and administration of local school museums. Master's, 1936. Alabama. 141 p. ms.

2297. Benford, Harry D. The scope of educational newspaper publicity in certain third class school districts in Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 291-92)

Attempts to determine the amount of newspaper space being devoted to educational news as compared with other types of news, the amount of space being devoted to various types of school news, and the relative importance of the various types of school news in the newspapers as shown by analyses of the daily newspapers published in 32 selected third-class districts for the period from September 1 to December 1.

\*2298. Bitzer, Robert. Accounting as applied to the administration of private secondary schools. Master's, 1935. Boston Univ. 120 p. ms.

Presents an accounting system suitable for use in various types of private schools.

2299. Brueckmann, J. George, jr. A study to show the status of the clerk and the clerkship in the smaller secondary schools of Pennsylvania. Master's, 1936. Temple. 134 p. ms.

†2300. Chamberlain, Leo M. and Meece, Leonard E. The local unit for school administration in the United States. Lexington, University of Kentucky, 1936. 2 vols. (Bulletin of the Bureau of school service, vol. 8, no. 3-4)

Surveys the basic and intermediate units now in use in the 48 states; analyzes the units in terms of area, school population, teaching staff, and other related factors; and interprets existing conditions on the basis of an eight division classification of school units.



\*2301. Chamberlain, Leo M. The teacher and school organization. New York, Prentice-Hall, 1936. 656 p. (University of Kentucky)

Discusses the scope and development of the educational program in the United States; the administrative organization for the control of education; local units for school administration; the organization for the control of a local school system; problems of the teaching personnel; teacher preparation and certification; selection and placement of teachers; tenure and turnover in the teaching profession; teachers' salaries; teacher retirement; teaching load, teachers' health, sick leave, and related problems; supervisory relationships and procedure; measurement of teaching efficiency; the curriculum and course of study; textbooks and teaching materials; the extracurricular program; compulsory attendance and its enforcement; pupil progress and promotion; the improvement of pupil progress; the teacher and the operation of the school plant; educational organizations; and ethics of the teaching profession.

2302. Cook, Albert L. A brief history of public school accounting. Master's, 1936. Michigan.

2303. Cope, Quill Evan. Personal characteristics of the best county school board members. Master's, 1936. Peabody. 100 p. ms.

2304. Cross, Guy F. The delegating of duties of an administrative nature. Master's, 1936. Colq. St. Coll.

2305. Crouse, Marion D. The social status of school board members in Huron county, Michigan. Master's, 1936. Michigan.

2306. DeBord, Steve. Analysis of powers of administrative boards in Texas with special reference to state board of education. Master's, 1936. Texas.

2307. Devine, Anne Madaline. Value of a museum in a textile high school. Master's, 1936. T. C., Col. Univ. 49 p. ms.

2308. Dimmett, Welborn S. Methods of transacting business by boards of education in four large cities; Milwaukee, St. Louis, Cleveland, and Cincinnati. Master's, 1936. Chicago. 62 p. ms.

2309. Doherty, Nell Ursula. Development of standards of appraisal for topical recitation in the ninth grade. Master's, 1936. Chicago. 76 p. ms.

2310. Drake, Leland N. The clerk of the board of education. Doctor's, 1936. Ohio State. 230 p. ms.

2311. Fellow, M. Lile. The status and scope of service of deans and advisors of girls in the public secondary schools of Michigan. Master's, 1935. Michigan.

2312. Freiermuth, Paul Hervey. County boards of education in California. Master's, 1936. Stanford.

2313. French, Floyd. Personal status and educational views of school board members of Bureau county, Illinois, 1933-34. Master's, 1936. Chicago. 119 p. ms.

Studies 607 board members of 175 schools.

\*2314. Garinger, Elmer Henry. The administration of discipline in the high school. Doctor's, 1935. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 105 p. (Contributions to education, no. 686)

Analyses answers to a questionnaire received from 312 high schools varying in enrollment from 59 to 6,000 pupils representing all states except Nevada, and the District of Columbia, to determine the offenses of high school pupils, the disciplinary measures employed, educational or remedial devices used, extracurricular activities and discipline, and the educational guidance and remedial program and the frequency of disciplinary offenses. Finds that offenses against school regulations and the moral code are magnified in comparison with those that denote a lack of personal and social adjustment. Shows that high schools need to be concerned with the total learning situation inside and outside of school.



2315. **Greyer, John Edward.** Inequalities of educational opportunity in the Illinois public school system. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 33)

Finds that 2,656 districts enroll fewer than 10 pupils each, and 6,211 enroll fewer than 15 pupils in 1-teacher schools, that of 998 high schools, 546 have an average daily enrollment of fewer than 100. Recommends a complete revision of school laws leading to a better state educational organization, followed by the reorganization of taxing and education units to equalize school responsibility, school support, and school efficiency.

\*2316. **Griffey, Carl H.** The history of local school control in the state of New York. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1936. 135 p. (Contributions to education, no. 683)

Studies the election and the duties, powers, and responsibilities of elective school officers.

2317. **Hallett, Clifford G.** A study concerning awards and punishments from the students' viewpoint. Master's, 1936. Ind. St. T. C. 66 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 119, July 1936)

Analyzes replies of 1,324 students from grades 7 to 12 in five township schools, three city schools, and the training school of Indiana State teachers college to a questionnaire dealing with awards and punishments, and the type of teacher for whom they have the most respect and the teacher characteristics which cause pupils to be mischievous. Finds that students desire awards for high scholastic or extracurricular attainments; that they believe that punishment should be given in private, mildly and after an investigation of the child's motives; that they prefer teachers who try to lead and who present the subject matter in an interesting manner; and that they dislike teachers who nag, who lack interest in pupils, who are poor teachers, who are nervous, and who are partial.

†2318. **Hill, Clyde Milton, ed.** Educational progress and school administration: a symposium by a number of his former associates written as a tribute to Frank Ellsworth Spaulding on his retirement from active service as Sterling professor of Educational administration in Yale University. New Haven. Yale university press, 1936. 400 p.

2319. **Hollingshead, Billie.** Half-day and full-day sessions in the first and second grades of Utah schools. Doctor's, 1936. Southern California.

Finds better attendance in full-day than in half-day sessions, slight differences in health status and in achievement of the two groups of pupils, inadequacy of half-day sessions in time allotment to subjects and in length of school day and school year, emphasis on skill and drill subjects at the expense of the social studies, health, language, art, and activity program.

\*2320. **Holmes, Chester Winfield.** The disciplinary class: a survey of the status and administration of disciplinary schools and classes for grades 7-12 in large cities in the United States, with a suggested program for the reorganization of the disciplinary class in Washington, D. C. Doctor's, 1936. George Washington. 207 p. ms.

Studies the provisions for disciplinary classes or schools, transfer of pupils to and from disciplinary classes, information considered necessary in disciplinary case, organization and work of these classes, administration of teacher personnel, and outstanding practices and procedures carried on in cities of more than 100,000 population. Suggests a program for the ungraded classes in Washington, D. C. Discusses disciplinary schools or classes in England and Scotland, France, and Germany.

2321. **Hortin, James F.** Social composition of secondary school boards in Illinois. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 37)

Analyzes 663 replies to a questionnaire received from superintendents of principals of high schools in Illinois, as to the educational qualifications, economic standing, occupations, and the experience which might affect the efficiency of school board members.



2322. **Hull, William Roy.** Survey of the school administration units of Santa Barbara county school system. Master's, 1936. Stanford.

\*2323. **Humphreys, John E.** A study of the personnel of the rural school boards of Kansas. Master's, 1936. Kansas. 108 p. ms.

Finds that 92 percent of the members are men with an average term of office of 6.7 years, who have lived in the community a long time; of whom 86.9 percent were farmers, most of whom own their farms; of whom 84.8 percent are members of some church; 93 percent are parents of one or more children; of whom the majority have received an elementary education or less, but are considered progressive in business and educational affairs; of whom about half visit the school when it is in session; and finds that the women are considered more satisfactory board members than the men serving in the same groups.

2324. **Iler, Harry Elsbury.** The use of standing committees in the administration of the Chicago public schools. Master's, 1936. Chicago. 83 p. ms.

Involves all standing committees from 1860 to 1935.

2325. **Logsdon, James Desmond.** Rules and regulations of boards of education pertaining to members. Master's, 1936. Chicago. 44 p. ms.

Analyzes 158 rules and regulations collected for school boards in 37 states and finds that boards have defined power and duties in some detail.

\*2326. **Long, Joseph Kindred.** Trends in the equalization of educational opportunity in North Carolina. Doctor's, 1936. Peabody. Nashville, George Peabody college for teachers, 1936. 19 p. (Abstract of: Contribution to education, no. 178)

Discusses the length of the school term; percent of children of school age attending school, or in average daily attendance; type and character of school buildings; efficiency of teachers as shown by the class of certification held; percent of children attending standard and nonstandard elementary schools; percent high-school enrollment is of the total enrollment.

2327. **Lynch, Richard William.** The social composition of boards of education in Iron county, Michigan. Master's, 1936. Michigan.

2328. **McMahon, Echo.** Remedial organization illustrated by case studies. Master's, 1936. Oregon.

\*2329. **Marshall, Roger P.** A study of the knowledge and opinions of the people of Rimersburg, Pennsylvania, about their schools. Master's, 1936. Penn. State. 56 p. ms.

Finds that the citizens of Rimersburg as a whole know about 55 percent of what the faculty and school board think they should know, and that they are fairly well informed about some items and very poorly informed about other important items.

2330. **Monroe, Hudson Morris.** The effects of the shortened school day upon the school and community. Master's, 1936. Stanford.

2331. **O'Mara, Terence John.** A study of school newspaper publicity in Wyoming. Master's, 1936. Wyoming. 73 p. ms.

2332. **Owen, W. B.** Implications of school board membership. Master's, 1936. West. Ky. St. T. C. 52 p. ms.

2333. **Pyatt, Roy.** A study of the short period program versus the long period program in 10 Illinois senior high schools. Master's, 1936. Iowa. 187 p. ms.

2334. **Rezek, Frances I.** Possibilities of the hour period. Master's, 1936. Nebraska. 116 p. ms.

Analyzes reports from 49 high schools in Nebraska employing the hour period and finds that 1-hour periods are especially desirable as they provide time for individual differences and for development of assignments; they simplify schedule making, reduce home study, bring about financial saving, and provide for more practical functioning of the Morris plan and for pupil study under the teacher's direction.



2335. Routh, Rhessa A. A study of the personal and professional qualifications of school trustees in Indiana. Master's, 1936. Ind. St. T. C. 100 p. ms. (Abstract in: Indiana State teachers college. Teachers college Journal, 7: 121, July 1936)

Finds that school trustees reach their maximum age efficiency in the late forties; that high school is the minimum level of education for the most desirable school trustees; that agricultural, business, and professional occupations are the main sources of trustees; that the most desirable are honest, cooperative, progressive, intelligent, and liberal in their views; that they do not practice nepotism and are free from political influences; and that they are public-minded.

2336. Scholten, Arthur. The effect of the social atmosphere upon the activity of the classroom group. Master's, 1936. South Dakota. 78 p. ms.

2337. Sehmann, Henry Ralph. The organization and administration of schools in Cook county, Illinois, outside of Chicago. Master's, 1936. Chicago. 112 p. ms.

Concludes that the wide differences in ability to maintain schools in elementary districts show that larger school units are needed.

2338. Starkey, J. Marion. Student publications as an aspect of a public school relations program. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 327-28)

Attempts to determine the value of high-school newspapers and yearbooks as media in disseminating information to the public about the high schools. Analyzes the content of 250 high-school newspapers and 50 yearbooks selected from 25 high schools in western Pennsylvania. Finds that school publications may be valuable instruments in a public-school relations program.

2339. Taylor, Russell A. Methods of discipline in the elementary school. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 71)

Attempts to find the most commonly recurring disciplinary problems in the elementary grades, to determine some of the best methods of punishment for these specific offenses, and to note how well actual practice compares with theory. Finds a definite relationship between specific punishments and specific offenses; that detention and corporal punishment are used more widely than theory suggest, but that confidential talk is thought to be the best general method.

2340. Trumbell, Wilma Elwy. The girls' adviser in the small high school. Master's, 1936. Iowa. 157 p. ms.

2341. Uhlig, John F. An administrative survey of the public school system of Livingston county, Missouri. Master's, 1936. Wyoming. 136 p. ms.

2342. Utt, James A. The educational status of members of boards of education and the factors they consider when employing teachers. Master's, 1936. West. St. Coll. 53 p. ms.

2343. Vaughan, Mary Celia. Regulations pertaining to the administration of pupils in city school systems. Master's, 1936. Chicago. 63 p. ms.

Finds that the longest list of rules classified were those pertaining to conduct and discipline.

2344. Wells, Jeanette. Survey of special class work in selected southern states. Master's, 1936. Birmingham-Southern. 60 p. ms.

Surveys the organization of special class instruction, the administrative set-up, teaching procedures, and pupil-population.

2345. Wharry, L. Russell. The history of the organization and policies of the Peoria school board. Master's, 1936. Iowa. 109 p. ms.



2346. Williams, Byron Burdette. A functional interpretation of state educational administration. Doctor's, 1935. Ohio State. (Abstract in: Ohio State university. Abstracts of doctors' dissertations, 19: 190-206)

Attempts to determine the principles governing purpose, status, structure, and functions of state educational agencies in Alabama, Arizona, California, Delaware, Idaho, Illinois, Iowa, Michigan, and Montana. Analyzes and classifies the functions performed by each key agency in each of the states, and determines the functions that should be performed by these key agencies if a more desirable and effective administration of public education is to be achieved and maintained.

2347. Wise, Harold Elwood. An evaluation, by the teachers, of organization and administrative procedures in the Columbus, Ohio, senior high schools. Master's, 1936. Ohio State. 190 p. ms.

Analyzes the opinions of 188 teachers in five senior high schools as to current organization and administrative procedures. Finds that teachers are reluctant to take issue with existing administrative policies and procedures; that teachers do not have sufficient knowledge of all activities which provide opportunities for the education of all individuals attending the school; that in many cases the teachers are not well informed of the existing administrative policies and that many of them are not sufficiently interested in the activities which take place outside the classroom.

2348. Yerian, Charles T. Method of procedures in educating the secondary administrator about commercial education. Master's, 1936. Iowa. 171 p. ms.

2349. Young, Cheng-Chang. The philosophy of school discipline in modern high schools. Master's, 1936. Stanford.

#### EDUCATIONAL LAWS AND LEGISLATION

2350. Belcher, John Mathew. A comparative study of the teacher tenure laws of the states of the United States and the District of Columbia. Master's, 1936. Michigan.

\*2351. Bohnhoff, Edward. Court cases relating to residence and tuition in public schools. Master's, 1936. North Dakota. 68 p. ms.

Studies court cases of the different states dealing with residence and tuition; examines the court cases to determine the status of residence of parents, residence of homeless children, the payment of tuition by resident students, the payment of tuition by non-resident students, and the constitutionality of tuition laws. Shows that the courts of the states have decided that free public schools and common public schools are to be free schools; that the legislatures may not authorize school boards to charge tuition; and that the state is responsible for the education of the children of the various school districts.

2352. Bolmeier, Edward Claude. Legal basis of city and school relationships. Doctor's, 1936. Chicago. 217 p. ms.

Describes present laws, in the light of judicial interpretation, concerning the administrative relationships between the school system and the municipal government in cities exceeding 50,000 population. Vaguely defined terms in the laws and misconception of the sovereign power of the state are the cause of litigation.

2353. Buck, Donald S. The cause and effect of textbook legislation in the United States. Master's, 1935. Columbia.

2354. Calhoun, W. E. Legal requirements for state school reports. Master's, 1936. Alabama. 93 p. ms.

†2355. Chamberlain, Leo M. and others. Teacher retirement legislation for Kentucky. Lexington, University of Kentucky, 1936. 106 p. (Bulletin of the Bureau of school service, vol. 9, no. 1)

Includes an analysis and criticism of current practices in teacher-retirement legislation, summarizes the more important principles that should be observed in preparing such legislation, and offers tentative recommendations for a retirement system for Kentucky.



2356. Cowan, Eva Stuart. Constitutional and legal basis of public school administration in Connecticut. Master's, 1936. Chicago. 122 p. ms.

Reports investigation based upon laws of general application of the system as a whole, support, districts, property, teachings, and pupils.

2357. Cowling, Elizabeth. Trends in safety and health legislation in the United States since 1925. Master's, 1935. Columbia.

2358. Dawson, J. Elvin. Reasonings of state supreme courts on questions of sectarian influences in the public schools. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 23-24)

Attempts to determine whether Bible reading in the public schools constitutes sectarian instruction, whether the wearing of distinctly religious garb or insignia by teachers, and whether the practice of excusing pupils from attendance at a public school while they receive religious instruction elsewhere constitute sectarian influences.

2359. Duck, William O. Judicial interpretations of the powers of school boards in the expenditure of public school funds for current expenses. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 84-88)

Determines the limitations which courts have imposed upon school boards in making expenditures for current expenses; shows the extent to which the courts have concluded that expenditures for current expenses must be carried out in terms of budgets and appropriations; and ascertains the nature and the degree of the agreement in the decisions with respect to expenditures for current expenses.

2360. Dzurica, George. The law on teacher employment (contracts) and dismissals in the state of Pennsylvania. Master's, 1936. Iowa. 60 p. ms.

2361. Griffith, Chester Clinton. Constitutional and legal status of compulsory education in Tennessee. Master's, 1935. Tennessee. 85 p. ms.

Finds that the compulsory education law is constitutional.

2362. Handley, Roy Scott. A study of the Kansas state compulsory school attendance law based upon a specific evaluation of the functioning of the law for the 10-year period of 1920-1921 to 1929-1930 in three selected counties of the state. Master's, 1936. Kansas.

2363. Henderson, Mary Ellen. Defects in the Texas compulsory school attendance law and suggestions for their correction. Master's, 1936. Texas.

\*2364. Johnston, Lemuel Roy. Legal rights and powers of agencies involved in the determination of the public school curriculum. Doctor's, 1936. New York. 244 p. ms.

Examines critically the decisions given in those cases respecting the public-school curriculum which have been made in the courts of last resort to determine the rights and powers of the legislature, boards of school control, parents, pupils, courts, taxpayers, and citizens; to ascertain from the decisions respecting the curriculum the principles of case or common law which define these rights and powers; to discover the trends of the judicial mind respecting the curriculum as determined by the decisions rendered. Finds the trend of the decisions has been toward the making of education a state function in reality as well as in theory; that during the past decade there has been a trend to approve extracurricular activities as a part of the curriculum well within the discretionary powers of the boards of school control to establish; that there has been a growing trend in the decisions to recognize the need for a richer curriculum in order to meet the varying needs and capacities of pupils; that there has been a general trend toward keeping the public schools free from all religious instruction, especially sectarian instruction; and that there has been a beginning of a trend to recognize a differentiation in function of the different parts of the public-school system.



\*2365. **Lillehaugen, S. T.** A study of the legal relationship between public and private schools. Master's, 1936. North Dakota. 56 p. ms.

Finds that the relationship between public and private schools is becoming more acute as shown by the numerous recent court cases; that the states are almost unanimous in requiring that private schools meet the same standards and general regulations as the public schools in order to meet the state educational standards and compulsory attendance laws; that courts are almost unanimous in holding that no public funds may be spent for sectarian purposes; however, non-sectarian private schools are given some latitude in performing special educational functions for the state; that in theory the private schools enjoy more freedom and liberality in the operation of their schools, but that in actual practice, most private schools are required to meet the same regulations and inspections as the public schools; that there is little unanimity of opinion in the courts as to whether or not the reading of the Bible in school constitutes sectarian instruction; and that the courts are fairly well agreed that wearing a religious garb in itself does not constitute sectarian instruction.

2366. **Lindsey, Bert.** Legal basis for the organization and administration of schools in Oklahoma. Master's, 1936. Chicago. 254 p. ms.

Attempts to reduce to systematic organization the general principles of the common law underlying the public-school system.

2367. **Litzenberg, Emmet F.** The fiscal effects of the Traxler-Kiefer-Matthews act on the Lorain county consolidated schools. Master's, 1936. Ohio State. 72 p. ms.

2368. **Loyer, Samuel Sylvester.** An analysis of public school publicity in small urban daily newspapers of Ohio. Master's, 1936. Ohio State. 53 p. ms.

Studies 12 small urban daily newspapers of Ohio for September 1934, and January and May 1935. Finds that the month of May led in amount of school news, January was second, and September was third. Saturday's newspaper issues contained more school publicity than issues appearing on any other day of the week. This was true of every month except May when Wednesday and Thursday forged to the front. The total news and commercial advertising space was also measured by the column inch. These two were found not to follow the same trends nor to show a great amount of correlation with public-school publicity.

\*2369. **Lynch, Charles John.** The effect of contemporary national legislation and policies on continuation school attendance and programs. Master's, 1935. Boston Univ. 100 p. ms.

Discusses the history and growth of the continuation school, the voluntary part-time law, the permissive mandatory law, the compulsory continuation school law, the various groups enrolled, the courses offered for various groups, placement, effects of the depression, the NRA, and the child labor amendment.

2370. **Mackey, John W.** Possible and feasible improvement of Colorado's present equalization law. Master's, 1936. Colo. St. Coll.

\*2371. **Miller, Lloyd M.** The effect of certain school laws upon one teacher rural schools in four Kansas counties during 1933-34, 1934-35, and 1935-36. Master's, 1936. Kansas. 96 p. ms.

Studies the effects of the cash basis, tax limitation, and budget laws on the 1-teacher rural schools in Greeley, Hamilton, Wichita, and Scott counties as shown by repairs, new buildings and equipment, and teachers' salaries for the years studied.

2372. **Peightel, Harry J.** Auditing as a means of verifying legality of procedures in the collecting, safeguarding, and disbursing of school funds. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12:218-22)

Analyzes the statutes and court decisions pertaining to the auditing of school funds in the 48 states to determine current requirements and to derive implications for the improvement of these requirements.



**2373. Peregrine, Donald.** The legal liability of public-school officials in civil actions. Master's, 1936. Purdue. 63 p. ms.

Attempts to determine under what circumstances Indiana public-school officials are liable, or not liable, personally, in civil suits for damages, to discover whether the law of liability, as it exists, accords justice to the parties involved, and to present measures designed to remedy the situation. Indicates that public-school officials may be liable only for the negligent performance or non-performance of ministerial duties, that the law of liability is not in accord with modern conceptions of justice, and that remedial legislation is needed.

**2374. Potts, Louis R.** The legal status of the education of the mentally exceptional child in the 48 states. Master's, 1936. Ohio State. 157 p. ms.

Examines all the state school codes, general codes, laws and revised statutes, department of education bulletins and city bulletins, and answers to a questionnaire sent to three large cities in each state. Finds a need of uniform terminology, uniform laws, adequate state aid, state directors of special education, and standards.

**2375. Riley, Martin Luther.** Influence of the judiciary on the development of public-school policies in Louisiana. Doctor's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 27-33)

Discusses prestate foundations of public-school policies; public education as a state function; public-school support through land-grants, general and special funds; educational control by nonprofessional agencies and by professional agencies; and school districts and property.

**2376. Rosene, Windom A.** The legal status of certification of superintendents, principals, and supervisors in the United States in 1936. Master's, 1936. Nebraska. 190 p. ms.

Studies the certification requirements of the 48 states for the issuance of certificates to superintendents, principals, and supervisors. Shows that the present state laws stress definite preparation in school administration and methods of supervision. Recommends for Nebraska, certification for city and county superintendent, and high-school and elementary school principal. The superintendent's certificate should require 1 year of preparation above baccalaureate degree and a minimum of 2 years' teaching experience, with specialization in the proper field.

\***2377. Rosvold, Hans T.** Legal aspects of some causes for dismissal of public school teachers. Master's, 1936. North Dakota. 63 p. ms.

Treats of the dismissal of public-school teachers for incompetence, neglect of duty, insubordination to the rules of the board, immoral and unprofessional conduct, economy, and marriage. Discusses interpretation of statutes by courts in states having teacher-tenure acts.

**2378. Schaetzel, Amalia Emilie.** Trends in legislation concerning teachers in the United States, 1915-1935. Master's, 1936. Chicago. 169 p. ms.

Finds that there is a tendency to centralize the administration in the various states and a definite trend toward granting state officers the authority to issue certificates.

**2379. Seymour, Clyde Ellery.** Legislative provisions for the medical inspection of school children in the United States. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 64)

Finds that all but seven states make some provision in their laws for school medical inspection; that legislative provisions are greatly deficient; that no state has a law containing all the provisions considered essential to a satisfactory program; and that there is no evidence of a concerted attack on the problem on a national or interstate scale by either the members of the medical profession or the forces of education.

**2380. Small, Lowell A.** The Barnes high-school law of Kansas as it operates in Cowley county. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstract of theses for higher degrees, 1936: 66-67)

Attempts to determine the effectiveness of the Barnes fund to pay the costs of tuition of non-resident pupils in the high schools of the county, and to equalize the financial



burdens of the high schools upon the taxpayers of the district. Finds that over the county as a whole the Barnes fund pays approximately the tuition costs of the non-resident high-school pupils, but in the individual schools, because of the basis of distribution, there is much difference in the proportion of costs of non-resident pupils borne by the funds; that the fund serves as an equalizing agency.

2381. Vincent, A. P. Some legal aspects of intercollegiate athletics. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 253-60)

Attempts to ascertain the legal nature of the background of authority which makes possible the conduct of an extensive athletic program as it may be observed in almost any college or university. Analyzes the tort liability of educational corporations as a type drawn from possible legal actions in which an educational institution may become involved on account of its program of intercollegiate athletics. Finds that a knowledge of the legal aspects of intercollegiate athletics is not generally held by athletic directors; that corporate rights, powers, and responsibilities of educational corporations should be more thoroughly understood by college and university administrators and executives.

2382. Wagner, Albert. Legal aspects of consolidated schools in Iowa. Master's, 1936. Iowa.

2383. Warren, Edward Joseph. A program of guidance for the junior high schools of Santa Cruz. Master's, 1936. Stanford.

\*2384. Zink, Clarence L. Analysis of the constitutions of 44 state teachers associations. Master's, 1936. Kansas. 57 p. ms.

Shows the growth of teachers associations as indicated by the increase in membership; the way in which and for what length of time officers were elected; describes their duties; to whom the executive and legislative duties were entrusted; the duties of the committees; and the departments provided.

#### SCHOOL FINANCE

2385. Allbritten, Leo Taylor. A comparative analysis of the school finance statistics of 30 Texas cities. Master's, 1936. Texas.

2386. Ambrose, Bell A. A study of the depreciation in the sinking funds of the school districts of Michigan. Master's, 1935. Michigan.

2387. Anderson, Noah B. A study of the methods of financing interscholastic athletics in the public accredited high schools in West Virginia. Master's, 1935. Michigan.

\*2388. Ashby, Lyle Walter. The efforts of the states to support education as related to the adequacy of financial support provided and the ability of the states to support education. Doctor's, 1936. T. C., Col. Univ. Washington, D. C., National education association, 1936. 63 p.

Measures the relative efforts of the states to finance public education; measures the relative adequacy of the financial support provided public education in the several states; discovers the relationship existing between the three factors—effort, adequacy, and ability; and discovers the efforts that would be required of the states to support a reasonable program of financial support for public education, based on reports for alternate years from 1919-20 through the year 1931-32.

2389. Bailey, O. K. An analytical study of the current cost of education (white) in the Ouachita parish school system for the session of 1934-35. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 87-88)

Attempts to find the current cost of operation of each of the 22 elementary, and the 4 high schools in the Ouachita parish public-school system; also the cost per child, in each of the schools, for the items listed under current payments, in the parish superintendent's annual statistical report.



2390. **Baker, Lamar Fannin.** Distribution of education equalization funds in the southern states. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 4)

Describes the plans for distribution of education equalization funds in use in 1936 in Alabama, Arkansas, Georgia, Florida, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Tennessee, and Virginia. Finds that Florida has no equalization fund; North Carolina furnishes complete support for the minimum program; and that the other 11 states devote varying degrees of state aid to equalization.

2391. **Baker, Wilbur Norman.** Study of current school costs in Saint Clair county, Alabama, for the three years 1920, 1925, 1930. Master's, 1936. Alabama. 46 p. ms.

2392. **Bardrick, Walter Alyn.** Tax limitation on school districts of Las Animas county, Colorado. Master's, 1936. Denver. 59 p. ms.

Determines what effect blanket property tax limitation would have upon the revenue of the school districts of Las Animas county.

2393. **Bickley, James McDonald.** Fire insurance practices and economies on public-school buildings of Curry county, New Mexico. Master's, 1936. New Mexico. 55 p. ms.

2394. **Bolin, Paul Leon.** Budgetary procedure in schools of Illinois. Master's, 1935. Peabody. 93 p. ms.

Finds that 75 percent of the 125 Illinois school districts studied prepare budgets, and that there is no common system of budgetary procedure and no uniformity as to methods of preparation, adoption, and administration of the budget.

2395. **Brandon, Sidney O.** The incorporation of the financial burden on providing professional leadership in health and physical education in the state school budget of North Carolina. Master's, 1935. Michigan.

2396. **Burch, J. O.** A study of the distribution of the state aid fund in Macoupin county, Illinois. Master's, 1936. Illinois.

2397. **Byrd, Clarence Edward.** A comparative study of budget expenditures, accounting, and finance in Colorado consolidated schools. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 12)

Investigates the school budgets and relative factors affecting school expenditures in 20 consolidated schools. Finds that improvements and uniformity in accounting and budgetary procedures are greatly needed in the consolidated school organization. Shows that state control and equalization of all schools would correct such inequalities as widespread differences of area wealth back of each teacher and pupil, inequalities in area effort to provide educational opportunities, and higher per capita costs than average for Colorado.

2398. **Carmine, John Harry.** A proposed plan of internal accounting for Virginia high schools of the combination elementary and secondary type. Master's, 1936. Virginia. 181 p. ms.

2399. **Carter, Wingard Williams.** State support for public schools in South Carolina since 1895. Master's, 1936. South Carolina. 39 p. ms.

Traces the development of state support for public schools in South Carolina from the adoption of the Constitution of 1895 to the present. Shows the effect of state support upon the schools as it is revealed by enrollment, length of session, and expenditure.

2400. **Clammer, George B.** The operation of the local government budget act in third-class school districts in Colorado. Master's, 1936. Colo. St. Coll.



\*2401. **Cornell, Francis G.** A measure of taxpaying ability of local school administrative units. Doctor's, 1936. T. C. Col. Univ. New York, Teachers college. Columbia university, 1936. 114 p.

Attempts to determine the feasibility of using economic data in place of property valuation for support of the schools of New York, and investigates techniques for developing formulas for this data.

2402. **Crane, Alvin H.** Unit costs in the Guthrie senior high school from July 1, 1931 to June 20, 1935. Master's, 1936. Okla. A. & M. Coll.

Attempts to work out methods of allotting all school costs to each subject or activity in the high school. Finds that required subjects with a fairly constant enrollment show less change in unit cost than other subjects. Recommends that more accurate records be kept on extracurricular activities and the use of the rooms in the school building, so that costs may be more accurately allocated.

2403. **Crooke, Charles Beign.** A study of the cost of operating the elementary schools of Santa Clara county, 1924-1934. Master's, 1936. Stanford.

2404. **Daugherty, Allie McLendon.** Expenditures for textbooks and other pupil supplies in the Reeltown consolidated school during the year 1935-36. Master's, 1936. Alabama. 73 p. ms.

2405. **Deer, George Harvison.** School bonded indebtedness of Mississippi county, Arkansas. Master's, 1935. Peabody. 93 p. ms.

Finds that the school districts of the county are over-bonded and unable to meet the debt schedules as now set up, and that the debt programs were poorly planned in the beginning.

2406. **Erisman, Robert H.** A comparison of public school costs of the eight largest Ohio cities. Master's, 1936. Ohio State. 92 p. ms.

Compares expenditures for various items for the years 1930-31 through 1934-35, and finds that expenditures decreased; that the percentage of current expenses used for instruction remained fairly constant for each of the cities; that reductions in general control costs were greater in educational administration than in business administration; and that the taxable property per pupil in average daily attendance decreased greatly over the 5-year period.

2407. **Fisher, Charles Montgomery.** County school budget-making in Dade county, Florida. Master's, 1936. Florida. 97 p. ms.

\*2408. **Fyling, Oscar E.** Financial conditions of school districts in 15 counties in North Dakota with special reference to federal aid received. Master's, 1936. North Dakota. 101 p. ms.

Studies the financial situation of the school districts which received any kind of federal aid; presents the conditions existing in those places which made it necessary for them to secure this aid; states the requirements for receiving such aid; points out the defects in the present financial set-up; and presents the ideas of leading men of the state on the tax problem as it affects schools and suggests definite plans for permanently remedying the present situation.

2409. **Gaskin, Grover Cleveland.** Inequalities of school support in the schools of Lexington county. Master's, 1935. North Carolina. (Abstract in: University of North Carolina record, 298: 25)

Analyzes school enrollment and school taxes in Lexington county, S. C., and notes inequalities of educational opportunity due to inequality in wealth back of each pupil. Presents a plan to equalize educational opportunities by taxing the wealth of the county as a unit.

2410. **Gill, Ray Hayman.** Bonded indebtedness of school districts in certain Georgia counties. Master's, 1936. Georgia.



2411. **Gilliam, Pearl.** Federal emergency aid for education in Tennessee, 1933-35. Master's, 1936. Peabody.

2412. **Green, LaFayette W.** The cost of education in Larimer county compared with costs of other functions of government. Master's, 1936. Colo. St. Coll.

2413. **Grieder, Calvin.** A case study of school-bonding programs in Iowa. Master's, 1936. Iowa. 211 p. ms.

2414. **Hall, John Dewey.** A plan for the distribution of a state equalization fund for the common-school districts of South Dakota. Master's, 1936. South Dakota. 98 p. ms.

2415. **Hannahs, Chet H.** The cost of junior high school interscholastic football and basketball compared with other phases of physical education. Master's, 1936. Ohio State. 74 p. ms.

2416. **Hanson, Warren Arthur.** School plant operation costs. Doctor's, 1936. Yale.

2417. **Harman, Harry Odelle.** A survey of public school finances in Lexington county, July 1, 1930-June 30, 1935. Master's, 1936. South Carolina. 60 p. ms.

Shows the different sources of school revenue, the school indebtedness, amount of delinquent taxes, and the inequalities of educational advantages offered in the different school districts.

2418. **Harm, William J.** Tort liability of school districts for personal injuries with special reference to the state of Washington. Master's, 1935. Wash. St. Coll.

2419. **Hawk, Arthur McKinley.** Implications of the financial plan of schools in Arizona for the schools of Maricopa county. Master's, 1936. Stanford.

2420. **Harty, William H.** State-aid in Colorado, particularly as applied to Las Animas county, Colorado. Master's, 1936. Denver. 90 p. ms.

Shows the effect on the school districts of Las Animas county of the application, by the state of Colorado, of the educational equalization plans used in North Carolina, New York, and the plan proposed for Colorado.

\*2421. **Heath, Kathryn G.** A study of certain phases of the cost of education to representative families of wage earners and low salaried workers of Rochester, N. Y. Master's, 1936. Syracuse. 100 p. ms.

Studies the cost of education, including tuition at parochial, night and business schools, preparatory schools, colleges and universities, fees, school books and supplies, music and dancing lessons, clothing, food and lodging for school children in 234 families in Rochester. Finds that the amount spent by wage earners and low-salaried workers for formal education, clothing, and lodging for school children tends to increase with increased family receipts and that home owners tend to spend more for education than do renters.

2422. **Henning, A. V.** Civil liability of boards of education and school officers in Ohio. Master's, 1936. Ohio State. 96 p. ms.

2423. **Herrick, John H.** Delinquent taxes in the Shaker Heights city school district. Master's, 1936. Ohio State. 30 p. ms.

2424. **Hofmeister, Dannie E.** A comparison of the costs of education with the costs of other governmental functions in Phillips county for the fiscal year, 1934. Master's, 1936. Colo. St. Coll.



2425. **Hudnall, J. Mayes.** The state as the unit of support and control for public education in Delaware. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 38-39)

Describes the evolution of the state school system in Delaware. Investigates the efficiency of the state as the unit for educational administration, and considers whether there has been a loss of local autonomy, local interest, and local initiative since the organization of the state unit.

2426. **Jordan, George Henry.** Expenditures for textbooks in the Samson school during school year 1935-36. Master's, 1936. Alabama. 45 p. ms.

2427. **Kerr, Stephen Austin, jr.** Emergency aid to education in Texas. Master's, 1936. Peabody. 72 p. ms.

2428. **Kilgore, George.** Expenditures for special capital outlay facilities and some current costs of certain subjects in the Curry high schools. Master's, 1936. Alabama. 102 p. ms.

2429. **Kurtz, William Henry.** A study of the reactions of Lake county students who have benefited by the Bernard Daly educational fund. Master's, 1936. Oregon St. Agr. Coll. 151 p. ms.

Attempts to determine the reasons for the failure of so many Daly students to complete the 4-year college course and to discover the cause for the objections to the administration of the fund. Questions the advisability of providing a free college education.

\*2430. **Loomer, Walter M.** A reorganization of state educational support in North Dakota. Master's, 1936. North Dakota. 103 p. ms./

Studies the county equalization funds in North Dakota, the need distributions from the state equalization fund, the strong and weak points of the projected plan, and possible ways of correcting these weaknesses. Discusses the state equalization fund laws enacted in 1933 and 1935.

2431. **Loop, Omer L.** Financing teacher education in Wisconsin. Doctor's, 1936. Wisconsin.

Studies cost of training in university, teachers colleges, private colleges, and county normal schools.

2432. **Lumburner, Merritt.** A study of private gifts and bequests to the public secondary schools of Michigan. Master's, 1935. Michigan.

2433. **McCarthy, Lawrence Llewellyn.** Budgetary procedure in Virginia schools. Master's, 1935. Peabody. 67 p. ms.

Studies 100 county and 22 city school systems in Virginia, and finds a lack of uniformity in method of arriving at budget estimates.

2434. **McKee, Walter Tate.** Expenditure for textbooks and pupil supplies in the Pine Level school. Master's, 1936. Alabama. 79 p. ms.

2435. **Mahrt, David.** The county as a source of school support in the United States, with specific reference to Washington. Master's, 1935. Wash. St. Coll.

2436. **Mathers, Willet John.** A suggested reorganization of certain primary school districts of Antrim county, Michigan, with special reference to school finance. Master's, 1936. Mich. St. Coll. 56 p. ms.

Finds that teachers' qualifications and salaries are very low and variable; that with the present plan of state aid, it would be cheaper and result in a more efficient school, to combine districts; and that local school authorities are unwilling to accept the provisions of the state plan because they must wait too long for reimbursement.

2437. **Meinen, John I.** A study of athletic insurance in universities and colleges of the Midwest. Master's, 1936. Iowa.



2438. **Mitchusson, Benjamin F.** A comparative study of certain costs in the Weleetka high school and 14 other Oklahoma high schools. Master's, 1935. Okla. A. & M. Coll.

Finds a wide range of variations in costs per pupil in average daily attendance, in teacher load, and in per pupil per hour cost in various subjects of the curriculum, due to the unequal distribution of wealth under the present unit of support, and due to poor organization of the school program which results in improper distribution of services rendered and costs of such services.

2439. **Moore, Oscar Earl.** The history of the permanent school fund of Wood county, Texas. Master's, 1935. Baylor.

2440. **Mort, Paul R., director.** Federal support for public education: a report of an investigation of educational need and relative ability of states to support education as they bear on federal aid to education. New York, Teachers college, Columbia university, 1936. 334 p.

Discusses a plan for federal support for public education, the federal government and public education, fundamental basis for federal support of education, refinement of measures of educational need applicable to states, measures of educational need for federal aid distribution, the yield of a modern tax system for the various states, an index of relative taxpaying ability of states, a defensible foundation program for the schools of the United States, selection of a plan for financing the ultimate national defensible foundation program, steps toward satisfactory national support of education, and the scope of federal support.

2441. **Mundt, Howard G.** A study of the financing of intramural programs in the high schools of the state of Missouri. Master's, 1936. Iowa.

2442. **Nix, Leo Thomas.** A study of state aid apportionments in relation to the property valuations, taxes, and tax rates of the schools of the third supervisory district of Broome county from 1911 to 1935. Master's, 1936. N. Y. St. Coll. for Teach. 45 p. ms.

2443. **Norsted, Roy Arnold.** An analysis of educational costs in school districts of the Iron ranges of Minnesota, 1925, 1930, 1935. Master's, 1936. Minnesota. 90 p. ms.

Analyzes per pupil cost in average daily attendance, ratio of indebtedness to assessed valuation, ratio of school receipts to current expenditures, per pupil valuation, and actual and percentage distribution of expenditures in comparison to averages of the country in communities of approximately the same size, as shown by a study of the 14 school districts in the iron range.

2444. **Ogren, Carl Malkus.** Financing school building in North Dakota. Master's. 1936. Stanford.

2445. **Parnell, John F.** Comparison of revenues and expenditures of Jasper county, Texas, schools. Master's, 1935. Peabody. 88 p. ms.

2446. **Powers, Thomas R.** The incidence of school taxes on various populated areas. Master's, 1936. Oregon.

2447. **Pryor, John Gatewood.** Distribution of public schools funds in Georgia. Master's, 1936. Georgia.

2448. **Ralph, George B.** Trends of public school indebtedness in Colorado from 1928 to 1933. Master's, 1936. Colo. St. Coll.

2449. **Ratliff, Russell.** The cost and practices of insurance in the public schools of Indiana. Master's, 1936. Ball St. T. C. 89 p. ms.

Secures total insurance charges and adjustments from every school corporation in Indiana for the years 1929 to 1934, inclusive. Determines relative insurance costs for different classes of schools. Reports types and kinds of insurance, methods of placing, and frequency of losses. Contrasts studies of insurance costs and practices by studying situations outside of Indiana where no insurance and self-insurance plans are used.



2450. **Reed, Alvin Victor.** Administration of the special school district tax in Neshoba county, Mississippi. Master's, 1936. Alabama. 65 p. ms.

2451. **Bidgway, John M.** The insuring of public school property in Kentucky against loss from fire. Master's, 1936. Kentucky. 112 p. ms.

Presents a rather careful analysis of the practices of insuring public school property in Kentucky and compares these practices with standards recommended by students of educational administration.

\*2452. **Ripple, Aleck M.** A study of school costs in Red Lake county, Minnesota, with a proposal for a large district with Plummer as a center. Master's, 1936. North Dakota. 101 p. ms.

Attempts to show that the territory adjacent to the village of Plummer could profitably be organized into one large unit and educational opportunity equalized for the children living in that area; and shows by inference that it would be possible to organize the rest of the county in the same way. Surveys school costs and present sources of support and efforts to support the schools; discusses administrative, textbook, library, school building repair and equipment expenditures, and teachers' and janitors' salaries, expenditures for transportation, and state aid for education.

\*2453. **Sather, Emil F.** Financial survey of school districts in McLean county. Master's, 1936. North Dakota. 100 p. ms.

Compares the relative abilities of the various school districts in McLean county to support public schools, and the relative effort shown by the districts in maintaining their schools. Finds that the present system of school support is inadequate and unfair because it produces wide differences in ability of districts to support schools; uneven tax burdens on property, causing taxpayers in poorer districts to pay much higher taxes than taxpayers in wealthy districts in an effort to provide adequate schools for the pupils; inequalities in educational facilities for the school children; and that it is hampered by laws that are inconsistent and out of harmony with the present plan of taxation.

2454. **Savage, Walter A.** A study of growth and management of the permanent school fund in Wyoming. Master's, 1936. Wyoming. 160 p. ms.

2455. **Saxon, Thurman Thomas.** The cost of education in Irion county, a comparative study. Master's, 1935. Baylor.

2456. **Schroedermeier, Alvin G.** The cost of district school bonds for 16 counties in northeast Kansas, 1910-1933. Master's, 1936. Kansas.

2457. **Seacrist, James H.** A decade of educational costs in Pennsylvania and New Jersey districts. Master's, 1936. Temple. 137 p. ms.

Studies the cost of education in 17 second-class districts of Pennsylvania as compared with 17 districts of approximately the same size in New Jersey for the fiscal years ending June 30, 1922-24 and 1932-34. Finds that Pennsylvania spends more per pupil than New Jersey for general control and fixed charges, whereas New Jersey spends more per pupil for instruction, auxiliary and coordinated agencies, operation, maintenance and current expense, debt service, and capital outlay. The depression has reduced the costs of education in both states. However, both states have kept their standards above those of the 2-year period 10 years before the depression. The reduction has been about the same in both states.

2458. **Slaton, William Henry.** A uniform accounting system for school districts in Colorado. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 66)

Surveys the uniform accounting systems used in other states, and some of the many systems in use in Colorado; and presents a uniform accounting system for Colorado, following the uniform classification of expenses made by the Office of Education, United States Department of the Interior.

2459. **Smith, Arlington F.** An investigation to determine public opinion relative to public school finance bills in the New York state legislature from 1896 to 1925, as expressed by the press of the Capital district. Master's, 1936. N. Y. St. Coll. for Teach. 78 p. ms.



2460. Stetler, Byron F. Financial support of high schools in Nevada, with a plan for state aid. Master's, 1936. Utah.

\*2461. Teague, William Francis. Trends in current expenditures in Kansas for grades 9 to 12 as obtained from published reports. Master's, 1936. Kansas. 42 p. ms.

Attempts to determine the trend in costs, based on current expense, of grades 9 to 12, for the decade 1924 to 1934. Finds that, based on cost of living index, in 1934 first-class cities purchased for each pupil enrolled 97 percent; and second-class cities purchased 87 1/2 percent of the schooling they purchased in 1924.

2462. Thomas, Tyre Shepard. A budgetary system for the public schools of Union county, Florida. Master's, 1936. Florida. 96 p. ms.

2463. Thompson, William E. Trends of Nebraska school bonded indebtedness 1924-1934. Master's, 1936. Nebraska. 104 p. ms.

Finds a steady increase in bonded indebtedness, being a continuation of the upward trend of the previous decade. The ratio of school-bonded indebtedness ranged from 30 to 33 percent. The percentage the school-bonded indebtedness of assessed valuation was 1.4 percent. A new system of raising funds for the school is proposed.

2464. Todd, G. Raymond. A decade of educational costs in typical third class districts of Pennsylvania. Master's, 1936. Temple. 99 p. ms.

Compares the cost of education in third-class districts in Pennsylvania for the fiscal years 1931-32, 1932-33, and 1933-34 with the years 1921-22, 1922-23, and 1923-24. Shows that the average expenditure per pupil is higher for the 3 years of 1932, 1933, and 1934 in the items of cost of instruction, auxiliary and coordinate agencies, operation of plant, fixed charges, and debt service than the average expenditure per pupil for the years 1922, 1923, and 1924, and less in the items of general control, maintenance of plant, and capital outlay.

2465. Underwood, J. Raymond. A study of unit costs in certain schools in Iowa. Master's, 1936. Iowa. 162 p. ms.

2466. Waddoups, Ralph A. A study of a proposed equalization school fund for Idaho. Master's, 1936. Utah.

2467. Whitney, F. L. Mill tax support of state higher-education. School and society, 43: 236-40, February 15, 1936. (Colorado state college of education)

2468. Wilkins, Eugene G. Public school tax management in Texas. Doctor's, 1936. T. C., Col. Univ. New York, Teachers college, Columbia university, 1937. 105 p. (Contributions to education, no. 703.)

Compares 24 school systems in Texas using the municipal tax department with 24 Texas systems using a separate school tax department. Finds desirable practice in each organization, and recommends the use of the municipal tax department.

2469. Williamson, Carl J. A comparison of state aid for public schools in Ohio and in the other states. Master's, 1936. Ohio State. 42 p. ms.

Shows that Ohio is near the top among states in state support for schools. The program in Ohio could be improved by eliminating small school districts and adopting the equivalent of a county unit, completing the consolidation of small schools, providing for capital outlay, and possibly including a factor for the cost of living.

2470. Young, O. W. Comparative study of the pupil achievement and the per pupil hour cost of the rural elementary schools of Illinois and the consolidated elementary schools of Indiana. Master's, 1936. Colo. St. Coll.

#### RURAL EDUCATION

2471. Angevine, Merrill L. The county as a unit for school administration for Boulder county, Colorado. Master's, 1936. Denver. 63 p. ms.

Sets up a county unit of school administration to include all third-class districts in Boulder county, and compares the proposed unit with the total cost, and tax rates of the



present district system. Notes the general practices in states organized on a county unit basis. Finds that the county-unit system would not save money or reduce the tax rates for Boulder county to any appreciable degree, but that the proposed reorganization would make possible a more efficient school system and would result in a greater degree of educational equality and financial justice.

\*2472. **Attinger, Frank S.** A survey of the educational system of Snyder county. Master's, 1936. Penn. State. 150 p. ms.

Studies the historical and geographical features of Snyder county, its population and the socio-economic status of the population, types of school districts and kinds of schools, property valuations, tax rates and amounts of taxes collected, school expenditures, receipts of school districts, school buildings, transportation, educational offerings, teacher personnel, pupil personnel, administration and supervision of schools in the county. Recommends a county unit of administration for the schools of the community.

2473. **Baker, Clarence Vernon.** Coles county as a possible unit in the reorganization of schools in Illinois. Master's, 1936. Chicago. 113 p. ms.

Analyzes financial and educational data for the school year 1934-35 to determine the extent to which one Illinois county would make a satisfactory school unit.

2474. **Barcroft, Victor V.** The reorganization and financial inequalities of the rural school districts of Marion county, Illinois. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 5)

Attempts to discover inequalities in respect to the ability of districts to support schools, to determine the variance of effort expended in support of schools, and to determine the relationship between wealth and school provision. Finds that school pupils and taxable property are not distributed equally; that the wealthier districts exert the least effort to support schools, that greater inequalities of effort exist among the rural districts than among the urban districts; that the wealthier districts spend the most money per pupil, that financial inequality between districts would decrease if the unit of school support were enlarged; that the need of a reorganization plan would tend to eliminate some of the existing inequalities; and that the county as an organization unit would increase school costs, due to provisions for transportation.

2475. **Barry, James Gordon.** An administrative survey of the public schools of Medina county, Texas. Master's, 1936. Texas.

2476. **Bates, David E.** A comparative study of the public schools of Black Hawk county, Iowa. Master's, 1935. Michigan.

†2477. **Blanton, Annie Webb.** The child of the Texas one-teacher school. Austin, University of Texas, 1936. 111 p. (University of Texas bulletin, no. 3613. Bureau of research in the social sciences, study no. 17)

2478. **Bouck, Olin.** A survey of present educational opportunities and future needs of the first supervisory district of Albany county. Master's, 1936. N. Y. St. Coll. for Teach. 125 p. ms.

†2479. **Chamberlain, Leo M. and others.** A survey of the school organization and school plant of Powell county, Kentucky. Lexington, University of Kentucky, 1935. 65 p. (Bulletin of the Bureau of school service, vol. 8, no. 1)

Presents the findings of a survey of the school organization and school plant of Powell county, and recommends an immediate program and a long-time program for the improvement of educational conditions in the county.

2480. **Coacher, Elsie Boyd.** A survey of the school system of Sully county, South Dakota. Master's, 1936. South Dakota. 79 p. ms.

2481. **Creager, William Truett.** The reorganization of the public schools of Falls county, Texas. Master's, 1936. Texas.

2482. **Dahl, Ross E.** A survey of instructional materials in certain rural schools in Mercer county, Illinois. Master's, 1936. Iowa. 229 p. ms.



2483. **Davis, J. O.** A comparative study of the educational achievements of rural and town pupils in LaSalle parish. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 91-92)

Compares the educational achievements of 35 town and 25 rural pupils in the Jena high school. Shows that the town pupils were better prepared; that more rural pupils dropped out of school; that the chronological ages of the town and rural pupils were about the same, but the educational ages of the town pupils were higher than those of the rural pupils; and that test results showed that town pupils had achieved more educationally than had the rural pupils.

2484. **Day, John Donald.** Educational standards of relief clients in Jefferson county, Ohio. Master's, 1936. Ohio State. 45 p. ms.

Finds that the average education in school years for groups of relief clients ranged from 3.5 years to 6.8 years.

2485. **DeAlton, Ernest L.** A proposal for larger administrative units for the public schools of Musselshell county, Montana. Master's, 1936. Iowa St. Coll. 132 p. ms.

2486. **Drake, Walter Homer.** Survey of certain aspects of Miller county school system. Master's, 1936. Georgia.

2487. **England, Clarence Byron.** An administrative survey of the schools of Taylor county, Texas. Master's, 1936. Texas.

2488. **Evans, Arthur D.** The rural elementary and secondary schools of Pocahontas county, Iowa, and possibilities for their reorganization. Master's, 1936. Iowa St. Coll. 131 p. ms.

\*2489. **Felker, Arthur M.** A proposed solution for the educational problems of Snyder county. Master's, 1936. Penn. State. 123 p. ms.

Reviews educational conditions in Snyder county; discusses the type of educational system it should have, the county unit in the United States; proposes a county unit system of education for the county; and discusses the financing of the proposed county unit system.

2490. **Field, Charles Henry.** A study of the educational facilities of a portion of the second supervisory district of Saratoga county. Master's, 1936. N. Y. St. Coll. for Teach. 88 p. ms.

2491. **Fitzgerald, J. C.** A study of the daily program of recitations in the rural schools of Payne and Pawnee counties. Master's, 1936. Okla. A. & M. Coll.

Studies the daily programs, the allotment of time to various subjects by grades, the achievement scores on the State accrediting tests, and the teachers' qualifications and salaries. Finds a wide range in time allotment for various subjects in the 1-teacher, 2-teacher, and 3- or 4-teacher schools; that the teachers' qualifications and salaries were much higher in the 3- and 4-teacher schools than in the 1- and 2-teacher schools; and points out the advantages of the 3- or 4-teacher rural schools from the standpoints of teachers' qualifications and salaries, time allotment by grades, and classroom outcomes as revealed by scores made on State accrediting tests.

\*2492. **Flegal, Blair A.** A survey of schools in Sargent county, North Dakota. Master's, 1936. North Dakota. 134 p. ms.

Studies the history of the county, its geographical characteristics, size of school districts, size and location of various types of schools, school laws, methods of taxation, cost of education, and reasons for inequalities in educational opportunity. Recommends the reduction in the total number of districts in the county, consolidation of schools, elimination of many school board members, elimination of 1-room rural schools, and transportation of the pupils to larger schools.

2493. **Gaines, William Beverly.** Holding power of Berrien county schools. Master's, 1936. Georgia.



2494. Gass, Walter Canfield. A survey of the rural elementary schools of Hitchcock county, Nebraska. Master's, 1936. Stanford.

\* 2495. Gennoe, Nannie S. An educational survey of Bledsoe county, Tennessee. Master's, 1936. Tennessee. 64 p. ms.

Compares the achievement of pupils in 1-teacher, 2-teacher, and 3-or-more-teacher schools. Finds a wide variation in the achievement of pupils in different schools, that there is a tendency for each succeeding grade to achieve less well when compared with the standard for the preceding grade; indicates that the 1-teacher and 2-teacher schools are doing as good work as are the larger schools.

2496. Gilham, Alfred L. The reorganization of the schools of Beckham, Washita, Caddo, Roger Mills, and Jackson counties in such a way that the minimum high school will have an average daily attendance of 135 students. Master's, 1936. Okla. A. & M. Coll.

Recommends a program of organization, administration, and budgeting which will more nearly equalize educational opportunities for the elementary and secondary school children of these rural areas. Compares the estimated cost of the program with the cost of education in these counties in 1935, and points out the advantages and disadvantages of the recommended consolidations.

2497. Graves, Cecil C. A survey of the public schools of Page county, Virginia. Master's, 1936. Virginia. 199 p. ms.

2498. Gregory, Francis. An application of the cooperative school area plan to Saline county, Kansas. Master's, 1936. Kansas.

\*2499. Grimsrud, T. S. A survey of the schools in Towner county, North Dakota. Master's, 1936. North Dakota. 56 p. ms.

Compares the high-school enrollment in the rural and town districts; studies existing inequalities in ability to support education by comparing the amount of assessable property in the various districts; compares the districts as to cost per pupil, tax rate, amount of debt, and teacher load; studies transportation facilities in an attempt to determine the amount of consolidation possible in the county; and studies other factors contributing to the inequalities of educational opportunity in the county.

2500. Honse, John H. An application of equalization principles to 20 factors of public education in Armstrong county, Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 302-303)

Applies the equalization principles to the Kittanning community school district.

2501. Irons, W. Cleo. The reorganization of the public schools of Wood county, Texas. Master's, 1936. Texas.

\*2502. Knapp, Ivar. A financial and population survey of the school districts of Williams county, North Dakota. Master's, 1936. North Dakota. 100 p. ms.

Surveys the school income, debt service, ability to support schools, and the effort put forth by each of the school districts of Williams county, and points out inequalities in educational opportunity for the children in various sections of the county; presents data on farm and school population with the purpose of eliminating small and expensive schools through the transportation of children to larger school units or through redistricting parts of the county.

2503. Knox, Royal William. Internal accounting in New York state's central rural schools. Master's, 1936. N. Y. St. Coll. for Teach. 31 p. ms.

2504. Kurtz, Clyde William. A survey of school district number seven, Sweetwater county, Wyoming. Master's, 1936. Wyoming. 102 p. ms.

2505. Lawrence, Robert William. Major educational services available to rural population of one area of New York. Master's, 1935. Cornell. 78 p. ms.

Discusses the background of population and industries, available educational services, status and adequacy of existing programs, significant facts concerning the overlapping



of aims and purposes, and the extent to which the results and experimentation findings are being utilized. Finds that economic-vocational aims are emphasized more than others; that opportunities for rural youth are not limited; and that rural folks have a greater dependency upon others.

2506. **Matthys, F. H.** Survey of pupil achievement in McLennan county schools. Master's, 1936. Baylor. 140 p. ms.

2507. **Morgan, Charles McKinley.** An educational survey of Carter county, Tennessee. Master's, 1936. Tennessee. 89 p. ms.

2508. **Ponder, John Lewis.** A comparative study of the schools of Crittenden county, Arkansas. Master's, 1935. Peabody. 88 p. ms.

Compares the school plants, equipment, training of teachers, teaching load, and curricula of the schools of Crittenden county.

2509. **Pumphrey, Laura H.** A program for the reorganization of education in Nicholas county, Kentucky. Master's, 1936. Kentucky. 161 p. ms.

Surveys the school system of Nicholas county covering population trends, distribution of elementary and secondary school pupils; buildings, grounds, and equipment; transportation facilities; experience and salaries of teachers; types of schools maintained; and school organization and administration. Recommends an immediate and long-term program designed to eliminate some of the inequalities of educational opportunity resulting from the present organization.

2510. **Quivey, Glenn Miller.** The advantages and economies of a county unit in Greene county, Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 321-22)

Indicates that a county unit would provide increased educational opportunities for the school children of the county and that the costs of operation of such a unit would be less than those of the present system.

2511. **Batliff, Fred.** The organization of a more satisfactory and effective program in one teacher schools in Grant county. Master's, 1935. Ind. St. T. C. 69 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 108, July 1936)

Describes an experiment conducted in Grant county where demonstration 1-teacher schools were established with the idea of using tentative programs for a period of 2 years to determine a program of correlated subjects and alternation of grades. Finds the general arrangement of subjects in the block system met with the most favor in the arrangement of the program, as this allowed more time for individual instruction.

\*2512. **Ruegsegger, Virgil R.** Are conditions in Michigan such as to make it advisable to attempt a reorganization of rural schools using only one type of administrative unit as a basis? Master's, 1936. Cornell. 108 p. ms.

Describes the several types of organization now in use in various districts in Michigan, and shows that of the 6,715 school districts in the state, 5,742, or 85 percent, are primary districts. Finds that it is not wise to attempt to reorganize the rural schools of Michigan using one type of district as a base because of the differing conditions found in the three sections of the state, and that the type of organization coming closest to satisfying conditions in all sections is the county unit.

\*2513. **Sabin, Lewis Ellsworth.** A survey of the rural schools of Clay County, Illinois. Master's, 1936. Illinois.

2514. **Seale, Stephen Wiley.** An administrative survey and proposed plan of reorganization for the schools of San Patricio county, Texas. Master's, 1936. Texas.

2515. **Self, Lester Dillard.** Reorganization and redistricting of the schools of Hardin county, Texas. Master's, 1936. Texas.



2516. **Stark, Cruce.** Administrative survey of Vidor rural schools, Vidor, Texas. Master's, 1936. Texas.

\*2517. **Stewart, George F.** Educational survey of Grand Forks county, North Dakota. Master's, 1936. North Dakota. 97 p. ms.

Describes Grand Forks county and its present school organization, school population, teaching personnel, school libraries, transportation problems, reasons for non-enrollment, and recommends the setting up of a county unit form of administration, and the creation of a wider basis for financial support of the schools.

2518. **Stroble, Martin Davis.** Administrative survey and proposed plan of reorganization for the public schools of Atascosa county, Texas. Master's, 1936. Texas.

\*2519. **Tandberg, E. O.** A survey of the building and financial conditions of the Garretson, South Dakota, independent school district. Master's, 1936. North Dakota. 69 p. ms.

Discusses the socio-economic status of the people of Garretson, the need of a new school building, school building standards, the school population, school bonds, and suggests a county unit plan.

2520. **Taylor, Arthur Monroe.** A study of the federal program of education in Union county, South Carolina, conducted by teachers on relief. Master's, 1936. South Carolina. 32 p. ms.

Gives data to justify the permanency of the emergency program and compares the work of the federal program of relief in education with that of the local public schools.

2521. **VanAlstine, Frank L.** The value and practicability of the accrediting system for the elementary rural schools of Washita county, Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Evaluates the achievements of the students who have graduated from the eighth grade of the accredited and non-accredited dependent schools of Washita county. Finds that the percentage of students graduating from the eighth grade and entering high school was greater from the accredited groups than from the non-accredited groups and that the pupils were younger; that there was no appreciable difference in the grade marks made by the high-school students from the two groups; and that graduates of accredited schools are better prepared to participate in the extracurricular activities of the high schools than are the graduates of the non-accredited schools.

2522. **Vander Wilt, Albert W.** The eighth to ninth grade gap in rural public education. Master's, 1936. Colo. St. Coll.

2523. **Wethington, Sister M. Robertus.** The function of the community supervisor in promoting rural social action. Master's, 1936. Catholic Univ. 70 p. ms.

Gives a brief description of phases of Catholic rural life in Europe, and a short sketch of the history of the Rural life bureau of the National Catholic welfare conference and of the Rural life conference in America. Analyzes the influence of the Catholic church on rural life in America, showing its relation to the work of governmental and non-sectarian agencies.

†2524. **Williams, James Lawrence Basil.** An economic and social survey of Westmoreland county. Charlottesville, University of Virginia, 1936. 80 p. (University of Virginia record. Extension series, vol. 21, no. 4.)

Discusses the history, natural resources, people, wealth and taxation, industries, schools, agriculture, problems, and evidences of progress in Westmoreland county.

2525. **Woodruff, James Andrew.** Possibilities for reorganizing rural elementary education in Buena Vista county, Iowa. Master's, 1936. Iowa St. Coll. 123 p. ms.



2526. **Worley, Charles Paul.** Holding power of schools in Stephens county. Master's, 1936. Georgia.

2527. **Wren, Hermann.** An educational survey of Madison county, Texas, with plans for the reorganization of its schools. Master's, 1936. Texas.

2528. **Young, Wilbur.** Pupil progress in one room rural schools versus pupil progress in consolidated schools. Master's, 1936. Ind. St. T. C. 30 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 117-18. July 1936)

Compares the progress of rural school pupils and pupils in consolidated schools in spelling, language, reading, history, arithmetic, and the totals of all scores, and compares the ages of rural school pupils with the ages of consolidated school pupils. Studies the scores of 500 eighth-grade rural school pupils and the scores of 500 eighth-grade consolidated school pupils in Jackson, Lawrence, Martin, Pike, and Ripley counties in Indiana. Finds no true difference between the achievements of the two groups in spelling, language, arithmetic, totals of all scores, or between the ages of the two groups, and that there is a true difference in favor of the consolidated group in reading and history.

#### CONSOLIDATION

2529. **Arnett, Cromer Hansford.** A proposed reorganization of the school system of Bullard county, Kentucky. Master's, 1936. Kentucky. 74 p. ms.

Presents a survey of the present school system of Ballard County, Ky., and sets up a proposed reorganization, designed to insure a more equitable distribution of educational opportunities through a program of consolidation and transportation.

\*2530. **Banker, Gilbert M.** A plan for the reorganization of the Rockland county schools. Master's, 1936. New York. 157 p. ms.

Attempts to determine the ability of Rockland county, N. Y., to finance education, the type and condition of the school plant and equipment, type and adequacy of instructional service, and the social contacts and opportunities for social experiences provided by the schools. Offers a plan for the reorganization of the schools to provide a greater measure of educational opportunity for every child in the county.

2531. **Bigler, F. W.** Survey of redistricting in Butler county, Kansas. Master's, 1936. Wichita. 85 p. ms.

2532. **Coyle, Irvin Folk.** School district consolidation in Missouri. Doctor's, 1936. Missouri.

2533. **Darnaby, Ernest Heathman.** A proposed reorganization of the Bourbon county school system. Master's, 1935. Kentucky. 96 p. ms.

Surveys the public schools of Bourbon county; studies the distribution of pupil population, the types of schools maintained, availability of schools, enrollment and average daily attendance, condition and adequacy of buildings and equipment, condition of roads, wealth, school revenues, and per capita costs. Proposes a program for the reorganization of the schools of the county which would eliminate many of the small and ineffective schools, establish larger centers, and provide for the transportation of children to these larger centers.

2534. **Davidson, Marshall Verlon.** A proposed plan for consolidation of Ennis high school with seven nearby high schools. Master's, 1936. Texas.

2535. **Gardner, Norris L.** An educational program for Daviess county. Master's, 1936. Kentucky. 115 p. ms.

Surveys the present school system of Daviess county, Ky., including the distribution of the school population, types of schools maintained, enrollments, attendance, costs, buildings and equipment, and presents a plan of reorganization.

2536. **Gibson, Raymond C.** Reorganization of Meade county's schools. Master's, 1936. West. Ky. St. T. C. 34 p. ms.



2537. **Herndon, Audell.** A historical study of the school consolidation movements in Kansas. Master's, 1936. Kans. St. T. C., Emporia. 74 p. ms.

2538. **Hollis, Benjamin Robert.** Growth of consolidated schools in Iowa, 1896-1936. Master's, 1936. Drake. 100 p. ms.

Finds that the first consolidated school was organized in 1896; that there was no rapid growth until 1913; that more than 50 consolidated schools were organized between 1914 and 1916 per year; and that there have been few new organizations of consolidated schools during the past 15 years; that during the past 6 years there has been an increase in the academic qualifications of teachers, and an increase in teacher tenure.

2539. **Hoover, Lawrence Marshall.** Some considerations on the possible consolidation of Upper Lake, Clear Lake, and Kelseyville union high schools. Master's, 1936. Stanford.

2540. **Huston, Earl Albert.** The reorganization of Missaukee county school system. Master's, 1936. Michigan.

2541. **Lake, Robert Campbell.** Administration of public schools in Newberry county with a proposed reorganization plan. Master's, 1936. South Carolina. 69 p. ms.

Shows the present system of administration of public schools in Newberry county with the educational inequalities existing and proposes a plan of reorganization based upon consolidation.

2542. **Larson, Leonard L.** A plan for redistricting Cass county for the purpose of providing public instruction. Master's, 1936. Nebraska. 88 p. ms.

Surveys 86 school districts in Cass county for the purpose of redistricting the county into larger districts. Finds that there are striking inequalities in ability to pay for an educational program; that standards of teacher certification are unequal; that school plants are inadequate in several districts; that salaries of teachers are too low. Suggests a plan for consolidating the county into 15 districts.

†2543. **Morgan, Barton and Lancelot, W. H.** A possible intermediate step in the reorganization of rural elementary education in Iowa. Ames, Iowa state college, 1936. 44 p. (Research bulletin no. 200)

Attempts to determine to what extent it would be possible, without significant increase in total costs, to equalize the educational advantages and opportunities of rural and town children in Iowa by closing 1-room schools and transporting, at public expense, the children now attending them to nearby town and consolidated schools. Reports possibilities of changes in the administration of the public, ungraded, rural elementary schools in 30 counties in Iowa.

2544. **Muncaster, T. H.** Proposed reorganization of the school districts of Skagit county. Master's, 1935. Wash. St. Coll.

2545. **Sharer, Robert E.** A survey in anticipation of territorial reorganization of public school education in Branch county, Michigan. Master's, 1936. Michigan.

†2546. **Sowers, Don C. and Schmidt, Martin F.** The elimination of small schools in Colorado. Denver, University of Colorado, 1935. v. p.

2547. **Stewart, Clifford Calhoun.** The present organization of public schools (white) in Greenwood county, South Carolina, and a proposed plan of reorganization. Master's, 1936. South Carolina. 53 p. ms.

Shows the present system of schools in Greenwood county and the actual educational inequalities existing, and presents a plan for more nearly equalizing educational opportunities.

2548. **Van Vlack, C. H.** Consolidation possibilities for rural elementary schools in Audubon county, Iowa. Master's, 1936. Colo. St. Coll.



2549. **Ward, Edwin R.** The reorganization of the public schools of Webster county, Kentucky. Master's, 1936. Kentucky. 105 p. ms.

Presents a survey of the present school system of Webster county; points out the inequalities of educational opportunity resulting from small schools and lack of transportation; and proposes a plan for reorganization based upon consolidation of schools and transportation of pupils to larger centers.

2550. **Webb, Jesse James.** A study of the effects of the consolidation of two small high schools. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12; 100-101)

Finds that per capita cost of education was cut almost in half with consolidation of two small high schools in De Sota parish; that patrons and graduates were more satisfied with the consolidated school than with the separate schools; and that the equipment of the schools was decidedly improved.

2551. **Whitzel, William R.** A plan of cooperative organization for the rural schools of Nemaha county, Kansas. Master's, 1936. Colo. St. Coll.

2552. **Wolz, Louis.** A survey of school conditions in Idaho, with suggested plan for consolidation in Bonneville county, Idaho. Master's, 1936. Utah.

#### TRANSPORTATION

2553. **Anderson, William J.** A study of the transportation of varsity athletes in the public accredited high schools in West Virginia. Master's, 1935. Michigan.

2554. **Bradley, Carson Miller.** A study of the pupil transportation and school consolidation problem in Fauquier county. Master's, 1936. Virginia. 163 p. ms.

2555. **Clark, Max R.** A case study of public school pupil transportation. Master's, 1936. Iowa. 110 p. ms.

2556. **Davis, George W.** A comparative study of the cost of transportation in Howard county, Indiana. Master's, 1936. Indiana. 65 p. ms.

2557. **Doyle, Walter Kenneth.** Number of pupils transported and length of route as factors in the cost of transporting children in busses under private contract. Master's, 1936. N. Y. St. Coll. for Teach. 29 p. ms.

2558. **Duncan, James Horace.** The cost problem of school bus transportation with special reference to the Panhandle-oil area of Texas. Master's, 1936. Texas.

\*2559. **Frey, Norman L.** A study of the school transportation costs in Lebanon and Berks counties. Master's, 1936. Penn. State. 44 p. ms.

Attempts to determine whether it is not more economical for a district to own its transportation facilities than to contract for these services with an individual. Proves that for the years 1931 and 1932, district owned and operated school pupil transportation facilities cost less in certain Lebanon and Berks county school districts than when similar services were provided by a private individual through a contract between the district and the private party, or common carrier.

2560. **Lambert, Asael Carlyle.** A study of some factors that affect the need for the transportation of pupils to and from school at public expense. Doctor's, 1936. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees doctor of philosophy and doctor of education, 1935-36: 31-36)

Reviews theses, dissertations, and reports that bear on the transportation of pupils, and shows that the alleged relationship between the "density of population" and the need for transportation of pupils has not been established, that the attempts made to predict the needed transportation are open to serious question. Analyzes new material from Missouri and Utah. Shows that factors other than density of population which affect the needed amounts of transportation are: The educational program as expressed concretely in the school organization; the prevailing distribution over the land surface of towns, villages,



and other clusters of population; a given maximum walking distance for pupils; numbers of pupils who live beyond a given maximum walking distance; distance that pupils must travel from their homes to reach proper schools under the controls of existing road systems, the location and pattern of the communities, and peculiarities of topography; and the time factor as it operates with respect to amounts of time consumed in travel by pupils.

\*2561. **Mapes, Cecil Stites.** A study of the transportation of pupils in New York State school districts not maintaining a high school during 1932-33. Master's, 1936. Cornell. 68 p. ms.

Studies the transportation of pupils from common and elementary union free school districts to high schools in New York State, and shows the magnitude of this special service which makes possible more equal educational opportunities. Shows that the major responsibility for this work devolves upon the district superintendent of schools. Shows that for the 1932-33 school year, 65.5 percent of the 25,546 pupils transported were carried in conveyances provided through private contracts, 28.6 percent were served by public service conveyances, and only 5.9 percent were carried by conveyances owned by the district providing transportation. Finds that service provided through contracts with individuals or corporations is the most expensive type and should be avoided if possible. Finds that the unit costs for central district transportation were generally less than for the group of common and elementary union free school districts included in this study.

2562. **Merrill, Amenzo Wilson.** Comparative costs of pupil transportation in New York state villages under superintendents. Master's, 1936. N. Y. St. Coll. for Teach., 40 p. ms.

2563. **Morgan, Cecil.** Pupil transportation in Wyoming during the school year 1933-34. Master's, 1936. Wyoming. 84 p. ms.

2564. **Purcell, Claude Lamar.** School transportation in Georgia. Master's, 1936. Georgia.

2565. **Reynolds, Thomas Sheldon.** School transportation in Kentucky, 1935-36. Master's, 1936. West. Ky. St. T. C. 79 p. ms.

2566. **Welshimer, A. G.** The administration of pupil transportation. Master's, 1935. Ohio State. 112 p. ms.

2567. **Whitzel, Lester G.** Public school transportation in Oklahoma. Master's, 1936. Colo. St. Coll.

#### SUPERVISION AND SUPERVISORS

2568. **Anderson, Floyd Henry.** The development of a score card for evaluating supervision. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 3)

Analyzes 129 check lists on the various activities and devices used by supervisory officials in small high schools in Colorado, and develops a score card to measure the supervisory efficiency of the general supervisor, the principals, and the superintendent.

2569. **Burr, Roberts.** An experience in cooperative supervision. Master's, 1936. Springfield.

2570. **Craft, Harvey M.** Minimum legal qualifications for superintendents of schools in the United States. Master's, 1936. Alabama. 83 p. ms.

\*2571. **Depp, James W.** The status of the county superintendent of schools in Kentucky. Master's, 1936. West. Ky. St. T. C. Frankfort, Ky., Department of education, 1936. 43 p. (Educational bulletin, vol. 4, no. 8)

Discusses the professional training, educational experience, contractual status, tenure, economic and social status, powers, and duties of Kentucky county superintendents.

2572. **Draddy, Sister M. Gertrude.** The field and functions of supervisors of schools among the Sisters of Mercy of the Union in the United States. Master's, 1936. Fordham. 54 p. ms.



2573. **Early, Vera Kathryn.** A proposed plan of supervision for Bethel woman's college demonstration school. Master's, 1936. West. Ky. St. T. C. 64 p. ms.

2574. **Faust, Beaver S.** A comparative study of the school superintendents of Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 299-300)

Studies the superintendents of schools of Pennsylvania who were elected in 1934, with relation to educational qualifications, professional experience, age, sex, salary, tenure in present position, and turnover, and compares superintendents of schools elected in 1922, 1926, 1930 and 1934 on the same items.

2575. **Gulliver, Arthur F.** The character and effectiveness of supervisory activities in teacher training high schools. Master's, 1936. Nebraska. 87 p. ms.

Finds that about half the duties of supervisors relate to techniques of instruction and subject matter.

2576. **Hanley, Clarabelle Douglas.** Supervision in Nevada. Master's, 1936. Washington. 142 p. ms.

2577. **Hobbs, Edwin George.** Trends in the statutory powers and duties of city school superintendents. Master's, 1936. New Mexico.

2578. **Kiplinger, Arnold.** A study of development and qualifications of local school executives and county superintendents. Master's, 1936. Ohio State. 65 p. ms.

2579. **Link, John Nagl.** The mobility of city school superintendents as revealed through autobiographical reports. Master's, 1936. Chicago. 39 p. ms.

Finds the average number of years for superintendent to remain in one place is 6.25 years.

2580. **Locke, Mrs. M. A.** Elements of state and local control in the administration of county-wide elementary school supervision in the Southern states. Master's, 1936. Alabama. 85 p. ms.

2581. **Maupin, Mary.** The efficiency of supervision and instruction in the white elementary schools of Vicksburg, Mississippi. Master's, 1935. Virginia.

2582. **Merkle, A. Oren.** Discovery and analysis of the reasons why some school executives lost their positions. Master's, 1936. Ohio State. 123 p. ms.

Analyzes 19 dismissals of school executives between 1925 and 1936, inclusive, and finds that the basic faults of the executives were educational, political, personal, and a combination of any two or more of the first three.

2583. **Montgomery, Forrest Heulah.** Relation of training, experience, tenure, and salaries of Iowa superintendents and principals. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 49-50)

Analyzes data on 631 superintendents and 550 principals, representing 649 consolidated, town, and city schools obtained from reports of the superintendents in the office of the state department of education at Des Moines, Iowa. Finds that median salaries of superintendents and principals increase with training, experience, and tenure; and that training is responsible for greater increase in median salaries than is experience or tenure.

2584. **Motgan, Grace.** The school and supervision. Master's, 1935. T. C., Col. Univ. 42 p. ms.

2585. **Riggs, Mrs. Hazel.** A plan of supervision for the Paducah city schools. Master's, 1936. West. Ky. St. T. C. 93 p. ms.



2586. **Sales, Fred John.** A history of the superintendency of public instruction in the state of California, 1850-1923. Doctor's, 1936. Southern California.

Shows that the leadership of men who served the state has been a worthy and valuable asset in the development of the educational system; that while politics played an important part in the early period of the office, more recently the trend has been toward professional initiative; and that the office justifies its continuance in California.

2587. **Shambaugh, Clifford F.** An analysis of the preparation of superintendents of schools. Master's, 1936. Colo. St. Coll.

2588. **Skaith, Francis L.** Study of the nature and amount of supervision beginning teachers in small school systems should receive while teaching. Master's, 1936. Colo. St. Coll.

2589. **Slater, Michael Eurich.** Present trends in the employment of women as public school administrators. Master's, 1936. Ohio State. 50 p. ms.

2590. **Ulmer, David C.** A study of supervision in the public schools of Wayne county, Pennsylvania. Master's, 1936. Cornell. 137 p. ms.

2591. **Young, Charles F.** Problems of supervision. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 261-66)

Attempts to determine whether a sufficient number of important problems in supervision exist to warrant their study; to locate them; to determine their relative importance; to develop a classification list under which they may be grouped; to point out the influence of location, type of training, number of teachers supervised, experience as a teacher, experience as a supervisor, and recency of training on these problems.

#### PRINCIPALS

2592. **Burns, R. Russell.** The South Carolina high school principal. Master's, 1936. Peabody. 140 p. ms.

2593. **Cooper, Calvin Vernon.** The duties of the high school principal in Tennessee. Master's, 1935. Peabody. 76 p. ms.

Compares the actual duties of the high-school principals in Tennessee with the duties recommended by authorities in the field of school administration.

2594. **Finchum, Ralph N.** The high school principalship of eastern Kentucky. Master's, 1936. Tennessee. 152 p. ms.

Finds that six counties in eastern Kentucky have no public class "A" schools; that all of the high-school principals in the study were college graduates of whom 35 percent had their master's degree; that they have an average of 7.7 years' experience as high-school principals; that their median salary for the school year 1935-36 was \$1,750.

2595. **Gasque, Quincy Damon.** The in-service training of secondary school principals in Virginia. Master's, 1936. Virginia. 148 p. ms.

2596. **Gunter, Edward Esco.** Training of western Kentucky public school principals for elementary supervision. Master's, 1936. Peabody. 117 p. ms.

2597. **Hall, Clyde.** A survey to determine the need for supervision of instruction in the rural elementary schools of Polk county, Florida. Master's, 1936. Ind. St. T. C. 57 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 126-27, July 1936)

Studies the training and experience of the teachers in the 13 rural elementary schools surveyed, the grade placement of the pupils, the results of tests administered to pupils in grades 3A, 4A, and 5A in intelligence, arithmetic, reading and language usage, and the training and experience of the principals. Finds no classroom supervision; that all principals have full days' teaching; that eight principals require informal lesson plans; and that all teachers follow daily programs.



2598. **Hansen, Alfred.** A comparative study of the qualifications and salaries of principals, coaches, and principal-coaches in Texas high schools. Master's, 1936. Texas.

2599. **Karchin, Isadore D.** Qualifications for the elementary school principalship in the various states and in cities above 50,000. Master's, 1936. Temple. 198 p. ms.

Finds that half of the states issue a special certificate to the elementary school principal, requiring from 2 to 5 years of post high-school training, that teaching experience is usually a requirement, and that some of the larger cities require an examination.

2600. **Lang, Samuel Gerhard.** The principal of the twelve grade school in New York State as supervisor of the elementary grades. Master's, 1936. N. Y. St. Coll. for Teach. 247 p. ms.

2601. **Maaske, Roben J.** The status of the elementary school principal in Oregon. Master's, 1936. Oregon.

2602. **Patterson, Don S.** The status of elementary school principals in Washington. Master's, 1936. Colo. St. Coll.

2603. **Robinson, Glen Leroy.** The status of elementary principals in Ohio cities of 25,000 population and over. Master's, 1936. Ohio State. 65 p. ms.

Finds that the elementary school principalship is in an unstandardized status, and that the term "elementary principal" conveys no information beyond the fact that the person so described is connected in some way with the schools, and that, so far as his own building is concerned, he has a certain undefined measure of responsibility for administrative and disciplinary procedures.

2604. **Scanlon, Kathryn I.** School board regulations governing the principal. Master's, 1936. Fordham. 160 p. ms.

Studies school board regulations in cities of more than 300,000 population and finds wide differences in kind and amount of school board regulation of the principal.

2605. **Steketee, Raymond.** The duties and opportunities of the high school principalship. Master's, 1936. Michigan.

2606. **Stinebrickner, Reinald Martin.** The status and work of elementary school principals under district superintendents in New York state. Master's, 1936. N. Y. St. Coll. for Teach. 107 p. ms.

2607. **Williams, Marcus H.** A study of certain comparable data concerning salaries of principals and coaches in city, town, and township high schools of Indiana for the years 1930-31 and 1934-35. Master's, 1936. Ind. St. T. C. 178 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 129, July 1936)

Analyzes data on enrollment, type of school, salary received, years of experience, weeks of training, college, degree received, and year in which the degree was granted. Finds that principals were paid more than coaches in all types of schools; that as enrollment increased the salaries of principal and coach increased; and that during the depression more coaches than principals were dropped in each section of the state.

## SCHOOL MANAGEMENT

### ATTENDANCE AND CHILD ACCOUNTING

2608. **Austin, Robert E.** Practices in the enrollment of students in the three year senior high schools of Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 289-90)

Analyzes data on the practices in scheduling students of the 3-year senior high schools of Pennsylvania, with enrollments ranging from 250 to 1,250 students.



2609. **Ayer, Fred C.** The progress of pupils in the state of Texas, 1934-35. Austin, University of Texas, 1936.

2610. **Casey, Jeanette S.** A study of truancy on the part of boys from 13 to 16 years of age. Master's, 1936. Mass. St. Coll. 101 p. ms.

Shows that truancy is the product of a combination of circumstances and influences, and leads to delinquency. Truancy can be controlled and lessened by placing truant together in a special school established for that purpose and equipped to handle the problem of truancy. Seems desirable to encourage boys who are hopelessly backward in school work to leave school and take work if suitable employment can be found, and if they have met all of the requirements.

2611. **Clark, Elizabeth.** A study of the factors conditioning school continuance and elimination in the secondary school of Saint Cloud, Minnesota. Master's, 1936. Colo. St. Coll.

2612. **Cutler, Vera.** The relation between attendance and achievement in the third grade of the San Jose school. Master's, 1936. New Mexico. 25 p. ms.

2613. **Danforth, Frederick St. Clair.** A study of problems of attendance in central rural schools of New York state. Master's, 1936. N. Y. St. Coll. for Teach. 44 p. ms.

2614. **DeLay, Bethel.** A study of the causes of non-attendance in high school of students completing the eighth grade from the rural schools of Mayes county in 1934. Master's, 1936. Okla. A. & M. Coll.

Studies attendance in relation to the size and type of schools, characteristics of the pupils, economic status of the parents, accessibility to high school, and the causes of non-attendance as given by the teachers. Finds a sudden decrease in attendance after the students pass 14 years of age; that a higher percentage of students living within 5 miles of a high school attended than of students living farther away; that the economic status of the parents had little effect on attendance; and that the sex of the students had no apparent bearing on attendance. Finds that lack of accessibility, financial conditions indicating a need for work, and lack of interest were the most important causes of non-attendance.

2615. **Keefe, Roy S.** A study of certain factors that affect attendance and their relation to student progress as expressed in school marks at New Buffalo, Michigan. Master's, 1935. Michigan.

2616. **Neinast, Edward Fred.** A study of child accounting in Texas. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1935: 51)

Studies the records and system of child accounting used by the state department of education; analyzes replies to a questionnaire sent to a large number of schools throughout Texas; and reports an intensive study of the causes of absence among the school children. Finds a lack of uniformity in child accounting records of the individual schools beyond the legal prescription made by the state; that there is a complete lack of guidance departments in the schools; that the principal cause of absence among the school children is illness, but in spite of this fact the schools do not attempt to have a health department or keep a health record of its population; that there is a difference of 259,710 between the scholastic enumeration and the actual enrollment in school; that the compulsory attendance law is not enforced; and that the state department of education has a splendid system of child accounting records.

2617. **Nelson, M. J.** An experiment with optional attendance. Cedar Falls, Iowa state teachers college, 1936. 4 p. ms. (Research report no. 22)

Analyzes data secured from three college classes in elements of geography, nature study, and American government based on data secured from 136 paired students in an experiment covering a period of a term of 12 weeks.

2618. **Pearson, William Bennett.** Absence, its causes, as found in a study of the city schools of Biloxi, Mississippi. Master's, 1936. West. Ky. St. T. C. 41 p. ms.



†2619. **Pinckney, Jeanie M., Miller, Alice H. and Bredt, Carl V.** A study of causes of absence among Texas school children. Austin, University of Texas, 1935. 77 p.

Analyzes the reasons given for absence from school among the white, Mexican, and Negro children of Texas during the school year 1934-35 in an attempt to improve health education in the schools.

2620. **Tippetts, John Roy.** The relation of certain physical defects to absence from school on account of sickness and other related data. Master's, 1936. Stanford.

\*2621. **Vogel, Frank William.** A study of methods used in an attempt to reduce tardiness and nonlegal absence in the secondary schools of Seneca, Ontario, and Yates counties of New York State. Master's, 1936. Syracuse. 109 p. ms.

Studies tardiness and nonlegal absence in 21 secondary schools of these three counties, and finds that tardiness and nonlegal absence are greater problems in the high schools than in the elementary schools; that the poorest attendance and largest amount of tardiness occurred during the month of February; that nonlegal absence reaches its highest point in November; that there is little uniformity in the methods used to prevent tardiness. Shows that the methods used for improving attendance and decreasing nonlegal absence show more uniformity than the methods used for the control of tardiness.

#### CLASS SIZE

2622. **Eastburn, Lacey Arnold.** The relative efficiency of instruction in large and small classes on three ability levels. Doctor's, 1936. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1935-36: 189-97)

Attempts to determine whether the size of class can be increased beyond the traditional limit of 30 in eleventh grade American history and English without decreasing the effectiveness of the instruction as measured by objective tests when the classes are homogeneously grouped; whether the relationship which exists between the size of class and the effectiveness of instruction is the same for homogeneous classes on three different levels of mental ability; the effect of size of class on the development of desirable attitudes in the students on different ability levels; and the reactions of teachers to large homogeneous classes as shown by an experiment conducted in the Phoenix union high school during the school year 1933-34.

#### CLASSIFICATION AND PROMOTION

2623. **Akridge, Garth H.** Pupil progress policies and practices. Doctor's, 1936. T. C., Col. Univ.

Attempts to discover the cumulative influence of the relative regularity of the grade progress of pupils upon the central tendency and the homogeneity of mental age and of achievement at a given grade level. Compares pupils in grade 4 of eight irregular progress schools with pupils in the fourth grade of nine regular progress schools, and finds that the grade group in one type of school did not differ significantly from that in the other type of school as measured by the average level or the homogeneity of mental age or of achievement.

2624. **Beechy, Ralph.** A grading program for rural schools. Master's, 1936. Ohio State. 106 p. ms.

Finds that the old report card is inadequate to meet the developments of the pupil in the school of today.

2625. **Belcher, E. W.** Promotion and non-promotion in the Louisville elementary schools. Master's, 1936. West. Ky. St. T. C. 123 p. ms.

2626. **Gotts, Mary M.** An analysis of certain achievements of fast and slow sections. Master's, 1935. Michigan.

2627. **Jackson, Humphrey C.** An analysis of certain achievements of fast and slow sections. Master's, 1936. Michigan.



2628. **Johnson, Carl H.** Pupil advancement through an individual adaptation to types of study. Master's, 1936. Stetson. 60 p. ms.

Shows that a plan of promotion based upon adaptations in language arts, appreciation, and science types of study would be superior to that now in general use.

2629. **Mitchell, Franklin Alfred.** A study of age-grade-progress in the white schools of Jefferson county, Alabama. Master's, 1935. Birmingham-Southern. 61 p. ms.

2630. **Shunck, William.** An exposition of a pupil inventory. Master's, 1935. Michigan.

2631. **Stephens, Rual W.** Practices in promoting pupils to county high schools in Tennessee. Master's 1936. Peabody. 60 p. ms.

2632. **Turner, Charles Raymond.** Conditions affecting pupil promotion in Crawford and Sebastian counties, Arkansas. Master's, 1936. Peabody. 43 p. ms.

### EXAMINATIONS

2633. **Batterson, George.** An analysis of examination items from three universities to determine the extent to which they call for the exercise of higher intellectual thought processes. Master's, 1936. Oregon.

2634. **Boltz, Adris K.** Construction of an exemption examination for college science at Colorado state college of education. Master's, 1936. Colo. St. Coll.

2635. **Bowman, E. M.** Informal or teacher-made tests. Master's, 1936. Texas.

\*2636. **Bristor, Boise L.** Evaluation of results obtained by teachers, as revealed by the eighth grade examination for Northumberland county, spring of 1935. Master's, 1936. Penn. State. 38 p. ms.

Attempts to determine the most important factor in producing effective teaching by analyzing the records of the eighth grade examinations in Northumberland county in writing, spelling, arithmetic, history, geography, grammar, and composition. Finds the results from teaching history least satisfactory; that teachers ranging in experience from 2 years to 5 years are the most efficient in their work; that many years of experience are not necessarily productive of an increased measure of proficiency on the part of the teacher; that teachers holding normal certificates or normal diplomas are more successful than the teachers holding permanent standard certificates; that the work of graded or consolidated schools is superior to that of the 1-room rural schools; that many teachers recommend pupils for the eighth-grade examination before they are properly prepared; that the percentage of failures increases with pupils beyond the age of 16 years; that outstanding results cannot be ascribed to certificates or experience, but that good teaching produces outstanding results.

2637. **Brooks, Clarence Adolphus.** The relative effectiveness of the qualified and unqualified responses to the new type examinations. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 10)

Describes an experiment conducted with 60 pupils in the high schools of Salina, Kans., divided into two groups of 30 each, equated on the basis of general intelligence, to determine which of two groups, one trained in qualified responses and the other in unqualified responses, will more fully master the fundamentals of elementary bookkeeping.

2638. **Brown, Wilton.** A validity study of the college-entrance examination board mathematical aptitude test. Master's, 1935. Brown.

†2639. **Buckingham, Guy E. and Lee, Richard E.** A technique for testing unified concepts in science. Journal of educational research, 30: 20-27, September 1936. (Allegheny college)

Finds that there is a possibility of using one's memory alone to secure a high score in a true-false test; that there is the further possibility of securing a high score while



simultaneously being unable to see the relationships between itemized true-false statements and a larger centralized thesis about which the true-false statements should be organized to have meaning; that if this method of testing has value in science it should have value in the field of social science to the extent to which procedures in the two fields are parallel; and that a definite use for the technique might be found in a situation where fact, opinion, and propaganda should be separated.

2640. 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. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 44)

Analyzes 255 test papers each of a completion form and two true-false forms containing 100 questions on elementary United States history. Substantiates the results of other workers in that "do not guess" directions give more reliable scores than do the two other forms.

2641. Carone, E. Suggested diagnostic tests in arithmetic problems for fifth grade pupils. Master's, 1936. Coll. of the City of N. Y. 115 p. ms.

Involves the construction of tests suitable for the diagnosis of class difficulties in problem-solving for use with a normal group of children in the 5A grade of the elementary schools of the city of New York. Evolves criteria for evaluating texts in arithmetic for the 5th grade. These criteria were used in the selection of 678 problems for subsequent study and analysis leading to an indication of the most significant types of problems for the grade. Constructs a series of 15 diagnostic and remedial tests.

2642. Field, Albert W. Experimenting with the written question and answer. Master's, 1936. Ohio State.

Investigates the value of pupil-made and teacher-made questions in secondary school courses of study. Finds that written tests aid in teaching methods of study and shorten time necessary for textbook mastery.

\*2643. Gable, Sister Felicita. The effect of two contrasting forms of testing upon learning. Doctor's, 1936. Johns Hopkins. Baltimore, Johns Hopkins press, 1936. 33 p. (Johns Hopkins university. Studies in education, no. 25)

Attempts to determine how frequently tests should be given. Describes an experiment conducted with 274 biology students in the Seton high school, Baltimore, Md., in which daily tests were given to a group of 90 students, unexpected tests to the sprung group of 100, and announced tests to a check list of 75 pupils. Later the daily test and sprung groups were reversed and test results compared. Finds that announced and unannounced unit tests given at longer intervals effect greater achievement as measured by final test given without warning, than does a system of daily tests; that awareness of the fact that tests will be given keeps the students interested as shown by the fact that the sprung group attained a relatively high achievement; that unannounced retesting after a lapse of 3 months shows that the groups who had received unit tests throughout the teaching period maintain their leads; that for brighter pupils it makes slight difference which of the testing procedures is used; but that for the slower pupils, a warning of a test with time to review the whole appears to be effective, and an unannounced test slightly less effective.

\*2644. Goldberg, Samuel B. A uniform examination in personal hygiene for New York city high schools. Master's, 1936. New York. 77 p. ms.

Sets up and validates a uniform examination in personal hygiene for the high schools of New York city.

2645. Higgins, Francis Vickroy. An analysis of errors as revealed by the Iowa placement examination in mathematics. Master's, 1936. Ind. St. T. C. 106 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 117, July 1936)

Analyzes the examination papers of 256 students beginning their mathematical work at the Indiana State teachers college to determine the types of errors, their causes, and the differences between responses of men and women. Shows a deplorable weakness in the fundamentals of arithmetic and algebra, a better mathematical training on the part of men, and little difference between the types of errors made by the men and women.



2646. **Johnson, Palmer O.** Comprehensive examinations in biological science. Minneapolis, University of Minnesota, 1935. 30 p. ms.

Shows that examinations can be made to reflect adequately course content and objectives.

2647. ——— and **Wesley, E. B.** Comprehensive examinations in economics. Minneapolis, University of Minnesota, 1935. 20 p. ms.

Finds objectives and content to be validly and reliably measured.

2648. ———. Comprehensive examinations in physical sciences. Minneapolis, University of Minnesota, 1935. 35 p. ms.

Determines the requirements and properties of examinations in physics and chemistry.

2649. ———. The differential functions of examinations. *Journal of educational research*, 30: 93-103, October 1936. (University of Minnesota)

\*2650. **Kugle, Marlin S.** A controlled experiment to determine the relative effectiveness of frequent versus infrequent tests in physics. Master's, 1936. Penn. State. 32 p. ms.

Describes an experiment covering 2 school years of physics in which one group of students, the control group, was given a test at the end of each unit of work, while the second group, the experimental group, was given not only a test at the end of every unit but also a short test during each class period. Finds that the giving of frequent tests in the teaching of physics tends to produce results which are slightly, but not decidedly, superior to those when infrequent tests are given; that the effectiveness of giving frequent tests will vary from one unit of work to another; that the effect of giving frequent tests will vary with different students; and that the method of giving frequent tests creates a more lasting value in learning, but only to a very small extent.

2651. **Matz, Harlow C.** A comparative study of the Ohio district state scholarship team contest in mathematics (algebra and geometry) for 1931-1935, inclusive. Master's, 1936. Ohio State. 60 p. ms.

Finds that boys ranked higher than girls in both algebra and geometry. The order of ranking according to type school in algebra, county schools, first; city schools, second; and the private and exempted village schools were so nearly the same that no distinction could be made between the two. However, they were noticeably lower than the county and city schools. In geometry, the city and county schools were on the same level, again the exempted village and private schools were on the same level, but noticeably lower than the county and city schools.

\*2652. **Miller, John W.** The weaknesses of the pupils taking the Huntingdon county high school entrance examination of 1935. Master's, 1936. Penn. State. 96 p. ms.

Analyzes the weaknesses of the pupils in the various districts of Huntingdon county in the different subjects of the high-school entrance examination of 1935.

2653. **Overn, Orlando E. A.** Requirements and examinations of the College entrance examination board in elementary algebra, 1901-1935. Doctor's, 1936. T. C., Col. Univ.

Determines significant trends in the teaching of elementary algebra in the secondary schools of the United States from 1900 to 1935, as reflected in the requirements and examinations of the College-entrance board.

2654. **Shoen, Harriet H.** The history examination of the College entrance examination board, 1901-1933. Doctor's, 1936. T. C., Col. Univ.

Presents a historical study of the examinations in history that have been sponsored by the College entrance board from 1901 to 1933, with proposals for improvement of history examinations for college entrance.

2655. **Thayer, John Brooks.** A general science test. Master's, 1936. Brown. 41 p. ms.

2656. **Wagoner, Jua.** A standard achievement shorthand test. Master's, 1936. Colo. St. Coll.



## EDUCATIONAL AND VOCATIONAL GUIDANCE

2657. **Berwitz, Clement J.** Vocational guidance and the labor problem. Master's, 1935. Columbia.

2658. **Briggs, Theodore.** An evaluation of the vocational guidance work done in the high schools for Negroes in the state of Florida on the basis of the principles set up by Dr. George E. Myers. Master's, 1936. Michigan.

2659. **Burnett, Arvin.** Some evidences of the need for guidance in the Portland public schools and a suggested program. Master's, 1936. Oregon.

2660. **Burns, Agnes.** A study to determine the amount of time devoted to guidance and the kind of guidance used by home room teachers in the Washington junior-senior high school, South Bend, Indiana. Master's, 1936. Michigan.

2661. **Clay, Darwin E.** A study of the need for vocational guidance in the rural high school. Master's, 1935. Michigan.

2662. **Cogdal, Joseph.** A survey of guidance among senior college students of three state teacher-training institutions in Illinois. Master's, 1936. Illinois.

2663. **Crawford, David.** The status of guidance in public high schools of Illinois. Master's, 1936. Chicago. 132 p. ms.

\*2664. **Egbert, Freda Dorothy.** Attitudes of young people toward certain present day vocational problems. Master's, 1935. George Washington. 93 p. ms.

Constructs a questionnaire on attitudes toward current vocational problems, and administers it to 480 men and boys ranging from first-year high school, high-school seniors, college students, men registered with the public employment bureau, men at the transient bureau, and boys in the civilian conservation corps. Finds that the young men had a healthy attitude towards work and are optimistic about planning their life work and that they are skeptical as to the value of education. Shows that they have ambition, self-respect, and independence.

2665. **Fisher, DeWitt.** Program of educational guidance for Memorial high school, West New York, New Jersey. Master's, 1936. St. T. C., Upper Montclair. 60 p. ms.

Evaluates the unorganized guidance work being done incidentally by individual teachers in Memorial high school, and plans a program of guidance whereby the school may become a more effective agency for social betterment in the community.

\*2666. **Friedman, Jule Linder.** College advisory work in the senior high schools; an investigation based upon a survey of this work in the New York City public senior high schools. Doctor's, 1936. New York. 308 p. ms.

Attempts to determine what constitutes an effective college-advisory program, to discover what is now being done in the high schools, and to judge as to the efficiency of the systems in use. Finds that the use of centralized guidance bureaus within the schools was too new to evaluate, but it seems that these departments might be of great value in organizing and administering all phases of the guidance program. Shows that in many of the schools opportunities for presenting pre-college guidance were not fully utilized, and that the college advisers in the secondary schools feel that the guidance programs and the means of administering them need revision.

2667. **Glass, Floyd Oliver.** A study to determine the vocational needs of the students of the Liberty township high school. Master's, 1936. Indiana. 161 p. ms.

2668. **Hollister, Harold Edmund.** The adaptation of a high-school guidance program to the needs of the boys and girls of a village in a suburban area. Master's, 1936. N. Y. St. Coll. for Teach. 28 p. ms.



2669. **House, Guy F.** Study of occupational information needed in vocational guidance of the youth of Kansas City, Kansas. Master's, 1936. Colo. St. Coll.

\*2670. **Hudson, Gay Myers.** The occupations course in Texas high schools. Master's, 1936. Texas Tech. 118 p. ms.

Discusses the beginning and expansion of the vocational guidance movement. Analyzes replies to a questionnaire received from 58 of the 80 high schools offering a course in occupations, as to the organization, classroom procedures, vocational and educational guidance activities stressed, textbooks used, the training, status, experience, and tenure of the teachers of the course, and their estimates as to the value of the course. Recommends more adequate training for guidance teachers; that teachers emphasize a wise choice of high-school subjects and more adequate explanation of the opportunities offered by night, trade, and continuation schools with less emphasis on college attendance; that a placement service be maintained by the schools, and that pupils in the seventh and eighth grades be given an occupations course stressing educational guidance and the development of desirable social and vocational attitudes; and that another course dealing primarily with individual problems of selection of a vocation be offered to tenth- and eleventh-grade students in the Texas high schools, and that credit be given the students for these courses.

2671. **Humiston, Thomas Frederic.** A study of false guidance agencies. Master's, 1936. Stanford.

2672. **Hutson, P. W.** Selected references on guidance. School review, 44: 539-46, September 1936. (University of Pittsburgh)

2673. **Jensen, Irene Haskins.** An experimental study of student personnel guidance with freshmen girls at Omaha central high school. Master's, 1936. Omaha. 71 p. ms.

Furnishes evidence of distinct trends in the use and value of a program of orientation and guidance with freshmen girls in Omaha central high school in Omaha, Nebr.

2674. **Kantor, Lillian.** The organization and administration of vocational and educational guidance in the secondary schools of South Dakota. Master's, 1935. South Dakota.

2675. **Keeling, Mrs. Grace Carter.** The organization and administration of guidance programs. Master's, 1936. Texas.

2676. **Kopplin, Harry.** The place of guidance in solving the delinquency problem in the city of Jackson, Michigan. Master's, 1935. Michigan.

2677. **MacDonald, John F.** A survey of the problem of vocational guidance among hospitalized boys. Master's, 1936. Michigan.

2678. **McEachen, Gertrude E.** The status of guidance activities in selected Nebraska high schools contrasted with recent national trends. Master's, 1936. Nebraska. 112 p. ms.

Finds that educational counseling and guidance are carried on by a large percent of the Nebraska high schools studied. The items checked the most frequently by these schools are: Record making, issuance of bulletins and curricula, maintaining reference shelves of college and professional manuals, orientation courses, library books on vocations, trained counselors.

2679. **McGee, Milton Worley.** A program of guidance for small schools. Master's, 1936. Texas.

2680. **Mann, William Anthony.** A critical survey of the guidance program of Grosse Pointe high school, Grosse Pointe, Michigan. Master's, 1936. Michigan.

2681. **Miller, Lou H.** A study of an educational counseling plan as used in Northeast junior high school, Kansas City, Missouri. Master's, 1936. Kansas.



2682. **Nalbach, Stephen N.** An evaluation of the junior high school guidance program. Master's, 1936. Washington Univ. 93 p. ms.

2683. **Noerrlinger, Ralph J.** Educational and vocational guidance. Master's, 1936. Minnesota. 98 p. ms.

Studies guidance service in the secondary schools of Nebraska. Shows that 67 school officials report approval of guidance programs; 53 report that effects of guidance program have been successful; 3 report no success; 37 report objective evidence of success; parents and students react favorably to need of program. Finds that lack of time for guidance is a retarding influence to the success of the programs.

2684. **Owens, Mrs. Roy C.** An educational guidance course for the eighth grade. Master's, 1936. Peabody. 143 p. ms.

2685. **Proffitt, Maris Marion.** Guidance in public school systems with special reference to high school occupational information courses and high school clubs. Doctor's, 1936. American Univ. 425 p. ms.

2686. **Raquel, Marciano R.** A study of guidance for Filipino prospective teachers. Master's, 1936. Washington. 98 p. ms.

Studies the characteristics of the high-school teaching staff in the Philippine Islands, and finds their professional training inadequate and finds little relationship between training and employment.

2687. **Rider, Herman L.** An analysis of high school pupils' vocational interests. Master's, 1936. Iowa. 136 p. ms.

2688. **Samter, Gerry Henry.** Trends of practices in guidance in four-year, six-year, and senior high schools. Master's, 1936. Chicago. 193 p. ms.

Finds a growing interest in guidance in 164 schools located in 40 states.

2689. **Sheffield, Herman James.** A survey of the 1935 status of guidance in the secondary schools of Utah. Master's, 1936. Utah.

2690. **Smith, Arty Boyd.** Occupational choice, educational intention, and general ability: a study of high school seniors from the point of view of guidance. Doctor's, 1936. Missouri.

Presents an analysis of intended occupations of high-school freshmen and seniors, with the view of determining in general their chances for entrance and success.

2691. **Sowalsky, Alice Catherine.** Analysis of the approved courses in educational and vocational opportunity in New York state for grade 9. Master's, 1936. N. Y. St. Coll. for Teach. 33 p. ms.

2692. **Stewart, Emaline O.** Guidance in the Houston elementary schools. Master's, 1936. Colo. St. Coll.

2693. **Susens, M. George.** Girard college and its vocational guidance program. Master's, 1936. Pennsylvania.

2694. **Sweetser, Marion Sherwood.** Vocational guidance in the rural high schools of El Paso county, Colorado. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 70-71)

Surveys 17 rural high schools of El Paso county to determine the extent to which the curriculum was meeting vocational needs of the pupils, educational guidance was functioning satisfactorily, and the extent to which adequate agencies for vocational guidance existed in these high schools. Indicates a large amount of elimination especially in the early years of high school, a large proportion of pupils do not plan to go to college, large percentages of pupils planning farming and other occupations generally not requiring a college education, large percentages of graduates entered such occupations, need for curricular guidance emphasized by the fact that groups planning various types of occupations took practically the same percentage of college-preparatory courses, significant percentages of failures in college-preparatory courses, a lack of



vocational and vocational try-out courses in most curricula, favorable trend in the curricula of the county during the 4 preceding years toward reduction of college-preparatory emphasis, and lack of adequate agencies for vocational guidance in a majority of schools.

2695. **Walter, Louise E.** Vocational guidance program for the Flat Rock high school. Master's, 1935. Michigan.

2696. **Zwemer, Amanda R.** A study of the relation existing between leisure time activities and interests and vocational choice of preference. Master's, 1935. Michigan.

#### EXTRACURRICULAR ACTIVITIES

2697. **Barshney, Ray W.** Practices in the administration of extracurricular activities in the rural accredited schools of Michigan. Master's, 1936. Michigan.

2698. **Bozeman, Bennie Crouch.** A comparison of personality traits of leaders and non-leaders of extracurricular and curricular activities of students in Sumner high school, Kansas City, Kansas. Master's, 1936. Kansas.

2699. **Bridges, H. L. jr.** A program of extracurricular activities. Master's, 1936. Virginia. 198 p. ms.

2700. **Buchheim, Sister Mary Paula.** Extracurricular activities in the seventh and eighth grades of 30 Catholic schools. Master's, 1936. St. Louis. 69 p. ms.

Studies the status of seventh- and eighth-grade extracurricular activities in 30 Missouri and Illinois Catholic elementary schools for the year 1934-35. Finds the extracurricular program to be in an experimental stage; that religious activities predominated; that most of the activities were curricular in origin and orientation; and that provision for activities of a purely play or recreational type seemed inadequate in view of the leisure-time training the school might be expected to offer.

2701. **Cadwell, Vern L.** Status of extracurricular activities in the high schools of South Dakota. Master's, 1936. Colo. St. Coll.

2702. **Casburn, Cecil Edson.** A study of the effect of extracurricular participation upon students of the Winfield, Kansas, high school. Master's, 1936. Kansas.

2703. **Clark, Haskell G.** The present status of extracurricular activities in the Oklahoma high schools. Master's, 1936. Okla. A. & M. Coll.

Studies extracurricular activities in 106 high schools. Finds that 58 have student councils, 82 have homerooms, 30 have III-Y clubs, 44 have Girl reserves, 68 have Boy scouts, 70 have 4-H clubs, and 59 have other clubs of some nature. Shows that there is little community opposition to the program; that they develop responsibility and cooperation; that they keep definite records; that they do not overemphasize athletics and limit the membership in extracurricular activities; and that business-like methods of accounting for school monies are in force in 104 of the schools studied.

2704. **Clay, Madeline Francis.** Pupils' and teachers' reasons for choosing clubs in two suburban junior high schools. Master's, 1936. Temple. 53 p. ms.

Compares the pupils' and teachers' actual reasons for choosing clubs with the theoretical purposes set forth by authorities. Shows that authorities put more emphasis on sociability and training for citizenship; pupils, on vocational motivation and health; and that the teachers' reasons for sponsorship were in general inadequate.

2705. **Cotten, Troy C.** A survey of the extracurricular activities in four high schools of Pike county, Mississippi, 1935-36. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28, N. S., no. 12: 80-90)

Attempts to evaluate the program of extracurricular activities in the McComb, Magnolia, Summit, and Osyka high schools in order to determine the value of these activities to the schools and their communities.



2706. **Cressman, Elmer W.** The out-of-school activities of junior high school pupils in relation to intelligence and socio-economic status. Doctor's, 1936. Penn. State.

Analyzes diaries and other records of 2,000 junior high school pupils. Shows the relationship between intelligence, socio-economic status, and leisure activities and preferences of pupils.

2707. **Crossett, Wilma Wilson.** Mathematics clubs in the senior high schools of the United States. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 20)

Studies the numerous varieties of mathematics clubs in 100 high schools throughout the United States. Finds that these clubs are effective in taking care of the problem of individual differences, in adding curricular enrichment, in providing vocational guidance, in developing social ideas of leadership and group participation in student activities, and in furnishing worthy recreational activities.

2708. **Downing, Burlin F.** Club work in the high school. Master's, 1936. Ind. St. T. C. 34 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 133, July 1936)

Attempts to determine whether or not it would be advisable to make membership in a club compulsory in high schools. Analyzes replies to a questionnaire filled out by 400 Brazil high school students, and by 148 teachers and principals of high schools in Indiana and neighboring states. Finds that enforcing membership in 18 clubs formed in the Brazil high school was unsuccessful, and that most of the pupils received no benefit from membership in a club to which they were compelled to belong. Shows that club membership should not be compulsory.

2709. **Edgar, Bert A.** Study of the educational value of the Boy scout program. Master's, 1936. Colo. St. Coll.

2710. **Fair, Mary Platt.** Junior club survey. Master's, 1936. Bethany Biblical. 75 p. ms.

Presents a brief historical survey of the various types of clubs for junior students.

2711. **Fox, John F. jr.** Leisure time interests and activities of the school children of Millburn, N. J. Doctor's, 1935. New York. 608 p. ms.

Finds that the children have an average of 5 hours of leisure on school days, 8 hours on Saturday, and 9 hours on Sunday; that children of the lower economic levels have less leisure than children of wealthy parents; that boys have more leisure than girls; and that as the socio-economic status of the parents rises, the children spend more time in personal service activities. Shows that physical play, radio, reading, visiting, and entertaining, movies, walking or strolling, club meetings, and automobiling were the most popular leisure activities in the order named.

2712. **Giordano, Anthony Michael.** The boys' club in a community. Master's, 1935. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the graduate school, 1936: 69)

Shows cases to show that it is advisable to apply case work technique in group work as aids in adjusting the boy, and as means of furthering his educational development and social outlook. Suggests ways and means of integrating character-forming groups with the extension activities of school systems.

2713. **Gould, Guy A.** A student evaluation of extracurricular activities of seven high schools of Barber county, Kansas, 1935. Master's, 1936. Kansas.

2714. **Grimshaw, William M.** Organization and administration of extracurricular activities for junior and senior high schools in Springfield, Massachusetts. Master's, 1936. Springfield.

2715. **Hillyer, Sarah Elizabeth.** Extracurricular activities in senior high school. Master's, 1935. Columbia.



2716. **Ives, Mildred.** Suggested procedure for incorporating home management in the 4-H program. Master's, 1936. Maryland. 45 p. ms.

Analyzes reports of 45 club leaders and state home management specialists for 1933 and 1934, and studies answers to questionnaires filled out by 163 girls in home economics classes and 4-H clubs in rural communities in Maryland, Virginia, and North Carolina. Finds that the girls are interested in homemaking activities; that their income is small, but will furnish a means of gaining valuable experience in the management of money; that the younger girls need management activities incorporated in their 4-H projects to arouse interest in the problems met in the management of a home; and that the older girls need projects in home management that will help them meet their present management problems and become efficient future homemakers.

2717. **Jennings, Alice Marie.** The out-of-school interests and activities of high school girls in rural and small town communities in Kansas. Master's, 1936. Kans. St. Coll. of Agr.

Attempts to ascertain the out-of-school interests and activities of high-school girls in rural and village communities in Kansas, to become acquainted with their home background as an aid to planning better functioning courses in home economics. Finds that both rural and village high-school girls carry on a great variety of home activities; that the girls are interested in many types of recreation in which they participate personally; and that their communities lack organizations for young people in which they can be active participants.

2718. **Lockwood, Dorothy M.** The relationship of personality traits to extra-curricular activities. Master's, 1936. Colo. St. Coll.

2719. **Logue, Florine.** Construction and manipulation of puppets, their stages and stage devices. Master's, 1935. Peabody. 122 p. ms.

2720. **McCarthy, Sister Mary A.** A study of extracurricular activities in the small high schools of Michigan. Master's, 1935. Michigan.

2721. **McGregor, Angus Malloy, jr.** The financial control of the extracurricular activities of the city high schools of North Carolina. Master's, 1936. South Carolina. 38 p. ms.

Studies the handling of extracurricular funds in 75 city high schools and suggests a plan for the average North Carolina high school.

2722. **Mortenson, Alfred Henry.** Scholarship of participating and non-participating students in extracurricular activities in certain secondary schools of South Dakota. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 50-51)

Compares the scholarship and mental ability of 633 participants and 305 non-participants in extracurricular activities in seven high schools. Finds that the pupils who participated in extracurricular activities were superior to the nonparticipants in both achievement and mental ability; that the girls were superior to the boys in achievement, but the boys were superior to the girls in mental ability; and that the seventeenth year was the age at which the greatest number of students participate.

2723. **Radmacher, T. F.** The educational value of 4-H club work in Knox county. Master's, 1936. Ind. St. T. C. 56 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 131-32, July 1936)

Analyzes the replies of 408 persons to a questionnaire on the work of 4-H clubs. Finds that 44.8 percent of the boys have chosen farming as an occupation; that 274 members chose vocational work in high school after having participated in club work; and that leadership ability has been developed in 56.6 percent of the participants.

2724. **Ray, Fred R.** Comparative study of the office holders and non-office holders in extracurricular activities in the Gorgas high school. Master's, 1936. Alabama. 34 p. ms.

2725. **Roberts, Mary Lake.** An analysis of the professional literature dealing with Latin and Spanish clubs. Master's, 1936. Texas.



2726. Shultz, John G. A case study of the extracurricular activity programs in the high schools of Adair county. Master's, 1936. Iowa. 90 p. ms.

2727. Stangle, Paul Lawrence. A comparison of tenure and advancement in scouting with school tenure and scholastic progress in the Pottawattomi council during the years 1930-1936. Master's, 1936. Indiana. 88 p. ms.

2728. Tilley, Margaret Campbell. The Boy scout movement in East Harlem. Doctor's, 1935. New York.

Finds that the Boy scout movement failed to reach its goal in this area; that there was a marked lack of stability and coordination among the officials who attempted to carry out the scout program; that there was no sustained interest on the part of the boys in the various troops; that of 46 different scout troops organized since 1913, 28 dropped out of existence; that many boys who became scouts never had a full understanding of scouting; and that the scoutmasters selected to lead these boys were not leaders.

2729. Warren, Rosa Mae. Philately in education. Master's, 1936. Birmingham-Southern. 175 p. ms.

2730. Wenzl, Theodore. Study of the out-of-school activities of pupils in grades 6 through 8 and the social significance of these influences. Master's, 1936. St. T. C., Upper Montclair. 60 p. ms.

Attempts to determine whether the out-of-school activities of a typical child tend to tear down what the school is endeavoring to build up. Suggests that the school should offer an enriched program to improve the quality of children's living habits.

2731. White, Robert Isaac, jr. The extracurriculum in the public schools of Chicago. Master's, 1936. Chicago. 109 p. ms.

Concludes on basis of study of 23 high schools that thoughtful attention to organization of the extracurriculum will produce extensive and beneficial pupil participation therein.

#### FAILURES

\*2732. Bentley, Dudley F. A study of failures in the Rosedale junior-senior high school of Kansas City, Kansas, during 1932-33. Master's, 1936. Kansas. 95 p. ms.

Attempts to determine the subjects in which the failures occurred; to ascertain the frequency of failure with respect to sex, grade, period of the school day in which most failures occurred; IQ rating; and to determine the effect of failure on school elimination. Presents a word picture of the pupils who make low school marks, and of pupils who are doing superior work.

2733. Cochran, J. Howard. Some causes of pupil failure in the elementary school. Master's, 1936. Peabody. 90 p. ms.

2734. Dempster, Alice Caroline. A study of the causes of pupil failures. Master's, 1935. Peabody. 159 p. ms.

Finds low mentality an important cause of pupil failures in the school studied; that the school lacks adequate procedure for diagnosis and remedial instruction; that there was not an adequate program for the correction of physical disabilities of the pupils; that better provision should be made for children who enter during the year in other schools; and that the teachers did not recognize and admit the cases in which they failed as teachers.

2735. Diekoff, Arthur E. The cost of failure, by subjects, in the Detroit high schools for the semesters ending June 1930 and June 1932. Master's, 1935. Michigan.

2736. Kelster, Mary Elizabeth. A study of children's reactions to initial failure. Master's, 1936. Iowa.



2737. **Lafferty, Harry Montgomery.** The problem of high-school failure and elimination among cities in Texas. Doctor's, 1936. Texas.

2738. **McCreery, Helen.** Factors in personality as the cause of high-school failures. Master's, 1936. Stanford.

2739. **Mitchell, Arthur Graves.** Failures in high school mathematics in Denton, Paris, and Sherman, Texas, for the fall semester of 1934-1935. Master's, 1936. Texas.

\*2740. **Robinson, Oliver T.** A study of first year high school failures in Henderson institute. Master's, 1935. Hampton. 51 p. ms.

Studies the record of 52 students representing 14 of the elementary schools of Vance county, during their first year in Henderson institute, the county high school for Negro pupils. Finds that socio-economic status of the parents, and the varying types of elementary school training are factors in the failures of first-year high-school pupils.

2741. **Thompson, Layton.** A study of some of the factors of personnel adjustment associated with maladjustment and failure among junior high school boys and girls. Master's, 1935. Michigan.

#### MARKS AND MARKING

2742. **Blum, Milton L.** Ability of students to estimate their grades on a multiple choice examination. Master's, 1935. Columbia.

2743. **Civill, Acton T.** A study of the interrelations between teacher ratings of pupils' school behavior, pupil self-ratings of school behavior, and pupil abilities and achievements in school. Master's, 1936. N. Y. St. Coll. for Teach. 25 p. ms.

2744. **Davis, C. O.** A comparative study of scholastic records made by the freshman classes of 1933 and 1934 in common courses in various curricula. Master's, 1935. Ala. Poly. Inst.

2745. **Dwyer, Grace Mary.** The evaluation of teachers' ratings as a suitable criterion for entrance to regents examinations. Master's, 1936. N. Y. St. Coll. for Teach. 68 p. ms.

2746. **Edwards, William Thomas.** An evaluation of marking policies in 20 accredited elementary schools of Florida. Master's, 1936. Florida. 120 p. ms.

2747. **Eubanks, Herbert Festus.** Comparison of the grades of participants in inter-school activities with the grades of non-participants in the high schools of Bibb county. Master's, 1936. Alabama. 43 p. ms.

2748. **Farnham, Charles V.** The influence of the elimination of marking upon subject-matter achievement. Master's, 1936. Colo. St. Coll.

2749. **Ford, Thomas Rowe.** The relation of vocabulary scores to school marks in senior high school and selected college freshman groups. Master's, 1935. Michigan.

2750. **Inbody, Roy M.** A study of the personality traits of pupils whose class marks vary widely from their standard test scores in the same subject. Master's, 1936. Washington Univ. 74 p. ms.

†2751. **Iowa State teachers college.** A study of the grades assigned to students by the faculty of the Iowa State teachers college during the 1934-35 academic year in courses giving college credit. Ames, 1935. 25 p. ms. (Research report, no. 19)



2752. James, Abram A. Individual participation records and point systems in intramural sports. Master's, 1936. Michigan.

2753. Mellott, Malcolm Eugene. Relation of high school and college marks as a basis of predicting college success. Master's, 1936. Temple. 45 p. ms.

Studies the scholastic achievement of 551 students who entered the Teachers college, School of commerce, and the College of liberal arts of Temple university during the school year 1928-29. Finds that students who do not achieve at least a "B" in high-school work have little likelihood of successfully completing the college requirements.

2754. Munsell, Ruth. Merit and service point systems in the larger California high schools. Master's, 1936. Stanford.

†2755. Newman, Herbert M., Varty, Jonathan W., and Eisenson, Jon. Study of distribution of grades in Brooklyn college, part II. Brooklyn, N. Y., Brooklyn college, 1936. 24 p. ms.

Analyzes 28,959 grades assigned to students in the several departments, at Brooklyn college for the semester ending January 1936, and compares the results obtained with those for the semester ending January 1934 (reported as Part I, 1934). Shows a shift of about 5 percent from the A and B categories to the C, D, and F categories, which may be accounted for by the tendency on the part of the departments of the college to approach uniform standards of marking.

†2756. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa state teachers college during the 1934-35 academic year in courses giving college credit. Cedar Falls, Iowa state teachers college, 1935. 25 p. ms. (Research report no. 19)

Studies the teaching load of the members of the faculty of the Iowa state teachers college for the academic year 1934-35, together with an indication of the average number of grade points per credit hour and distribution of grades made by different members of the faculty.

2757. Petty, William Clarence. A study of high school marks in the senior high schools of Jefferson county. Master's, 1936. Birmingham-Southern.

2758. Pratt, K. C. and Wise, Virgil. Do marking systems based upon the normal probability curve insure an equitable distribution of marks in elective curricula? Mt. Pleasant, Mich., Central State teachers college, 1936. 30 p. ms.

Surveys the relation of marks to intelligence test scores of 1,550 students in six consecutive annual freshman classes (1929 to 1934, inclusive) of a teachers college. Finds that the differential selection of intelligence in those enrolling in the several departments renders a distribution of marks on the basis of a curve system inequitable.

2759. Rhoton, Wiley Homer. A study of marks in the seven junior high schools of Chattanooga. Master's, 1935. Peabody. 59 p. ms.

2760. Schoolcraft, Arthur A. The relation of intelligence quotients to college grades. West Virginia academy of science, Proceedings, 1935. Vol. 9: 164-66. (West Virginia Wesleyan)

Studies the relation of IQ's to college grades of 127 freshmen who entered West Virginia Wesleyan college in the fall of 1934. Finds too great a disparity between ability and achievement and recommends fewer required courses, improved guidance beginning in junior high school and continuing through college, adequately motivated instruction, adequate instruction in efficient methods of study, and a revised system of grading based on the relation of achievement to ability.

†2761. Schrammel, R. E. and Davis, Vera. A comparative study of grades given during the school year, 1934-35, by departments of Kansas state teachers college, Emporia, Kansas. Emporia, Kansas state teachers college, 1935. 11 p. ms.



**2762. Shores, Geraldine Urist.** The relationship of transcript marks to marks received at Peabody college. Master's, 1935. Peabody. 119 p. ms.

Compares the transcript and Peabody marks of 781 students over a period of seven quarters. Finds that high-school students earn approximately the same marks at Peabody that they received in high school, and that graduate students did the same until a new ruling was made in 1932 respecting the grades of graduate students, since which time students entering with C averages have earned B averages at Peabody.

**\*2763. Sobel, Frances S.** Teachers' marks and objective tests as indices of school adjustment. Doctor's, 1936. T. C. Col. Univ. New York, Teachers college, Columbia university, 1936. 74 p. (Contributions to education, no. 674)

Studies the mark of 81 girls and 91 boys in the seventh and eighth grades of the public schools of Verona, N. J., comparing those whose school marks are higher than their achievement test scores, those whose marks approximate their achievement test scores, and those whose school marks are lower than their achievement test scores. Compares them on measures of educational status, intelligence, personality, and socio-economic background. Finds that such factors as penmanship, punctuality, and personal attractiveness tend to accompany school success as measured by teachers' marks; and that the child who receives exceptionally high teachers' marks in comparison with his mental and educational status is in danger of becoming emotionally maladjusted. •

**2764. Winter, Olice.** Analysis of freshman class in Lake View high school, 1935. Master's, 1935. Chicago. 82 p. ms.

Studies records of freshmen from 13 public and 12 parochial elementary schools.

#### REPORTS AND RECORDS

**2765. Green, Irvin L.** Child personnel records for small schools of Texas. Master's, 1936. Colo. St. Coll.

**2766. Guernsey, Bernard B.** Superintendents' annual reports to their boards of education in smaller Iowa school districts. Master's, 1936. Iowa. 105 p. ms.

**2767. Hinds, Archie W.** The superintendents annual report to the Board of education in the small school systems of Colorado. Master's, 1936. Colo. St. Coll.

**2768. Murray, Donald A.** A study to determine what should be included in the annual report of the Mason public schools. Master's, 1936. Michigan.

**2769. Powers, J. William.** A study of application blanks as used by school superintendents in securing applicants. Master's, 1936. Kans. St. T. C., Emporia. 65 p. ms.

**2770. Walters, H. G.** A report card for use in the elementary schools of Parke county to accompany the Indiana elementary and high school cumulative record form. Master's, 1936. Ind. St. T. C. 89 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 118, July 1936)

Evolves a report card offering constructive and suggestive help to the parent, child, and teacher, rating all phases of growth and development, as well as being easy to administer.

**2771. Winters, Nathan Blaine.** A study of reports to parents. Master's, 1936. Utah.

#### RETARDATION AND ELIMINATION

**2772. Anthony, Barbara Klein.** The elimination situation in Alpena high school. Master's, 1935. Chicago. 51 p. ms.

**2773. Bilhorn, John Chester.** Withdrawals from high schools in an urban community. Master's, 1936. Chicago. 91 p. ms.



2774. Chase, Clarence Acile. Pupil elimination in the Morton high school, Richmond, Indiana, for three selected years. Master's, 1936. Cincinnati.

2775. Creviston, Margaret E. Emotional factors as related to general educational retardation in public school children. Master's, 1936. Purdue. 47 p. ms.

Describes an experiment in which 100 retarded children between the grades 4B and 5A were given the Otis self-administering test of mental ability and the new Stanford achievement test, the Rogers test of personality and adjustment, and the Rogers rating scale for attitudes. Indicates that for public-school children who are classified as seriously retarded, a more or less definite relationship obtains between scholastic achievement and emotional adjustment.

2776. Ehrhorn, Theodore R. A study of pupils eliminated from a high school graduating class during a five-year period. Master's, 1936. Iowa. 68 p. ms.

2777. Elliott, John H. An investigation of the causes of the decrease in overageness in the public elementary schools of Westmoreland county, Pennsylvania. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 299)

Finds that the factors of most importance in causing the decrease in overageness in the public elementary schools of Westmoreland county during the past 15 years were: Better teaching, attendance, curriculum changes, methods of supervision, textbooks, teacher load, and reclassifications.

2778. Frost, Wright W. Elimination from Jefferson county high schools. Master's, 1936. Tennessee. 93 p. ms.

Studies the eighth-grade graduates of Jefferson county, Tenn., for the 4 years 1931-1935. To determine the reasons they do not enter high school, or the reasons they do not remain to graduate if they do enter. Finds that graduates of rural schools have about one-half the probability of entering high school as do the graduates of consolidated schools; that when graduates of rural schools enter high school they tend to remain as well as the graduates of consolidated schools; and that overageness causes elimination before and after entering high school.

2779. Harland, Blanche and Paul, J. B. Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1931. Cedar Falls, Iowa state teachers college. 18 p. ms. (Research report no. 21)

2780. Iowa state teachers college. Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1930. Ames, 1935. 11 p. ms. (Research report no. 18)

2781. Ladd, Ernest Everett. A study of elimination from the high schools of Clinton county, Iowa, during a 12-month period. Master's, 1936. Iowa. 59 p. ms.

2782. Moss, William Asa. Retardation and elimination of pupils in Hart county schools. Master's, 1936. Georgia.

2783. Owings, J. Herndon. Retardation study of some high fourth grades in Meridian, Mississippi. Master's, 1936. Peabody. 61 p. ms.

Studies 119 fourth-grade pupils to determine the causes of retardation. Finds the probable causes of retardation to be changing schools, irregular attendance, poor health, overage at entrance, low IQ, and physical defects.

2784. Paul, J. B. Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1930. Cedar Falls, Iowa state teachers college, 1935. 11 p. ms. (Research report no. 18)

Studies the academic records of 701 students who entered Iowa state teachers college in the fall of 1930 to determine the number who were dropped for low scholarship, withdrew, graduated, or were still in college.



\*2785. Paul, J. B. "Relation of placement test scores to mortality and scholastic ratings, class entering fall term of 1931. Cedar Falls, Iowa, state teachers college, 1936. 18 p. ms. (Research report no. 21)

Analyzes data on 699 freshmen students who enrolled for the first time at the Iowa state teachers college during the fall term of 1931 and took three placement tests.

2786. Tornstrom, Mary F. Elimination in the high school of Brainerd, Minnesota. Master's, 1936. Colo. St. Coll.

2787. Wilkinson, Perry. What becomes of high-school drop-outs and graduates? Master's, 1936. Maryland. 38 p. ms.

Covers students who graduated or left school from date of its opening in 1930 to the end of year 1935. Finds percentage of unemployed among graduates greater than among withdrawals; permanency of employment greater among graduates; and that the type of employment secured by Mt. Rainier students suggests certain curriculum modifications.

#### STUDENT SELF-GOVERNMENT

2788. Anton, Benjamin D. Pupil participation in school government in the elementary school. Master's, 1936. Temple. 400 p. ms.

Finds that student participation in school government is valuable for character training and as a preparation for life, and should be as scientifically planned as the course of study.

\*2789. Geer, James Clifford. Pupil participation in school government. Master's, 1936. Boston Univ. 67 p. ms.

Attempts to determine the need for a plan of pupil participation in school government in the secondary schools, the evolution and progress of the principle of pupil participation, various forms and types of plans in use, the attitude of pupils and teachers in places where such plans are in operation, the procedure in establishing a plan of pupil government, and pupil outcomes to be derived from a plan of pupil participation.

2790. Russell, Hosea B. History and present status of pupil participation in school government. Master's, 1936. Ind. St. T. C. 115 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal 7: 122-23, July 1936)

Shows that pupil participation in school government offers a splendid opportunity of teaching citizenship through practice, is a means of training for the assumption of duties and responsibilities of adult life, establishes a better understanding and spirit between the faculty and pupils, and develops a good school spirit.

#### TEXTBOOKS

\*2791. Anderson, Mildred Ruth. Trends in reading primer textbooks. Master's, 1935. George Washington. 77 p. ms.

Shows the changes which have taken place in the content of reading primer textbooks since 1890, by analyzing 60 primers as to content, illustrations, and procedure.

2792. Babbitt, Ellen Gail. An analysis of the cultural content of first-year French grammar texts at the secondary school level. Master's, 1936. Ohio State. 62 p. ms.

2793. Barker, Minnie Combs. A comparative study of some theory of equations texts. Master's, 1935. Peabody. 244 p. ms.

Compares three texts, of which one is a translation from the French text.

2794. Becker, Elizabeth. An analysis of the vocabularies of 31 preprimers. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 290-91)

Compares the 31 books on the basis of the number of running words, the number of different words, the number of pages, the range of words to the page, and the number of words to the page.



2795. Bird, Carl Leslie. Social science textbooks in the revised Arkansas curriculum. Master's, 1936. Peabody. 72 p. ms.

Analyzes six social science textbooks, based on problems set-up in the revised secondary curriculum of Arkansas, to determine the place of these books in the new course of study. Finds that the textbooks studied have a definite place in the revised curriculum; each of the textbooks seems to be more suitable for one particular grade than for any other grade; that they should not be taught in a sequential order; that they have few references on problems in the twelfth grade; that the scope of the revised curriculum of Arkansas is based on a social function procedure rather than on a textbook procedure; and that textbook material is serving the same function in the revised curriculum for secondary schools in Arkansas as it is in the revised curricula of many other secondary schools in other states.

2796. Blackwell, Tom Benton, jr. An analysis of English literature textbooks. Master's, 1936. Texas.

2797. Boren, Maurice Elmer. The use of single versus multiple sets of textbooks. Master's, 1936. Nebraska. 188 p. ms.

Finds that multiple texts are used more in smaller classes; that definite trends are toward multiple texts in social science, high-school English, and elementary reading; and that teachers need further training in multiple-text method before it can be extended profitably.

2798. Bostwick, Jack. An analysis of 15 secondary American history textbooks. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 26-27)

Analyzes the trends in the organization and content of 15 American history textbooks used in secondary schools from 1910 to 1936 with particular attention to the trends in organization of subject-matter and supplementary material, illustrations, and the amount of space allotted to various phases of subject matter in these textbooks for the last 25 years.

2799. Bowie, Moraine Condit. Needs for vocabulary study in general science as revealed by a sampling investigation of *Our environment, how we adapt ourselves to it*, by Wood and Carpenter. Master's, 1936. Iowa. 115 p. ms.

- \*2800. Boyer, Ralph. First aid subject matter in senior high school textbooks. Master's, 1936. George Washington. 91 p. ms.

Analyzes first-aid subject matter in six senior high school textbooks on health, and in five textbooks on science, in three special textbooks on first aid to the injured and emergency care of the sick; and analyzes the ratings of first-aid subject-matter classifications of 51 medical and 44 educational authorities in answer to a questionnaire on first aid mailed to medical and educational institutions throughout the United States. Finds the textbooks on health and on science inadequate in their treatment of first-aid subject matter, and that the first-aid textbooks include and emphasize all first-aid subject matter but they do not stress the most important things in first-aid teaching.

2801. Burkholder, Elmer. An analysis of the cultural content of first year Latin textbooks. Master's, 1936. Ohio State. 70 p. ms.

2802. Butler, Jennie Mary. Nature of the content of third-, fourth-, fifth-, and sixth-grade readers. Master's, 1936. Chicago. 85 p. ms.

2803. Cagle, Anne. A vocabulary study of primers adopted in Texas. Master's, 1936. Colo. St. Coll.

2804. Challis, Dean. A study of the vocabulary difficulty of Butler's *Foundation of physics*. Master's, 1936. Michigan.

2805. Christianson, C. J. The selection and evaluation of textbooks in Iowa. Master's, 1936. Drake. 48 p. ms.

Finds that the use of score sheets is not wholly accepted in Iowa; that committees of classroom teachers have an active part in selecting materials for their use; that city, county, and state adoptions are considered an important factor in selection of text-



books; that boards of education do not generally assume the responsibility for authorizing adoptions; and that the item of cost has little influence in book selection.

2806. **Cogshall, Annetta Stow.** A study of the vocabulary appearing in the scientific articles in certain newspapers and in several school science textbooks. Master's, 1936. Michigan.

2807. **Collins, Henrietta Wamstad.** A comparison of the person-content of selected textbooks in American history on three levels of instruction. Master's, 1936. Chicago. 75 p. ms.

Studies person-content of 15 current 1-volume textbooks which cover the entire period of American history.

2808. **Collins, Ruth S.** A study of the vocabulary burden of Hunter and Whitman's *Problems in general science*. Master's, 1936. Michigan.

2809. **Davis, Katherine.** Historical study of Latin grammar textbooks. Master's, 1936. Alabama. 51 p. ms.

\*2810. **Dell, Mary Barker.** Attitudes produced in pupils through material in certain often-used history textbooks. Master's, 1936. Johns Hopkins. 101 p. ms.

Analyzes studies on the subject of attitudes, showing the attempts that have been made to measure them. Examines four textbooks used in the 8A grade of the Baltimore public schools to determine whether they contain statements that might change the attitudes of the pupils. Describes an experiment in which tests were given to 241 children, equated on the basis of mental age and of the scores on the general attitude test based on material from the textbooks examined. Finds that the thinking of the children was changed by the material of the textbooks, while each group made approximately the same mean gain in subject matter.

2811. **Desobry, Mary Katherine.** Themes and interest factors in early elementary school readers. Master's, 1936. Peabody. 56 p. ms.

2812. **Dexter, William A.** A determination of the vocabulary burden of *Biology for beginners* by Moon and Mann. Master's, 1936. Michigan.

2813. **Douglas, Jessie.** A vocabulary study in Dale and Rader's *Readings in Oklahoma history: a contribution to the Historical dictionary of American English*. Master's, 1936. Okla. A. & M. Coll.

2814. **Duffy, Bess.** An experiment in teaching Schorling and Clark's, *Mathematics in life, unit A*. Master's, 1935. Michigan.

2815. **Eddy, Richard Henry.** The vocabulary gradation of six French books. Master's, 1936. Peabody. 89 p. ms.

2816. **Elliott, William J.** A determination of the vocabulary difficulty of science problems of *Modern life, book I*, by Ogbourn and Heiss. Master's, 1936. Iowa.

2817. **Fiedler, Ward I.** An investigation to determine the vocabulary difficulty of *New practical physics* by Blank and Davis. Master's, 1936. Michigan.

2818. **Flett, Margaret Isabel.** An analysis and evaluation of the contents of the readers in use at Hartwell school, Cincinnati, Ohio, in the seventh and eighth grades. Master's, 1936. Cincinnati.

2819. **Fothergill, Mrs. Norine Franklin.** The vocabulary difficulties presented by the pre-primers, primers, and first readers in present use in Texas schools. Master's, 1936. Texas.

2820. **Gartly, Mary.** A comparative analysis of five third grade arithmetic texts. Master's, 1935. Michigan.



2821. **Girvin, Hazel F.** A comparative study of the common elements in the vocabulary of a first year Latin textbook in relation to whether listed in Thorndike's, *Teachers word book* at the 6,000 level and over. Master's, 1936. Michigan.

2822. **Graham, Robert X.** The newspaper as a textbook. Pittsburgh record, 10: no. 2, 30, 1936. (University of Pittsburgh)

2823. **Hess, Irene S.** A comparative study of five recent texts in child psychology. Master's, 1936. Creighton. 45 p. ms.

2824. **Hoffman, Caius Marion.** A critical analysis of modern textbooks for the basic study of French in the secondary schools of New York state. Master's, 1936. N. Y. St. Coll. for Teach. 79 p. ms.

2825. **Hoffmann, Richard Albert.** Analysis and comparison of vocabulary of some German readers. Master's, 1936. Stanford.

2826. **Hoyt, Mary Louise.** The pupil activities provided for in 12 textbooks in the history of the United States for the junior high school and 12 in American history for the senior high school. Master's, 1936. Michigan.

2827. **Hrvol, Anna Emily.** Comparison of Czechoslovakian and American Latin textbooks. Master's, 1936. Peabody. 120 p. ms.

Describes classical education in Czechoslovakia, textbooks used in that country and compares them with American books, and describes classical education in other European countries for background. Finds that several superior features in Czechoslovakian texts point to thorough study, value of literature of classics to the nation, and value of a national culture.

2828. **Jackson, Archie Clingman.** The treatment of percentage in arithmetic textbooks in junior high school. Master's, 1936. Texas.

2829. **Jensen, Walter F.** The desirability of uniform state textbooks for Wyoming. Master's, 1936. Colo. St. Coll.

2830. **Johnson, Charles R.** The significance of revision in American history textbooks for the senior high school. Master's, 1936. Iowa. 50 p. ms.

2831. **Johnson, Herbert B.** A survey of 12 civics textbooks from 1839 to 1936. Master's, 1936. Michigan.

2832. **Kania, Stanley S.** A determination of the vocabulary burden of Watkins-Bedell's, *General science of today*. Master's, 1935. Michigan.

2833. **King, M.** An evaluation of the treatment of the current underlying trends in the field of labor in high school economics textbooks. Master's, 1936. Coll. of the City of N. Y. 81 p. ms.

Attempts to determine the efficiency with which economics textbooks commonly used in high schools help students to cope with present-day problems related to labor. Evaluates 10 textbooks in high-school economics on the basis of subject matter, and constructs a chart which shows by a numerical scheme how adequately each of the books meets the criterion of subject matter. Reveals that many of the economics textbooks used in the schools today are antiquated and outmoded. A few more recent publications attempt to meet current needs by modernizing subject matter, but suggests that a mimeographed outline be used as a substitute for any one given textbook.

2834. **King, Sue Chamberlin.** A study of poetry in contemporary junior high school textbooks. Master's, 1936. Texas.

2835. **Kirby, Norene.** Gradation of Spanish texts. Master's, 1936. Peabody. 63 p. ms.

2836. **Kollen, Harvey William.** A determination of the vocabulary burden of Sears' *Essentials of physics*. Master's, 1936. Michigan.



2837. **Korganow, E. A.** A study of the visual aids in elementary school geography textbooks with criteria for the evaluation of the aids. Master's, 1936. Coll. of the City of N. Y. 81 p. ms.

Attempts to analyze and evaluate visual aids in the following school geography textbooks: *Other countries in America*, by Dodge, Lackey, and Grady; *Sozial geography series*, by Branom and Ganey; *The new geography by grades*, by Niver; *Rabenort's new geography*, by Rabenort; *Our neighbors in America and Europe*, part I by Jansen and Allen; *Geographical reader*, by Carpenter. Taking into consideration types of visual aids, values of visual aids, and fundamental and supplementary standards for judging visual aids, the author evaluates the visual aids contained in the texts under consideration. Results of the evaluation show that photography has proved its use in geography texts as one of the outstanding aids in comprehension of subject matter, and maps, charts, tables, and diagrams are of utmost importance in the conveyance of geographic meaning. Of the six texts analyzed, Dodge, Lackey, and Grady's text best met the evaluation requirements.

2838. **Kyser, George F.** An investigation of the vocabulary burden of Kinsey's high school biology text, *New introduction to biology*. Master's, 1935. Michigan.

2839. **Larkin, Geraldine.** A study of the vocabulary difficulty of the *Science of everyday life*, by Van Buskirk and Smith. Master's, 1935. Michigan.

\*2840. **Levine, Michael.** A critical analysis and evaluation of selected current secondary school textbooks in American history in the light of educational research. Doctor's, 1936. New York. 215 p. ms.

Analyzes 13 American history textbooks on 15 problems to determine whether their content would enable young citizens to understand important problems of contemporary American life. Finds that a majority of the textbooks devote more space to wars than to the presentation of the problems of American life, and that an insufficient amount of space is devoted to the problems of contemporary American life. Indicates a need for the introduction of all sorts of stimuli that can be of use to students in the consideration of present-day issues and problems.

2841. **Littlewood, Alice.** An analytical survey of West Virginia first readers. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 309-10)

2842. **McAfee, Wilma M.** *Togo and Sila*, a language arts guide for fourth and fifth grades. Master's, 1935. Emory.

2843. **McDowell, G. S.** An investigation to determine the words which are found in a certain textbook in first year algebra and which are not within the comprehension of 200 ninth grade pupils. Master's, 1935. Michigan.

2844. **Manning, Mrs. Anna.** Changes in materials and methods in arithmetic textbooks in use from 1880 to 1930. Master's, 1936. Texas.

2845. **Martin, Mrs. Cora Merriman.** Trends in the development of texts in primary reading as shown by a study of 50 series of primary readers published in the United States since 1850. Doctor's, 1936. Texas.

2846. **Massey, Albert K.** A comparative study of the organization and content material of five junior high school history textbooks. Master's, 1936. Kansas.

2847. **Maurer, Floyd E.** The problematic situations found in 10 recent general science textbooks. Master's, 1936. Ohio State. 167 p. ms.

2848. **Melton, Clifford H.** Analyses of seven recently published junior high school American histories and eight recently published junior high school geographies with reference to the interpenetration of the content of each into the other. Master's, 1935. Ind. St. T. C. 87 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 105, July 1936)

Studies the topics, vocabulary, and index classification of 15 textbooks in geography and history, and finds a close relationship between geography, history, and the other social studies, and a close interpenetration of the subject matter of the textbooks studied.



2849. Meyer, Martha Ann. A study of the changes found in texts in English literature used extensively in high schools since 1920. Master's, 1936. Iowa.

2850. Morris, Wilhelmina Styles. An analysis of recent home economics textbooks. Master's, 1936. Ohio State.

Analyzes 25 secondary school home economics textbooks published since 1929 to determine to what extent integration has taken place between the subject-matter areas in home economics, and to determine the physical characteristics of present-day texts. Finds that 12 of the textbooks were integrated. Shows that an integrated text has its place in an integrated program, but as it deals with all phases of home economics, it can only touch the surface of the wealth of material that there is and needs to be supplemented with other source books that go into detail of procedures or factual information in order to develop all phases of homemaking.

2851. Motley, Katie Belle. An analysis of the vocabularies of primers. Master's, 1936. West. Ky. St. T. C. 22 p. ms.

2852. Murphy, Catherine Louise. A study of the treatment of four spelling rules in 20 current spellers. Master's, 1936. Boston Univ. 196 p. ms.

Presents a comprehensive survey of 20 spellers published since 1927, and used in grades 2-8, to determine the frequency of the use of words to which the 4 selected rules could be applied, the use of exercises in the application of these 4 rules, and the exact statements of these rules. Finds that the authors of 19 of the spellers used a minimum of 4 to a maximum of 19 rules, the authors of the Breed-French spellers used no spelling rules.

2853. Nelson, Anna Malinda. The illustrated content of textbooks in United States history. Master's, 1936. Chicago. 93 p. ms.

From analyses of 25 texts, concludes that illustrated content is concerned largely with government and politics, war, travel and transportation, human betterment, colonial possessions, inventions and industrial progress, discovery and exploration, and settlement of America.

2854. Niergarth, J. I. A study of vocabulary difficulty of Dull's *Modern physics*. Master's, 1936. Michigan.

2855. Padgett, Elsie. Attitudes toward Mexico expressed in American history textbooks. Master's, 1936. Peabody. 68 p. ms.

Analyzes discussions of Mexican-American relations, 1821-1848, in five textbooks.

2856. Page, Winnie Riginia. An analysis of textbooks for the teaching of English composition. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography publications, 12: 318-19)

2857. Patten, Lester D. Needs for vocabulary study in community civics as revealed by a sampling investigation of two selected textbooks. Master's, 1936. Iowa. 86 p. ms.

2858. Peck, George William. An analysis of the overlapping of the subject matter offered in high school texts of bookkeeping contrasted with that offered in college texts of accounting. Master's, 1935. Chicago.

2859. Petersen, Anna M. The significance of revisions in American history textbooks for the junior high school. Master's, 1936. Iowa. 57 p. ms.

2860. Phillips, Edna Constance. A vocabulary study of Spanish beginning readers. Master's, 1935. Peabody. 191 p. ms.

Analyzes 10 first readers published in Spain and compares their vocabulary with Buchanan's word list, and with the vocabularies of English first readers published in the United States. Finds a greater number of different words in the Spanish readers than in the English primers.

2861. Pitterman, Marvin. A study of 12 United States secondary school history textbooks in their treatment of matters pertaining to religion. Master's, 1936. Michigan.



2862. Plover, Mrs. Catherine L. The American primer. Doctor's, 1936. Fordham. 148 p. ms.

Presents a historical study of the American English primer from the earliest times to the present, and finds that the primer has kept pace with the progress in elementary school education, although it still awaits some improvements.

2863. Pollock, James A. Workbooks as a teaching device. Master's, 1936. Ohio State. 102 p. ms.

2864. Ratner, A. Trends in the use of pictures as visual aids in secondary school American history textbooks (1821-1934). Master's, 1936. Coll. of the City of N. Y. 71 p. ms.

Analyzes and describes the changing tendencies in American history textbook pictures and settings to discover any possible relationship between the pictures and the educational and socio-economic outlooks of the periods considered. The pictures in 69 secondary school textbooks in American history, published between 1821 and 1934, were analyzed, and secondary sources were used for information concerning the educational aims and the social outlook in American history during this period. Finds that text pictures have lagged behind the aims and ideals of education and society, and that the present trend of pictures places emphasis on the socio-economic phase of society and on peaceful endeavors.

2865. Rayner, Helena Dundas. A survey of the cultural content of high school texts in second and third years of French in the senior high school. Master's, 1936. N. Y. St. Coll. for Teach. 47 p. ms.

2866. Rinsch, Albert E. An analysis of world history textbooks for high schools to determine modern trends. Master's, 1936. Ind. St. T. C. 60 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 132-33, July 1936)

Analyzes 11 world history textbooks published between 1874 and 1933, as to teaching aids, maps, illustrations, and subject matter, to determine modern trends and to see what progress has been made toward placing emphasis on these factors.

2867. Robinson, Francis. A partial study of egocentric patriotism as it is developed through prejudicial history texts. Master's, 1935. Michigan.

2868. Budowitz, Evelyn. Influence of geography as treated in three American history textbooks. Master's, 1936. Peabody. 78 p. ms.

2869. Ruisanchez, Maria. An investigation of the vocabulary burden of a chemistry textbook. Master's, 1935. Michigan.

2870. Salters, Ruby. A gradation of six French reading texts. Master's, 1935. Peabody. 71 p. ms.

2871. Schauer, Frederick Roger. A determination of the vocabulary burden of Stewart, Cushing, and Towne's *Physics for secondary schools*. Master's, 1936. Michigan.

2872. Schrammel, H. E. A study of the content of 10 textbooks in beginning Latin. Emporia, Kansas state teachers college, 1936. 5 p. ms.

2873. Schug, Harry Penman. An analysis of seven textbooks in junior high school mathematics. Master's, 1936. Washington.

2874. Schuster, Sister Mary Aquin. Vocabulary gradation of six German texts. Master's, 1936. Peabody. 138 p. ms.

Evaluates six German literary texts as to vocabulary difficulty by checking them against Purin's, *Standard German vocabulary of 2,000 words and idioms*.

2875. Sego, Pearl. An analysis of mathematics textbooks. Master's, 1936. Baylor. 64 p. ms.



\*2876. **Simmons, Maitland Pearce.** Changing conceptions in general science textbooks (1911-1934). Master's, 1935. St. T. C., Upper Montclair. 114 p. ms. (Abstract in: *Science education*, 20: 211-14, December 1936).

Studies the content, dominant problems, sequence of major topics, illustrations in general science content with specific application to air, and aids used in the teaching of the content of 16 general science textbooks published from 1911 to 1934.

†2877. **Simons, Lao Geneva.** Bibliography of early American textbooks on algebra published in the Colonies and the United States through 1850, together with a characterization of the first edition of each work. New York, Scripta Mathematica, Yeshiva college, 1936. 68 p. (Scripta mathematica studies, no. 1) (Hunter college)

2878. **Steiner, Ruth.** A comparative analysis of arithmetic texts for intermediate grades published since 1890. Master's, 1936. Ohio State. 105 p. ms.

2879. **Thomas, Lydia Austill.** Criteria to guide superintendents in selecting English workbooks. Master's, 1936. Ohio State. 99 p. ms.

Studies the advantages and disadvantages of the use of workbooks together with a score card which sets up criteria for use in selecting English workbooks. There is a wide discrepancy in claims made for and against the use of workbooks. Most educators agree that scientific research is needed to prove the extent (if any) of the value of workbooks. Describes an experiment in which a committee of five rated 10 selected workbooks in English, first without and then with a score card, which shows that a score card is desirable since it induces more objective, uniform judgment.

2880. **Toothacker, William S.** A study of the vocabulary difficulties of Bradbury's *A first book in chemistry*. Master's, 1936. Michigan.

2881. **VanNice, Anna Blaker.** The relative difficulty of five series of readers. Master's, 1936. Chicago. 76 p. ms.

Studies comparative difficulty of five series of readers from second to sixth grades.

2882. **Villard, Rob Leroy.** Desirability of state-adopted textbooks for New Mexico schools. Master's, 1936. New Mexico. 43 p. ms.

2883. **Walkonis, Edward Walter.** Trends revealed by United States history textbooks. Master's, 1936. Alabama. 76 p. ms.

\*2884. **Wass, Raymond Clifton.** A comparison of the social attitudes of groups of students who have studied the Rugg *Social Science* with those of the students who have studied conventional history and geography. Master's, 1935. Boston Univ. 70 p. ms.

Compares the textbooks of the Rugg course in social science with textbooks in geography, history, and civics. Compares the Rugg plan with the conventional plan. Compares test results of students using the Rugg course with test results of pupils who studied the old order of social studies, and finds that the students who studied the Rugg course showed a more intelligent grasp of the material and greater ability in comparing present-day affairs with the past.

2885. **Wearne, Elizabeth Jane.** A study of the vocabulary burden of Peabody and Hunt's *Biology and human welfare*. Master's, 1936. Michigan.

\*2886. **Whipple, Gertrude.** Procedures used in selecting school books. Doctor's, 1935. Chicago. Chicago, University of Chicago press, 1936. 172 p.

Surveys current practices in the selection of textbooks for grades 4 to 8, inclusive. Considers all factors involved in the selection of books and persons having the responsibility of selecting them.

2887. **White, George Washington.** A study of practical applications in high school arithmetic textbooks. Master's, 1936. Texas.

2888. **White, Nora W.** An analysis of the content of basal readers for grades four, five, and six. Master's, 1936. Colo. St. Coll.



\*2889. **Whitney, Winifred Ellenor.** Biases on international issues in 22 American history textbooks. Master's, 1935. George Washington. 112 p. ms.

Defines nationalism and discusses the history of modern nationalism with its educational implications. Analyzes 22 history textbooks to determine the amount of bias shown in their treatment of the Spanish-American war, Hawaii, acquisition of the Panama Canal, the open-door policy, Dominican Republic, Haiti, Virgin Islands, Mexico, the World War, and Nicaragua.

2890. **Winokur, Louis I.** A general survey of the changes which have taken place in ninth grade algebra textbooks from 1832 to 1934. Master's, 1936. Michigan.

### SCHOOL BUILDINGS AND EQUIPMENT

2891. **Adams, Thomas Henry.** A study of Nebraska school lands. Master's, 1936. Nebraska. 94 p. ms.

Finds that the management of school lands is inefficient; that the land commissioner should be selected only on basis of merit; that the state should be divided into six school land districts, and an inspector provided for each district.

2892. **Beale, Rue Latane.** Nashville's ability to finance a school building program. Master's, 1936. Peabody. 70 p. ms.

Finds that Nashville is financially able to finance an adequate school building program.

2893. **Benson, Harold Maultby.** A study of purchasing in 30 smaller schools of New York state. Master's, 1936. N. Y. St. Coll. for Teach. 45 p. ms.

2894. **Byerly, Carl Lester.** Building utilization in rural high schools. Master's, 1936. Chicago. 82 p. ms.

Studies utilization of space in 28 rural high schools in seven counties of north-central Indiana.

2895. **Cox, Clyde E.** The use of public school buildings and grounds by the community and outside agencies. Master's, 1936. Nebraska. 120 p. ms.

Analyzes questionnaires received from 225 Nebraska superintendents, and finds that the use of school buildings and grounds by outside agencies is favored by 187 schools and that policies adopted by the board on this matter are favored by 139 schools. Recommends a definite plan for control of school properties by superintendent and board of education.

2896. **Dickie, Howard N.** The natural community school areas of Jackson county. Master's, 1936. Michigan.

2897. **Foltz, Bertha.** A study of how the lighting of the schools of Clinton township, Vermillion county, compare with the standards set by the American engineering standards committee. Master's, 1936. Ind. St. T. C. 35 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 130-31, July 1936)

Finds that adequate artificial lighting is needed every day to supplement natural daylight, and that no provision was made for the left-handed pupils or for any other special sight cases.

2898. **Frazier, Jesse Melvin.** A survey of sanitary conditions in the secondary schools of Indiana. Master's, 1936. Colorado (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 27-28)

Analyzes replies to a questionnaire received from 266 of the 400 secondary schools of Indiana, and shows that artificial and natural lighting are inadequate in the majority of the schools reporting; that the buildings are not heated evenly; that the method of ventilation is adequate in most of the schools; that the water supply is adequate but its purity is questionable; that sewage disposal is satisfactory; that janitorial service is adequate; and that the personal hygiene of the school children is neglected and should be given particular attention.



2899. Gibson, Eileen M. How to equip a social studies laboratory at minimum expense. Master's, 1936. St. T. C., Upper Montclair. 71 p. ms.

2900. Holy, T. C. and Arnold, W. E. Standards for the evaluation of school buildings. Columbus, Ohio State university, 1936. 79 p. (Ohio State university studies. Bureau of educational research monographs no. 20).

Discusses the site, building, academic classrooms, special classrooms, general service rooms, administrative rooms, and service systems. Gives score cards for judging elementary, and junior and senior high school buildings.

2901. Hoslin, Leo Francis. Pupil population aspects of a school building program for the city of Cohoes. Master's, 1936. N. Y. St. Coll. for Teach. 31 p. ms.

2902. Jones, Theron M. Rural school sanitation. Master's, 1936. Peabody. 43 p. ms.

2903. Kavanagh, Vincent. Public high-school annexes of Brooklyn, New York; a comparison with their main buildings. Master's, 1936. Fordham. 162 p. ms.

Compares 21 annexes with their 13 main buildings and finds that conditions in the annexes are not so satisfactory as the main buildings in their general aspects, pupils, faculty, supervision, and administration.

2904. McCullough, Ashley M. A critical analysis of the fuel management program for schools; selected New Jersey cities compared with nation-wide practice. Doctor's, 1936. T. C., Col. Univ.

Studies the fuel management program carried on in 8 New Jersey cities and in 27 other cities located throughout the United States. Develops a fuel management program that can be used in any city.

2905. McMorris, John A. Needed equipment for teaching elementary science in New York State. Master's, 1936. N. Y. St. Coll. for Teach. 23 p. ms.

2906. Marberry, J. O., Shelby, T. H., and Pittenger, B. F. A study of the building needs of San Antonio public schools. Austin, University of Texas, 1936.

2907. Mitchell, Kenrick Russell. Maintenance and operation of rural school property. Master's, 1936. Nebraska. 133 p. ms.

Finds a need for definite planning for the now too small 1-acre school tracts, a need for custodial training of rural school teachers, and a need of a definite annual budget for upkeep and repair of buildings.

2908. Moore, Floyd Virgil. Small high school as a social recreational center. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 50)

Finds that the small high school, which is the center of the social recreational life of the district, provides some opportunities for recreation, and influences the other social recreational activities. Shows that young people attend picture shows and public dances in nearby towns because other forms of recreation are limited; that the school library is closed in summer and the front pages of the daily newspapers influence the type of reading done by the high-school pupils; that programs for parties are not well planned; that school dramatics exhibits only the talented and is chiefly a means of raising money; that high school provides competitive games for only the few pupils who can qualify for effective participation; and that opportunities for athletic games are not provided during the summer vacation.

2909. Pendergast, W. S. A plan for the utilization of the secondary school lunchroom in the social education of the child. Master's, 1935. Michigan.

2910. Priem, Virginia. A system of food cost accounting for a college dining room. Master's, 1936. T. C., Col. Univ. 72 p. ms.



2911. **Purcell, Albert.** A school building survey of Loudoun county, Virginia. Master's, 1936. Virginia. 223 p. ms.

2912. **Redfern, Herbert D.** School lighting. Master's, 1936. Nebraska. 94 p. ms.

Studies the intensity of natural and artificial illumination in the rooms of six public-school buildings for a period of days to estimate the improvements needed, to remedy the deficiencies found, and the cost of these improvements. Finds that improved seating arrangements and use of light-colored paints on walls and ceilings will help; that the real remedy lies in the installation of a satisfactory artificial lighting system and, therefore, prescribes a system which provides a satisfactory level at 15 foot-candles for each school.

\*2913. **Ross, Eugene Whiteman.** Seating practices found in the schoolrooms of 10 selected towns in Ward county, North Dakota. Master's, 1936. North Dakota. 72 p. ms.

Analyzes the following data secured from personal inspection of the rooms, the number of grades seated in each room, the number of seats and the number of each type of seat, condition of seats, whether the seats are adjustable and how often adjustments are made, whether seats are moved from room to room to accommodate increases or decreases in enrollment, school population, and recommends methods for improving seating in each room. Finds that poor seating becomes more common as one advances through the grades; that superintendents and principals showed a lack of knowledge in regard to good seating practices; and that more than half of the seats and desks were in poor condition.

2914. **Scott, Ralph Samuel.** The utilization of building space in secondary schools. Master's, 1936. Chicago. 91 p. ms.

Finds that acceptable standards are not being met in many instances.

2915. **Snyder, Harry Anderson.** The exercise of eminent domain by the public schools. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 240-44)

Analyzes and classifies the legal principles underlying the acquisition of real estate for educational purposes through the criteria of the judicial interpretation of the constitutional and statutory provisions of the 48 States relating to the power of eminent domain. Finds that the property owner's and the school district's rights in the 48 states are adequately covered by constitutional provisions and statutory legislation in reference to this power, that fundamental principles of eminent domain are identical irrespective of the agencies exercising the power; that the more recent statutes as well as court decisions take a liberal viewpoint as to the land area necessary to educational programs, that the acquisition of property to anticipate future development of school districts has not come within the province of condemnation proceedings; and that the theory of excess condemnation which would insure proper environmental conditions and which would in part subsidize for contemplated improvements has not become a matter of legislative interest.

\*2916. **Sohl, Charles Edwin.** State control of the location, planning, and erection of public school buildings. Doctor's, 1935. Pennsylvania. Philadelphia, University of Pennsylvania, 1935. 373 p.

Studies the nature of the control exerted by the various states and the extent to which such control is exercised in respect to the location, planning, and erection of public-school buildings. Discusses school building sites, plans and specifications, bids, contracts, contractors' bonds, mechanic's liens, the status of the architect, and the bureau of school buildings.

2917. **Stone, Leroy.** An inquiry into the space provisions of present-day high-school buildings. Master's, 1936. Texas.

2918. **Stoner, James K.** An investigation of the school building systems and equipment offered by the heating and ventilating market and the laws and regulations of the various states affecting their construction and installation. Mas-



ter's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh Abstracts of theses, researches in progress, and bibliography of publications, 12: 328-29)

2019. Taylor, James L. The types of physical facilities needed in Arkansas' new curriculum. Master's, 1936. Peabody. 63 p. ms.

2020. Winn, Herman Pitt. A critical analysis of secondary school office design, equipment, and management. Doctor's, 1936. Southern California.

Examines the secondary schools below junior college level to determine the function of the central office staff, activities, rooms, services necessary for performance, size, duties, office equipment, needs of personnel, essential information for architects as to economical and efficient office arrangements, and criteria for evaluation of architect's plans, and methods of securing efficiency in office management.

#### JANITORS

2021. Hill, Harold Metcalf. School building management: a survey of janitors, janitorial practices, and certain related items. Master's, 1935. Washington. 100 p. ms.

#### SOCIOLOGY, EDUCATIONAL

†2022. Alabama college. A study of employability of women in Alabama, 1929-1935. A study conducted by the National federation of business and professional women's clubs and the Alabama federation of business and professional women's clubs, in collaboration with Alabama college. Montevallo, 1936. 88 p. (Bulletin, vol. 29, no. 1. Total no. 119. Special bulletin)

Analyzes data as to age, marital status, and health as they relate to employment; amount and type of training as they affect entrance and tenure in the various occupational fields; diversity of occupational fields employing Alabama women; independent business as compared to salaried positions with reference to opportunities for women; and agencies most helpful in placing women in positions as shown by data collected from 318 women members of Alabama business and professional women's clubs and from 142 women who were attending special federal emergency relief classes being trained to teach nursery schools and classes of adults in the State.

2023. Alexander, O. V. Program building for adult members in a city YMCA. Master's, 1936. Springfield.

†2024. Anderson, W. A. Rural youth: activities, interests, and problems, I. married young men and women, 15 to 29 years of age. Ithaca, N. Y., Cornell university agricultural experiment station, 1935. 53 p.

Studies the activities, interests, and problems of 347 married young men and women living in the open country and the villages of Tompkins county, N. Y., the localities in which they lived, their educational background, their occupations, and their leisure-time activities.

2025. Askew, Mabel Owens. An analysis of cultural demands made on the adolescent in contemporary American society. Master's, 1935. Columbia.

†2026. Baller, Warren Robert. A study of the present social status of a group of adults, who, when they were in elementary schools, were classified as mentally deficient. Genetic psychology monographs, 18: 165-244, June 1936. (University of Nebraska)

Studies the home background, kind and amount of schooling, physical health, marital status, ability to conform to the laws and social customs of the community, occupational choices and permanence of employment, degree of economic self-sufficiency or dependence, effects of the depression, and respects in which those who make a reasonably satisfactory social adjustment differ from those who fail, of 126 men and 80 women of subnormal mentality who had had 1 or more years in the opportunity classes of Lincoln, Nebr., public schools, and whose ages were more than 21 years. Compares them to the same number of mentally normal individuals matched as to sex, nationality, and age.



2927. **Batchelor, Wilbur C.** Changing conceptions of leisure and leisure education. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 24-33)

Attempts to point out the significance of changes in the basic concepts of leisure, to determine the chief attitudes toward and objectives of leisure, and to evaluate them and show their relationships to educational procedure. Discusses leisure as compensation or escape; individual and social development through leisure; leisure as an integral part of life; common uses of leisure; factual conditions and trends affecting leisure in economic, governmental, religious, and family relationships; institutionalized leisure programs; and educational trends affecting leisure.

2928. **Bonney, Merl E.** A classification of the techniques of appeal and of social control. Doctor's, 1935. T. C., Col. Univ.

Attempts to classify techniques of appeal and of social control, and to determine the conditions and extent to which the techniques may be used to educate people as opposed to controlling them through external manipulation or coercion.

2929. **Brite, Gilbert B.** The characteristics of citizenship of school children of relief families in the Ozark mountain region. Master's, 1936. Colo. St. Coll.

2930. **Campbell, Donald W.** Effectiveness of teaching techniques in influencing pupils' attitudes toward peace and war. Doctor's, 1936. Penn. State. (Abstract in: Penn state studies in education, 14: 13-14)

Describes a controlled experiment involving 334 matched pairs of pupils. One group was given direct instruction with peace-mindedness as the objective, and another group was given incidental instruction with this objective. A third group was given no instruction bearing on this theme. Finds that direct instruction resulted in measurable gains toward peace-mindedness compared with the control group, but that there was little measurable effect from the incidental instruction.

2931. **Crow, Fay Leona.** Methods of personal counseling in relation to the work of a Y. W. C. A. secretary. Master's, 1935. Columbia.

\*2932. **Cunningham, Gertrude Mary.** The development of inter-group tolerance through junior high school procedures. Master's, 1936. Boston Univ. 194 p. ms.

Attempts to discover the materials and activities which may eradicate prejudice and promote respect and good will among people of various colors, members of different churches, and people of different nationalities living in America.

2933. **Dalton, Alford Paul.** Elizabethan leftovers in Allen county. Master's, 1936. West. Ky. St. T. C. 52 p. ms.

2934. **Dickey, Grady Gather.** A historical and comparative study of the schools of Buckner orphans home. Master's, 1936. Texas.

\*2935. **Donahue, Terence Craig.** The relationship between the extent of education and the standard of living of the people of South Dakota. Master's, 1936. Ohio State. 93 p. ms.

Correlates the amount of training received by people in the different counties of South Dakota with the wants and the ability of the person or group to satisfy those wants.

2936. **Dunn, Gordon.** Resources for the development of social understanding in elementary children. Master's, 1936. Ohio State. 70 p. ms.

Suggests that the teacher will guide pupils to see the vital imports of experience; to sense relationships; to see lags, trends, and conflicts in social customs; and to understand the present as the future of yesterday, and the past of the future. Emphasizes that it is futile to force the process of acquiring social understanding by teaching children the verbal outcomes of thinking done by specialists, or by expecting them to deal with conflicts and social problems without adequate experiences. Shows that social understandings can emerge only from conditions rich in child living and experience.



2037. **DuVall, Everett.** A sociological study of 500 underprivileged children. Doctor's, 1936. Southern California.

Analyzes, through case work, the relationships in family, church, school, and neighborhood of 500 underprivileged children participants in the social work program of All Nations foundation. Finds that their experiences in the play group are the most important factors in determining socialized attitudes, in personality development, and in social adjustment.

2038. **Edgar, William J.** The economic institutions: an organization of a sociological unit for instruction in secondary schools. Master's, 1936. Iowa.

†2039. **Everett, Samuel.** Democracy faces the future. New York, Columbia university press, 1935. 269 p.

Discusses the social challenge of education, science, and technology, art in a machine culture, American economic life, economic planning for an economy of plenty, nationalism, internationalism, and an economy of plenty, government, business, and pressure groups, democracy—fact and myth, freedom in an industrial society, a dynamic social theory, and education in the new era.

2040. **Farkas, Harry.** Personality traits desired by employees in working under 25 years of age. Master's, 1935. Michigan.

2041. **Gibson, Robert M.** A study of capitalistic, socialistic, and fascist preferences of 3,033 high school seniors in the state of Indiana. Master's, 1936. Ball St. T. C. 99 p. ms.

Indicates that the students tested prefer fascism to either armed capitalism or armed socialism, a fair majority prefer armed socialism to armed capitalism, but many prefer peaceful capitalism to peaceful socialism.

2042. **Gorka, Joanna.** State care for dependent children in New Jersey. Master's, 1935. Columbia.

†2043. **Hamilton, Gordon.** Social case recording. New York, Columbia university press, 1936. 190 p. (New York school of social work)

Discusses the format and structure of the record, chronological entry and summary, interpretation or diagnosis and plan of treatment, letters and reports, the recording process, style, and special problems in recording and in relief recording.

2044. **Hampel, Margaret Thelma.** Social responsibilities of education. Master's, 1935. Columbia.

2045. **Harris, Joe D.** The National youth administration including a study of National youth administration students in representative situations. Master's, 1936. Ohio State. 80 p. ms.

Compares 30 National youth administration students in high school in Columbus with 30 regular students, and compares 200 National youth administration students at Ohio State university with 300 regular students in the institution. Finds that the National youth administration students were superior in scholastic standing to regular students, and that workers were superior to non-workers.

2046. **James, Cecil R.** An occupational survey of Knoxville and its relation to trade education for girls in Knoxville. Master's, 1936. Tennessee. 132 p. ms.

2047. **James, Margaret Helen.** Careers for women: the socio-economic factors as they determine trends. Master's, 1936. Ohio Univ. 64 p. ms.

2048. **Johnston, Olive S.** The significance of leadership which manifests itself at the secondary school level. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 41-42)

Attempts to determine to what extent student body government and a wide range of extracurricular activities are effective in training leaders, to discover the effect of these experiences on the leaders themselves, and to determine the value derived by society. Analyzes data obtained from school records, annuals, school papers, teachers' judgments



alumni associations, correspondence, merchants' credit associations, and personal interviews. Finds that leadership ability manifests itself on the secondary school level; that leadership experience of the individual tends to be advantageous rather than otherwise; that leadership manifested in the secondary school is predictive of leadership in actual life situations; that leadership in a changing social order calls for more careful selection of leaders and for improved direction and training for leadership; and that the incidental training now afforded by secondary schools and colleges is not sufficient to insure the intelligent and capable leadership needed.

2949. **Keck, Clydus Glenn.** What the average teacher should know about life insurance. Master's, 1936. Ohio State. 75 p. ms.

2950. **Kelley, Mayne L.** School practice in 16 Texas orphanages. Master's, 1936. Baylor.

2951. **Levenson, Mildred.** A study of the educational, occupational, and leisure time activities of 50 youths. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 389).

Finds little correlation between the type of training received in school and the type of employment obtained upon leaving school, and no definite relationship between the length of time a youth holds his job and the amount of education he has had.

\*2952. **Loucks, Emerson H.** The Ku Klux Klan in Pennsylvania: a study in nativism. Doctor's, 1936. Columbia. Harrisburg, Pa., Telegraph press, 1936. 213 p.

Discusses the revival of the Ku Klux Klan in the United States; its early history in Pennsylvania; its progress under the Evans regime; its organization; its fraternalism, its political, religious, and educational activities; the women of the Ku Klux Klan; and its decline.

\*2953. **McConnell, Gordon.** Teaching cooperation. Master's, 1936. North Dakota. 78 p. ms.

Studies cooperative marketing, cooperative credit unions, consumers cooperatives in the United States and in foreign countries. Discusses their financing, training of their personnel, opposition to them, and other movements tending towards cooperation.

2954. **Magill, Edmund C.** Handbook on out-of-school youth education in Virginia. Blacksburg, Virginia polytechnic institute, 1935. 116 p. ms.

Analyzes out-of-school youth conditions in Virginia, especially for the county, and sets up procedures for serving out-of-school youth, especially as far as the school system is concerned and in emergency educational agencies.

2955. **Matthews, M. Taylor.** Sociological determination of institutional adequacy for personalized experience: a case situation in the southern Appalachians. Doctor's, 1936. T. C., Col. Univ.

Studies all pupils in grades 6-12, and approximately one-third of the adult household heads in seven small Appalachian communities, differentiated as to age, sex, and residence in village or open country. Finds that romanticism has been displaced by formalized institutions, especially religion, education, and the family. Finds that dominance of these institutions is affected by sex, age, and locale; that formalization of the person increases with age and decreases with urbanization; and that sex affects total satisfactions only slightly.

2956. **Middleton, John W.** Growth of school credit unions. Master's, 1936. Colo. St. Coll.

2957. **Morris, Jack E.** A study of the relationship of constancy in children's friendships to certain other factors. Master's, 1936. Washington Univ. 73 p. ms.

2958. **Morris, Minnie D.** A generalized study of adolescents' attitudes towards the home. Master's, 1936. Washington Univ. 98 p. ms.



\*2959. Nottingham, Ruth Dorothea. A psychological study of 40 unmarried mothers. Doctor's, 1935. Ohio State. Genetic psychology monographs, 19. 155-228; May 1937.

Describes an experiment with 40 unmarried mothers who were residents of the Florence Crittenton home of Columbus, Ohio, during the period from autumn of 1934 to autumn of 1935, to whom intelligence, educational, interest and personality, vocational interest, and socio-economic status tests were administered. Uses the reports on the individual girl as a background for a program which will best re-establish her in society, educationally, economically, and socially.

\*2960. Panzer, Robert Allan. The psychology of the adjustment of an orphan boy. Master's, 1935. Boston Univ. 101 p. ms.

Presents a case study of an orphan boy in boarding homes and orphan asylums and in college. Analyzes his delinquencies, and his later adjustment due to a developing sense of loyalty.

\*2961. Parker, Harry Koonce. A personnel study of scoutmasters in the Wash-tenaw-Livingston council of the Boy scouts of America. Master's, 1936. Michigan. 132 p. ms.

2962. Pataky, Joseph H. A social evaluation of some personality differences between institutional and non-institutional children. Master's, 1935. Ohio, State.

Describes a study made at the Ohio soldiers' and sailors' orphans' home at Xenia, Ohio, using the entire senior high school enrollment of 155 children. Finds the children in the institutional group to be more submissive, introverted, and neurotic, and less self-sufficient than a normal group; the boys were more sociable and more self-conscious than a normal group and the girls in the institutional group were less adequately adjusted than the girls in the normal group.

†2963. Pendry, Elizabeth B. and Hartshorne, Hugh. Organizations for youth: leisure time and character building procedures. New York, McGraw-Hill book company, 1935. 359 p.

Discusses the work of the various clubs and societies for boys and girls, junior programs of adult groups, plans for schools, special interest plans and interreligious groups.

2964. Peterson, Talmage Dewitt. The relationship between certain attitudes of parents and children. Master's, 1936. Purdue. 110 p. ms.

Attempts to determine the relationship of attitudes between parents and their children of secondary school ages.

2965. Pietz, Emil. A survey of the history and activities of the Young citizens' league. Master's, 1936. South Dakota. 77 p. ms.

2966. Potter, A. M. Organization, administration, and program in public and private welfare organizations in the state of Delaware. Masters', 1936. Springfield.

2967. Prince, James L. Economic status as a factor in the educational success of school children. Master's, 1935. Okla. A. & M. Coll.

Finds that attendance is greater among children from the strongest financial group, that children from the poorest group have the greatest number of absences, and that children from the less favored groups are more retarded and are eliminated from school at a lower grade level. Shows that children from the poorest group are not succeeding in school as do other children, and that some adjustment needs to be made to care for these children.

2968. Pruitt, Strauss V. Indiana State parks: their educational contributions. Master's, 1936. Ind. St. T. C. 60 p. ms. (Abstract in: Indiana State teachers college. Teachers college Journal, 7: 134-35, July 1936)

Shows that state parks offer one of the finest ways to make use of leisure; that they build character, frugality, and industry by teaching the values of our great natural



gifts; that they are social institutions whose foremost object is to preserve our native scenery in its primeval glory for advancement of all the people.

\*2969. Pugh, Gerald Gordon. Education in farm school institutions. Doctor's, 1935. T. C., Col. Univ. New York, 1936. 135 p.

Attempts to evaluate the present social, administrative, and educational practices in certain farm-school institutions in the United States, and to appraise the merits of the farm school in the care and training, both protective and correctional, of dependent, wayward, and delinquent children according to modern standards of child welfare.

2970. Ravich, S. M. Survey of child guidance clinics in New York City. Master's, 1936. Coll. of the City of N. Y. 114 p. ms.

Determines significant facts about the organization, methods, and function of child guidance clinics in New York city and obtains specific information about individual clinics. A detailed questionnaire was sent to 57 clinics of which 20 replied. Shows that clinical functions fall into 4 categories: Diagnostic and therapeutic, student training, research and public education, and commitment. Specialization is not common among clinics and, for the most part, diagnoses are determined at clinic conferences. Clinics accept cases from social agencies, hospitals, schools, and parents and adhere to an eclectic method of treatment.

2971. Rosenberger, Ralph H. Earning occupations of reformatory inmates. Master's, 1936. Minnesota. 148 p. ms.

Studies former occupations of 1,000 men in relation to age, education, intelligence, and reading interests. Shows the need for better educational methods and better vocational counselling in reformatories.

2972. Ross, Dorothy. Three correlates of social-mindedness. Master's, 1936. Washington Univ. 45 p. ms.

\*2973. Sims, Mary S. The natural history of a social institution, the Young women's Christian association. Doctor's, 1936. New York, 226 p. ms.

Traces the history of the association from its beginning in 1855 to 1934, and its relations to the woman movement, religion, foreign programs, pioneering; its work on internationalism, race relations, and influence on public opinion, the work of the association in the World War and during the depression; and its development of leadership in the various groups of the association.

\*2974. Slesinger, Zalmen. Education and the class struggle: A critical examination of the liberal educator's program for social reconstruction. Doctor's, 1936. T. C., Col. Univ. New York, Covici Friede, 1937. 312 p.

Compares the liberal educator's position and its underlying premises as formulated in "The educational frontier", "A call to the teachers of the nation", "Dare the school build a new social order", and "Education and the social crisis", with the Marxist position and its basic assumptions as expounded in Marxist literature.

\*2975. Sobel, Louis H. A survey of the status of the professional personnel in Jewish center work. Master's, 1936. New York. 43 p. ms.

Analyzes data about the personnel and the personnel practices of the men and women engaged in Jewish community center work in the United States and Canada; compares their present status with their status as determined by a similar study in 1922; and recommends ways of improving the qualifications of the personnel and of bettering personnel practices.

2976. Sollins, Irving V. A socio-statistical analysis of boys' club membership. Doctor's, 1936. New York.

Analyzes the social backgrounds of, and social factors within a boys' club membership by studying the records of the entire membership of the club from January 1927 through September 1931, to determine the value of the club as a character-building agency. Studies club membership in relation to club activities, age, factors of economic and social status, problems of delinquency and truancy, and to the interrelationship of these factors. Finds that delinquency rates were higher for members of the club than for the general boy population of the area served by the club, and that the club did not fulfill its role as an agency for character building.



†2977. **Southard, Helen Fairbairn.** Recruits for social work, selection, evaluation, and analysis of home relief investigators. Buffalo, University of Buffalo, 1936. (University of Buffalo studies, 10: 91-115, February 1936)

Describes the methods used in selecting 201 investigators of the 3,150 applicants for positions as home relief investigators of the Emergency relief bureau. Discusses the high-school and college training, personality traits, former positions held, vocational and leisure interests of two groups of the investigators who were employed.

†2978. **Steckel, Minnie L.** A study of employability of women in Alabama, 1929-1935. A study conducted by the National federation of business and professional women's clubs and the Alabama federation of business and professional women's clubs, in collaboration with Alabama college. Montevallo, Alabama college, 1936. 88 p. (Alabama college for women bulletin, vol. 29, no. 1. Total no. 119)

Presents data on age, marital status, and health as they relate to employment; amount and type of training as they affect entrance and tenure in the various occupational fields; diversity of occupational fields employing Alabama women; independent business as compared to salaried positions with reference to opportunities for women; and agencies most helpful in placing women in positions.

2979. **Teagarden, F. M.** The effect of present conditions on personality development. Religious education, 31: 183-88, July 1936. (University of Pittsburgh)

2980. **Vincent, Lura I.** Agencies affecting child life in a rural community. Master's, 1936. Presbyterian College. 518 p. ms.

Studies the secular and religious agencies affecting the life of childhood and youth to 16 years in the Indian Point community, Athens, Ill. Finds that the community is above the average in affording a rich and well-balanced experience for childhood, but that there is need for greater cooperation between agencies to avoid overlapping or duplication of effort.

2981. **Walrath, Leland A.** Experiences of school life which bring about in boys and girls lasting changes for the better. Master's, 1935. Michigan.

2982. **Williams, Dorothy Hortense.** The effect of an interracial project upon the attitudes of Negro and white girls within the Y. W. C. A. Master's, 1935. Columbia.

2983. **Wooden, Ethel A.** The development of social intelligence through part-time education. Master's, 1935. Michigan.

2984. **Wyse, Elizabeth Doris.** Personality traits of successful men. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 77)

Studies the personality traits of 125 successful men as measured by the Bernreuter personality inventory. Finds that the group as a whole revealed a high degree of emotional stability, was self-sufficient, tended toward extroversion, was more dominant than average, was wholesomely self-confident, and tended toward non-sociality. Finds that the college professors made up the most stable class, although federal and state officials as well as scientists and professional men all averaged high in stability, that federal officials showed the greatest inclination towards extroversion, and that state officers showed a tendency to dominate. Concludes that successful men exhibit the traits of normal personality in their most wholesome degree, but that tendencies toward extreme manifestations of traits do not interfere seriously with ability to succeed in the many activities that occupy the energies of educated men.

### RACIAL GROUPS, EDUCATION

2985. **Brown, Harlette L.** A study of the home practice facilities of Latin-American girls enrolled in the home economics classes of the Brownsville, Texas, high school. Master's, 1936. Colo. St. Coll.

Studies the home environment and activities of 100 Latin-American girls by personal visits to each home, conferences with girls, conferences with the mothers of the girls,



written reports from the girls, class reports from the girls, and photographic studies. Shows a need for education according to American standards to improve living under crowded conditions, to use community facilities, to improve their homes and food standards, and to reduce the amount of work done by improvement of home management.

2986. **Burton, Henrietta K.** The reestablishment of the Indians in their pueblo life through the revival of their traditional crafts. Doctor's, 1935. T. C., Col. Univ.

Presents a case study of the San Ildefonso community, discussing the economic status, housing, and living conditions of the Indians, and the improvement in their living conditions with the revival of their arts and crafts.

2987. **Calmada, Patria.** A study of the mastery of certain mathematical skills and concepts by Puerto Rican children in seventh and eighth grades. Master's, 1935. Michigan.

2988. **Chang, Francis Yung.** A study of the movement to segregate Chinese pupils in the San Francisco public schools up to 1885. Doctor's, 1936. Stanford. (Abstract in: Stanford university. Abstracts of dissertations for the degrees of doctor of philosophy and doctor of education, 1935-36: 185-88)

Shows that the development of a separate school for the Chinese pupils in San Francisco was a compromise between school officers who were prejudiced against admitting Chinese children to public schools for white pupils and the Chinese who demanded the recognition of their rights to public education by public-school authorities.

2989. **Coan, Bartlett E.** A comparative study of the American and Mexican children in the Big Bend area for 1935-1936. Master's, 1936. Texas.

2990. **Davis, Edward.** The history of federal relations with the five civilized tribes since 1865. Doctor's, 1936. Texas. 540 p. ms.

Shows that the problem of Indian education is being attacked in a systematic, business-like manner, and that federal supervision will have to be a continuing process. Finds that Indian education must be for the full-blood and must teach him to earn his way in the competitive white society in which he is placed.

2991. **Kelly, Edna Arabella.** A brief history of the home life, education, and progress of the Hopi Indians. Master's, 1936. Kentucky. 183 p. ms.

Surveys 100 homes of the Hopi Indian tribe located on a government reservation in the northeastern part of the state of Arizona and discusses the historical background of the Hopi Indians, their mode of living, foods, shelter, health and hygiene, arts and crafts, social and political organizations, religion, customs, ceremonies, traditions, legends, and education.

2992. **Mitchell, Arthur J.** The effect of bilingualism in the measurement of intelligence. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 48-49)

Attempts to determine whether or not foreign-language children think with equal facility and accuracy in the English language and in their native language. Studies the results of administering the Otis intelligence test, primary form, to a group of 236 Mexican children in the first three grades of the Nogales, Ariz., public schools; directions for form A of the test were translated and administered in Spanish; form B of the test was administered in English. Indicates that foreign-language children are handicapped on an intelligence test administered in English because they do not understand the language.

2993. **Neet, Claude.** Industrial work in the Indian schools of Oklahoma. Master's, 1936. Okla. A. & M. Coll.

Studies the types of courses offered, equipment available, size and location of shop buildings, and qualifications of teachers in the 9 schools offering industrial work of a total of 35 Indian schools in Oklahoma. Shows that industrial training should be extended to more of the Indian schools, that the existing industrial programs should be expanded, and that the standards of the teachers should be raised.

2994. **Rick, Boydie.** A study of the relation between degree of Indian blood and specific tribe and the intelligence and scholastic marks of the American Indian. Master's, 1936. Kansas.



\*2995. **Stubbins, Donald G.** A comparison of the scholastic difficulties of immigrant and native American children in the schools of Mott, Hettinger county, North Dakota. Master's, 1936. North Dakota. 79 p. ms.

Compares the median IQ's of immigrant and native American children in the elementary schools of Mott; their median achievement scores, taking each grade separately; studies the typical environment under which the children of foreign stock live; conducts an experiment in which children entering the first grade from homes where English is not spoken are placed in a separate classroom taught by an especially well-qualified teacher; and compares their achievement with that of native American children in the public schools.<sup>4</sup>

2996. **Zens, Sister M. Serena.** The educational work of the Catholic church among the Indians of South Dakota. Master's, 1936. South Dakota. 62 p. ms.

#### NEGROES, EDUCATION

2997. **Adams, Edward H.** An anthropometric study of the effect of hard labor during youth as a stimulator of physical growth in young colored women. Master's, 1936. Iowa.

\*2998. **Bassette, Phoebe E.** A study of the economic condition of Negro teachers in the rural elementary schools of Virginia. Master's, 1936. Hampton. 41 p. ms.

Analyzes replies to a questionnaire sent to 500 teachers in summer schools in Virginia colleges and universities during the summer of 1935, asking data as to age, sex, marital status, location of employment, academic standing, certification, experience, grade taught, number of pupils in the grade, and average age of pupils; length of school day, number of school days per year, number of teachers in the school, their salary, and whether it is supplemented; cost of living; amount spent for school materials, for further training, dependents, recreation, medical care, and for the retirement fund. Shows that many teachers taught very large classes and performed extra duties besides teaching; that the salaries for the middle 50 percent ranged from \$300 to \$500; and that few teachers were able to supplement their salary to any appreciable extent. Finds that the salaries of Negro teachers in the rural elementary schools are inadequate to meet their reasonable expenses, and that the practice of requiring equal training, equal hours of labor, and equal types of service, but inferior salaries to Negro teachers is unfair and should be abolished.

2999. **Bayliss, Edwin H.** The preparation, interests, and achievements of the Negro student at the state University of Iowa. Master's, 1936. Iowa.

3000. **Bond, Horace Mann.** Social and economic influence on the public education of Negroes in Alabama, 1865-1930. Doctor's, 1936. Chicago. 546 p. ms.

Shows that basic economic and social changes have been responsible for the present structure of educational institutions in Alabama, and that the factor of race is a unique social force compared to those usually referred to in studies of educational institutions in the North.

3001. **Bowen, Hilliard A.** The social and economic status of the pupils in the junior and senior high school for Negroes in Oklahoma City, Okla. Master's, 1936. Ohio State. 152 p. ms.

Shows that parental occupations influence pupils' persistence in school and the choice of curricula made by the pupils. Finds that the largest percent of pupils in the junior and senior high schools, represent parents from the personal service group followed by pupils from the common labor group, and that the economic status of the family plays a large part in determining what the home conveniences will be for that family.

3002. **Bowen, Margaret Davis.** Educational work of a national professional sorority of Negro college women. Master's, 1935. Cincinnati.

\*3003. **Bradby, Sanford P.** A comparison of reading and achievement in the one-teacher, the three-teacher, and the six-teacher schools, of 11-year-old children



in the Negro public schools of Aiken county, South Carolina. Master's, 1935. Hampton. 54 p. ms.

Recommends the consolidation of the 1-, 2-, and 3-teacher schools wherever practical, an increase in the length of the school term to a minimum of 6 months, professional improvement of teachers in the smaller schools to a minimum of 2 years of training above high-school level, physical improvement of schools to insure comfortable working conditions, and compulsory attendance of children from 6 to 16 years of age.

3004. **Butcher, Beatrice Bowen.** The evolution of Negro women's schools in the United States. Master's, 1936. Howard. 64 p. ms.

Attempts to trace the rise and development of the separate girls' school among Negroes. Finds that between the years 1827 and 1863 more than 75 percent of schools for Negro women were separate schools; that from 1864 to 1910 the establishment and development of more than 20 separate schools for Negro girls deserved study; and that the period from 1910 to 1936 was one of more intensive progress within the already established schools.

\*3005. **Chesson, Purvis J.** A study of retardation in Abraham Lincoln school, Norfolk, Virginia. Master's, 1935. Hampton. 46 p. ms.

Analyzes the causes of retardation and elimination in a Negro elementary school of six grades in Norfolk, Va., and finds that the chief causes of drop-outs are leaving the city, lack of finances in the home, and personal illness; that the chief causes of failures are poor attendance, low mentality, and indifference; and that the greatest number of failures occurred in the first two grades, indicating a need for kindergarten training.

3006. **Cogdell, Walter Clarence.** The evolution of secondary education for Negroes in Louisiana. Master's, 1936. Howard. 103 p. ms.

Finds that secondary education for Negroes in Louisiana was the development of the missionary effort of Northern philanthropy following the emancipation of the Negro. State-supported secondary schools while of comparatively recent origin are growing rapidly.

3007. **Cooper, Charles Logan.** Major factors involved in the vocational choices of Negro college students. Doctor's, 1935. Cornell. 243 p. ms.

Finds the major factors to be economic or financial condition, status of the chosen occupation, proximity of educational institutions, influence of college offerings, and race prejudice.

3008. **Davids, Robert Brewster.** A comparative study of white and Negro education in Maryland. Doctor's, 1936. Johns Hopkins.

\*3009. **Davis, Annie F.** The curriculum and the social and economic needs of the pupils of the Daniel Hand elementary school. Master's, 1936. Hampton. 57 p. ms.

Finds a need for the continuous revision of the curriculum, and recommends changes in the school building and the employment of an additional teacher to handle the ungraded room and its problems; suggests that a definite plan be followed in integrating the school and the community; that a program of extracurricular activities be instituted, and more stress be laid on physical education for the girls; that problem cases be carefully diagnosed; and that the subject-activity plan now in use be continued.

3010. **Dill, Lowell P.** Industrial pursuits of employed Negroes in the major industries of Bessemer, Alabama, as related to an adult vocational training program. Master's, 1936. Colo. St. Coll.

3011. **Epps, E. W.** A comparative study of motor ability skills of high school, college, and varsity Negro boys. Master's, 1936. Springfield.

3012. **Ferguson, Marinda N.** A comparative study of the educational status of the Negro in Missouri and Kansas. Master's, 1936. Kans. St. T. C., Emporia. 71 p. ms.

3013. **Gregg, Howard Decker.** The background study of Negro high-school students in Ohio. Doctor's, 1936. Pennsylvania.



3014. **Higgins, Rodney G.** Delinquency of Negro children in the city of St. Louis. Master's, 1936. Iowa.

3015. **Holden, Percy Harrison.** After school careers of Negro high school graduates of Houston, Texas, for 1933. Master's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 35-36)

\*3016. **Jones, A. Quinn.** An inventory of 149 students in the ninth, tenth, eleventh, and twelfth grade classes of the Lincoln high school, Gainesville, Florida. Master's, 1935. Hampton. 93 p. ms.

Attempts to determine the mentality, achievement, vocational choices, ambitions, interests, character traits, and social and economic background of the pupils of the Lincoln high school. Finds that a large percentage of the students in each grade are overage; that the children from the better social environments do better work than those from a more limited economic and social environment; that a large number of the graduates of this school are attending Negro colleges in other states; that there is a need for vocational guidance and counseling to direct students into different vocational channels as too large a proportion of the pupils wish professional careers; and that there should be a more diversified curriculum in the school.

3017. **LaFollette, Ernest R.** The mobility of Negroes and certain background conditions that cause an excess of delinquency among Negro boys in Ohio. Master's, 1936. Ohio State.

3018. **Mullins, Wilda.** Juvenile delinquency among Negroes (a survey of the literature). Master's, 1936. Iowa.

3019. **Newsome, Spencer Howard.** The organization and administration of public school education for Negro boys and girls in Hillsborough county, Florida. Master's, 1936. Wittenberg. 155 p. ms.

Finds that Negro schools fall far behind the white schools of the county in equipment and in all of those facilities necessary for good schools, that Negro teachers are poorly paid, and that the rural school buildings are for the most part very poor and unsuited for school.

3020. **Nichols, Claude Elmer.** Reorganization of Negro high schools in the state of Kentucky. Master's, 1936. Cincinnati.

3021. **Oak, Eleanor Hill.** The development of separate education in the state of New Jersey. Master's, 1936. Howard. 97 p. ms.

Shows that in spite of a law prohibiting the exclusion of children from any school on account of color, many communities in New Jersey have for many years and still do maintain separate schools for Negroes. The development of separate schools in the several counties shows a marked relation to the density of Negro population. Traditional practice, too, seems to be a determining factor of considerable importance. Court decisions, in general, have been favorable to Negroes protesting exclusion from the public schools.

\*3022. **Palmer, Lutrelle Fleming.** A community-centered high school in Newport News, Virginia: a proposal for its establishment and a program for its operation. Master's, 1936. Hampton. 82 p. ms.

Gives a brief history of the Huntington high school, and the construction of a new building for Negroes as the outgrowth of an intense interest in sound education on the part of the Negro citizens of the community. Recommends the use of the recreation building as a community center, and suggests a program of activities.

\*3023. **Redcay, Edward E.** County training schools and public secondary education for Negroes in the South. Doctor's, 1935. Columbia. Washington, D. C., John F. Slater fund, 1935. 169 p.

Traces the development of the county training schools for rural Negroes from 1911 to date; shows the interest and support of the John F. Slater fund in the development of the schools, and their influence on the development of public secondary schools for Negroes in the South; and discusses the present status of secondary education for Negroes.



3024. **Shankweiler, Paul W.** Negro education in northern Alabama Social forces, 14: 410-16, March 1936. (Birmingham-Southern college)

3025. **Simmons, J. Andrew.** Professional and cultural backgrounds of the teachers in high schools for Negroes in the South. Master's, 1935. T. C. Col. Univ. 40 p. ms.

3026. **Smith, Alice Hirsh.** A study of Negro achievement in a fifth grade curriculum. Master's, 1935. Peabody. 195 p. ms.

Describes a study made with 28 fifth-grade pupils in the Park school, Florence, S. C., in the achievement in literature, art, music, education, science, and invention of Negroes.

3027. **Smith, Lamar F.** A personnel study of the directors of physical education in Negro colleges in the United States. Master's, 1936. Iowa.

3028. **Smith, Russell W.** The curriculum in high schools for Negroes. Master's, 1936. Iowa. 70 p. ms.

3029. **Stokes, Maurice.** A study of the education of Negro children living in Emporia. Master's, 1936. Kans. St. T. C., Emporia. 89 p. ms.

3030. **Taylor, Charles T.** A study of certain attitudes of Negro junior high school pupils. Master's, 1936. Purdue. 34 p. ms.

Studies the attitude of pupils toward high school, instructors, special subjects of the curriculum, the relationship of these attitudes to each other and to age, grade, sex, and achievement. Finds some relationship between attitude toward high school and attitude toward teachers and a positive relationship between attitude toward high school and attitude toward subjects; that girls have a more favorable attitude toward high school than do boys; and that there is a moderate correspondence between attitude toward high school and semester marks.

\*3031. **Thomasson, Maurice E.** A study of special kinds of education for rural Negroes. Doctor's, 1936. T. C. Col. Univ. Charlotte, N. C., 1936. 104 p.

Evaluates the instructional programs of a group of agencies offering special educational programs to rural Negroes in six counties in Virginia.

3032. **Weatherford, A. E.** The Negro's religion and its effects upon his recreational activities in Bladen county, N. C. Master's, 1936. Springfield.

3033. **Williams, John Taylor.** The provisions for high school opportunity for Negro pupils in Kentucky. Doctor's, 1936. Indiana. 195 p. ms.

3034. **Yerwood, Ada Marie.** Certain housing conditions and activities of Negro girls enrolled in federally aided schools in Texas as one index of their educational needs. Master's, 1936. Iowa, St. Coll.

Shows one way that the home survey can be used as an aid in determining how home economics courses can contribute most to the development of the high-school girl, her family, and society. Finds a need for the development of ideals and standards of personal, domestic, and community hygiene, and domestic and community sanitation; a need for an understanding of the physical, mental, and emotional development of children of all ages; for the development of worth-while leisure activities, for improvement in the buying practices of the Negro family, and for a well-planned adult program.

3035. **Young, Harriet Lucille.** A study of the mental and physical traits of Negro children in the Field's special school. Master's, 1936. Temple. 122 p. ms.

## EXCEPTIONAL GROUPS

## GIFTED

3036. **Allen, Jenny Lee.** Information regarding elementary education of gifted children. Master's, 1936. Peabody. 130 p. ms.

Finds that gifted children should be segregated and be given an enriched curriculum.



3037. Coffey, Lucile Hester. Adaptation of school work to the gifted child. Master's, 1936. Indiana. 69 p. ms.

3038. Elbing, Dorothea. A study of 35 superior children in a high school. Master's, 1935. Michigan.

3039. Fisher, Wilma Elizabeth. Trends in providing for the superior pupil in high school mathematics. Master's, 1936. Chicago. 46 p. ms.

Examines textbooks, courses of study, and periodical literature for procedures which have been used to provide for superior high-school students in mathematics.

3040. Robertson, Josephine P. A study of the direction of IQ change of children testing 120 IQ or above at school entrance. Master's, 1936. Iowa.

3041. Wrenn, C. Gilbert. Aiding the fit: guidance for students of high intelligence in a college personnel program. *Journal of higher education*, 6: 357-63, October 1935. (Stanford university)

Studies three groups of superior students for characteristics which distinguish them from normal students and that would aid in the construction of an adequate personnel program for them. Finds that these students have distinctive study habits and distinctive needs and that they are in greater need of a specialized program of academic guidance than of vocational guidance.

#### PHYSICALLY HANDICAPPED

3042. Brown, Alma E. The effect of an adapted program of physical education on the development of individuals with cardiac defects. Master's, 1936. Ohio State. 78 p. ms.

Describes a program carried out at the Argentine high school in Kansas City, Kans., with eight cardiac patients. Tests given at the beginning of the experiment indicated the individuals were socially maladjusted. At the end of the school term improvement in the cardiac conditions of the cases was evident.

3043. Clausen, W. P. Frequency of physical defects as related to the mental status of unselected children. Master's, 1936. Temple. 74 p. ms.

Studies physical defects and mental status as shown in the school records of children from 9 elementary schools in District 7 in the city of Philadelphia (956 boys and 1,033 girls). Finds defective eyes, ears, tonsils, adenoids, and teeth are more frequent among the dull than among the bright children, and that other defects, such as orthopedic defects, and those of heart, skin, and nerves do not appear to be connected with mental status.

3044. Lundberg, Ruth W. A survey of the physically handicapped children taught in the disabled department of the Portland public schools, 1924-1934. Master's, 1936. Oregon.

#### BLIND AND PARTIALLY SEEING

\*3045. Geiger, Lorraine Louise. Commercial education for the blind. Master's, 1935. Boston Univ. 100 p. ms.

Attempts to present a representative picture of what is being done in the commercial training of the blind in the 47 schools for the blind throughout the country. Gives a brief history of education for the blind. Discusses the teaching of typewriting, Braille shorthand, dictaphone operating, junior business training, business English, economics, salesmanship and office practice, other commercial subjects, and testing for the blind.

3046. Hance, E. T. What the blind can get out of a laboratory course in zoology. Pittsburgh, University of Pittsburgh, 1936.

3047. Hootman, Hallie. Personality traits of the near blind: an investigation of junior high school students. Master's, 1935. Columbia.

3048. Jeter, Margaret Wells. Personality traits of the near blind; an investigation of senior high school students. Master's, 1935. Columbia.



\*3049. **Maxfield, Kathryn Erroll.** The spoken language of the blind preschool child: a study of method. Doctor's, 1936. Columbia. New York city, 1936. 101 p. (Archives of psychology, no. 201)

Analyzes the spontaneous use of language of eight blind children varying in intelligence from low average to very superior, to determine the child's functional use of language, social indices to be found in his language, the constructional nature of his speech, and special features which may be of particular importance for the visually handicapped child. Indicates that blind children use fewer complete responses, many more incomplete responses, and fewer non-verbal responses than do seeing children.

3050. **Myler, Pauline Vincent.** A study of the motor ability of the blind. Master's, 1936. Texas.

3051. **Powers, Pauline Valeria.** A study of the oral language errors of the Youngstown Braille pupils. Master's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches in progress, and bibliography of publications, 12: 344-45)

Attempts to analyze and diagnose the language errors of a group of blind children and to compare them with the errors of more than a half-million sighted children who were used in Dr. L. J. O'Rourke's nation-wide experiment. Studies only oral errors of nine blind pupils ranging in age from 6 to 19 years with IQ's ranging from 70 to 136, in grades 1B, 3A, 5B, 7B, 7A, 10B, and 11B. Finds that in every case, the Braille pupils made a greater gain in English usage and vocabulary from test to test than in reading ability; that in English usage, vocabulary, and reading tests, the Braille pupils of high mentality reached or exceeded medians made by the sighted pupils of high mental ability; and the scores of the Braille pupils of low mental ability grouped themselves around the medians made by sighted children of similar mentality; that a foreign language spoken in the home was a handicap, but that a foreign language learned was an advantage; that the radio, motion picture, and slang had the same influence upon the usage and English vocabulary of the blind children as occurs in the case of the sighted child.

3052. **Riefing, Adeline Aldrich.** Some medical, psychological, and educational aspects of sight-conservation classes for the instruction of visually handicapped children. Master's, 1936. St. Louis. 145 p. ms.

Presents a comparative study of the administration of sight-saving classes in St. Louis public schools, and studies requirements for admission, equipment, methods of teaching, educational and social effects of sight-saving classes. Finds that medical handicap becomes less in certain instances, as 17 percent of the cases returned to regular classes, while 41 percent showed improvement; that 93 percent of the pupils make normal or accelerated grade progress and continue their schooling in high school and college; that of the 45 instances of employment of those who had been in special classes about 30 percent were engaged in selling, 53 percent in service, and the remainder about equally divided between factory employment and manual labor.

3053. **Wells, William O.** A survey of sight-saving classes in the public schools of the State of Michigan. Master's, 1935. Michigan.

#### DEAF AND HARD-OF-HEARING

3054. **Brace, Cloyd Raymond.** A comparison of the ability of deaf boys with normal boys in balance control. Master's, 1936. Texas.

\*3055. **Brunschwig, Lily.** A study of some personality aspects of deaf children. Doctor's, 1936. T. C., Col. Univ. New York city, Teachers college, Columbia university. 143 p. (Contributions to education, no. 687)

Analyzes answers of 159 deaf and 243 hearing children to the Rogers test of personality adjustment, and develops the personality inventory for deaf children. Finds that the personality inventory provided a valid measure of some aspects of personality adjustment in deaf children and functioned for this group as other inventories do for hearing children.

3056. **Burbank, F. B.** Education of the deaf with reference to equilibrium skills. Master's, 1936. Springfield.



\*3057. **Habbe, Stephen.** Personality adjustments of adolescent boys with impaired hearing. Doctor's, 1936. T. C., Col. Univ. New York city Teachers college, Columbia university, 1936. 85 p. (Contributions to education, no. 697)

Compares 48 hard-of-hearing and 48 normal hearing boys selected from five Junior high schools in New York City as to personality adjustments, to determine the circumstances under which the hard-of-hearing adolescent boy makes or fails to make good personality adjustments. Shows that with the exception of speech difficulties, the hard-of-hearing boys show about the same personality behaviors and characteristics as do normal hearing boys of the same age.

3058. **LaGrone, Mrs. Truda Gough.** An analytical study of the reading habits of deaf children. Doctor's, 1936. Texas.

3059. **Lorenz, Jennie.** Consistency of auditory acuity, or variability of individuals among four tests with the 2A audiometer. Doctor's, 1936. T. C., Col. Univ.

Describes an experiment conducted with 15 hard-of-hearing children matched with 15 normal hearing children as to age, sex, intelligence, and racial stock. Finds a high degree of consistency among successive tests with the 2A audiometer.

3060. **Numbers, Fred C.** Articulatory errors leading to unintelligibility in the speech of 87 children. Master's, 1936. Mass. St. Coll. 86 p. ms.

Points out definite errors of articulation which make for unintelligibility in the speech of a group of deaf children, and determines the relative frequency of the recurrence of these errors. Shows that modification of the methods of teaching speech to the deaf might increase the intelligibility of their speech.

3061. **Riley, James Joseph.** The evolution of organized facilities for the education of the deaf in Massachusetts. Master's, 1936. Boston Coll.

\*3062. **Springer, N. Norton.** The personality of the deaf school child: a comparative study of several aspects of the personality of deaf and hearing children. Doctor's, 1936. New York. 197 p. ms.

Compares an experimental group of 756 deaf children from three schools for the deaf in New York City, with a control group of 547 hearing children in the public schools of New York City. Finds the two groups similar in age, sex, nationality, general social status, and in behavior characteristics; finds little difference between the mean IQ's of the deaf and the hearing children at any particular age level; that the deaf children were older, and more neurotic; and that the age of onset of deafness tended to have a positive relationship with the various tests.

#### SPEECH DEFECTIVE

3063. **Edenfield, Marshall Calder.** A comparative study of the occurrence of speech defects in blind and seeing people. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 66.)

Tests 38 blind subjects and 38 seeing subjects for speech defects. Finds a decided difference between the groups in articulatory errors, and in voice and rhythm, but, that as a whole, there is no appreciable difference between the two groups in total speech defects.

3064. **House, Enod.** Certain laterality characteristics of children with articulatory disorders. Master's, 1936. Iowa.

3065. **Larsen, Robert P.** Objective methods of conditioning stuttering to certain stimuli. Master's, 1936. Iowa.

3066. **Millsapps, Lucile.** The role of specific words in stuttering. Master's, 1936. Iowa.

3067. **Morris, Delyte Wesley.** Position as a factor of attentional clearness in relation to stuttering. Doctor's, 1936. Iowa. (Abstract in: Iowa. University.



Programs announcing candidates for higher degrees . . . 1935. University of Iowa studies, new series no. 329)

Compares a group of 20 stutterers with control groups of right handed, left-handed, and ambidextrous normal speakers to determine whether or not positional preference might be used as a criterion for determining the native-sidedness of stutterers. Finds that as a group the stutterers are consistently more like the ambidextrous group than the right or left-handed groups.

3068. **Mouat, Lawrence Henry.** An analytical investigation of the current theories on the nature and treatment of stuttering. Master's, 1936. Stanford.

3069. **Shover, Jayne.** The relationship between stuttering and bi-lingualism: a survey in the East Chicago, Indiana, public schools. Master's, 1936. Iowa.

3070. **Sinn, Arlien.** Frequency of stuttering with expectation of stuttering eliminated. Master's, 1936. Iowa.

3071. **Soloman, Anita.** The effect of expectancy of stuttering on the frequency of stuttering. Master's, 1936. Iowa.

3072. **Webster, Mary J.** An objective study of expectation of stuttering as a factor in the precipitation of the moment of stuttering. Master's, 1936. Iowa.

#### MENTALLY RETARDED

\*3073. **Frank, Benjamin.** The relation of strength of perseverative tendency to recidivism: a comparative study of first offenders and recidivists. Doctor's, 1936. New York. 104 p. ms.

Compares a group of first offenders of normal intelligence who before the age of 20 to 25 years had never been subjected to social treatment because of criminal acts, with a group of recidivists of normal intelligence whose delinquency began before the age of 18 years and who have been exposed to some form of social treatment but who have been unable to make a favorable social adjustment and who have been committed to institutions at least three times. Finds that the recidivists showed greater variability than the first offenders, making very high or very low scores on all of the tests administered.

3074. **Harney, Joseph William.** Social and educational adjustments of non-institutionalized mentally defective children. Master's, 1936. Chicago. 90 p. ms.

Studies important factors influencing the adjustment of non-problem feeble-minded children.

3075. **Hinchley, Clarence.** Study of 25 dull children in senior high school. Master's, 1935. Michigan.

3076. **Jacobs, Hazel Overstreet.** The education of mentally retarded children in Florida, with special reference to the Orlando public schools. Master's, 1936. Stetson. 72 p. ms.

Shows the need of special training for the feeble-minded children, and some ways by which it may be accomplished.

3077. **Leach, Catherine Comiskey.** The learning of adolescent boys of low general intelligence. Master's, 1935. Chicago. 61 p. ms.

Reports an attempt to measure the achievement over a 15-week period of high-school boys with IQ's ranging from 70 to 95.

3078. **McCord, Eugenia L.** The achievement levels of slow pupils in junior high school mathematics. Master's, 1935. Emory.



3079. Noel, J. Holland. Case studies of educationally retarded children. Master's, 1935. Peabody. 98 p. ms.

Studies 26 children who were 3 or more years behind the grade considered normal for their age, and finds that retarded mentality and poor home conditions were the chief causes of their retardation.

\*3080. Pertsch, C. Frederick. A comparative study of the progress of subnormal pupils in the grades and in special classes. Doctor's, 1935. T. C., Col. Univ. New York, 1936. 101 p.

Describes an experiment conducted in the New York City school system with subnormals ranging in age from 12 to 14.9 years, equated as to sex, socio-economic status, IQ, MA, to determine measurable gains in curricular subjects, changes in character and personality, growth in mechanical ability and aptitude, and their attitude towards segregation and the content of the school curriculum. Finds that the general academic achievement of the non-segregated group is somewhat superior to that of the equivalent segregated groups; finds that the unsegregated boys make greater gains in mechanical ability and in personality traits than do the special class boys, but that the special class girls make greater gains in mechanical ability and in personality traits than do the unsegregated group.

3081. Pritchard, Miriam C. The mechanical ability of subnormal boys. Doctor's, 1936. T. C., Col. Univ.

Describes an experiment conducted with 79 adolescent boys in the Edenwald school of the Hebrew orphanage in which the Stanford revision of the Binet-Simon intelligence test, the Minnesota mechanical ability tests, the Minnesota interest analysis blank, Maller character sketches, and the Hargarty-Olson-Wickman behavior rating schedules were used in addition to a project in the carpentry course to measure mechanical performance. Finds that mechanical ability tests cannot be associated with measures of intelligence; that the present tendency is to emphasize manual work of a mechanical nature in special classes; that training should be given in other fields for mentally deficient persons who do not possess mechanical intelligence; and that adequately standardized achievement scales would lessen the tendency to give high marks in shop courses because of sympathy for the poorly endowed individual rather than for performance merit.

3082. Slocum, J. W., jr. The child of very low ability in the small public school. Master's, 1936. Nebraska. 117 p. ms.

Studies present practices on finding and teaching the moron in a number of Iowa and Missouri schools in towns of fewer than 5,000 general population, and in schools having an ungraded room. Finds that teachers are depending upon their own ingenuity in teaching the mentally deficient child and hence are using only a few teaching methods suited to the moron. They recommend methods and devices that correspond closely with those advocated by the authorities.

#### SOCIALLY MALADJUSTED

3083. Acher, James D. A study of 103 problem children in the Terre Haute city schools. Master's, 1936. Ind. St. T. C. 109 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 7: 127-28, July, 1936)

Studies the factors in the home and the school which contribute to the making of the 103 problem children in the Terre Haute public schools. Finds that the major causes of maladjustment were personality difficulties, low mentality, and poor home conditions. Finds that the teachers were unprepared to adjust the pupils to their school environment; that there were few contacts between the school and the home; and that the curricula of the schools studied were inflexible.

3084. Ball, Velma Theresa. An experiment in the adjustment of maladjusted pupils in the secondary school. Master's, 1936. Chicago. 134 p. ms.

Studies causes of failures and social maladjustment and records attempts to provide effective remedial measures.

3085. Brown, Frances. Some of the psychological characteristics of so-called behavior-problem children. Master's, 1936. Kans. St. T. C., Emporia. 50 p. ms.



3086. **Burrows, Albert Henry.** A statistical study of juvenile delinquency in Iowa. Doctor's, 1936. Iowa. (Abstract in: Iowa. University. Programs announcing candidates for higher degrees . . . 1936. University of Iowa studies, new series no. 329)

Shows the amount of delinquency among juveniles of Iowa, the age and sex of the delinquents, and significant changes relative to such juvenile delinquents, for the years 1910 to 1934, inclusive. Finds that delinquency increased markedly from 1910 to 1934; that the male juvenile is more than three times as delinquent as the female; that the 15 most urban counties have a delinquency rate more than five times as great as that of the more rural counties; that the rural counties send the highest percentage of the juvenile delinquents to the state training schools; that the average age of the delinquents has increased, with the male delinquents showing the greater increase; and that present records relative to juvenile delinquency are inadequate.

3087. **Davis, John E.** A survey of 224 juvenile court cases and a comparative study of the leisure-time activities of 25 delinquent and 25 non-delinquent high-school boys. Master's, 1935. Michigan.

3088. **Eklund, John Manley.** The relation of character building agencies to delinquency in the city of Denver. Master's, 1936. Denver. 72 p. ms.

Attempts to ascertain the relationship between the number and extent of character-building agencies in the city of Denver, and the extent and distribution of juvenile delinquency, pointing out the places of frequent delinquency, and weighing the amount of character influence in those areas. The city was broken up into 33 districts, and the number of delinquencies in each area was related to each of three selected character-building agencies: (1) the church; (2) the home; and (3) social service agencies. Delinquency cases for the year 1934 of children between the ages of 12 and 14, as they appeared on the records of the Juvenile Court of the city of Denver, were selected. Purposes to answer directly three questions: Does the number of churches in an area influence the character of the mass of youth in that area? Do more favorable home conditions actually tend to lessen the extent of delinquency? Are the social service agencies, designed to mitigate the delinquent problem, making a perceptible showing? Finds that delinquency in the city of Denver is occurring within the very shadow of the church; that home factors bear a perceptible negative relationship to the presence of delinquency; and that the social service agencies bear a positive, or at best, a negligible relationship, to the presence of delinquency.

3089. **Fain, Margaret E.** Juvenile delinquency: its extent, causes, prevention and cure. Master's, 1936. Tennessee. 120 p. ms.

Studies delinquency in Carter, Sullivan, and Washington counties in Tennessee. Shows that the chief causes are environmental, physical, and mental, and that the agencies most responsible for its prevention are the home, church, city, and state.

\*3090. **Genz, Herta N.** The contribution of the Women's prison association of New York city to the care of delinquents. Master's, 1936. New York. 112 p. ms.

Presents a historical sketch of the development of the Women's prison association and the Isaac T. Hopper home indicating the interaction between the work done at the Isaac T. Hopper home and the penal institutions. Discusses prisons, jails, workhouses, the care of children in correctional institutions, the care of the insane and mentally defective, night court, reformatories, probation, and the women's farm colony at Greycourt.

3091. **Goddard, Helen Elizabeth.** Some services New York state provides for the welfare of the socially handicapped child. Master's, 1936. N. Y. St. Coll. for Teach. 90 p. ms.

3092. **Gordon, Mary Martha.** The desire for recognition in 20 delinquent girls. Master's, 1935. Columbia.

3093. **Gross, Dorothea Geraldine.** Case studies of 50 delinquent Negro boys of Stowe school. Master's, 1936. Cincinnati.



**3094. Heard, James G.** A study of juvenile delinquency and school play space in the city of Camden, New Jersey. Master's, 1936. Temple. 79 p. ms.

Finds that school play space in Camden is inadequate and that the wards, as a whole, with the lowest amount of play space have the highest rank in juvenile delinquency.

**3095. Hodgson, William Thomas.** Factors associated with truancy in the Chicago area. Master's, 1936. Chicago. 85 p. ms.

Traces factors influencing truancy through the records of the Institution for juvenile research and the Montilone school.

**3096. Hoover, Leo Lane.** A follow-up study of 120 delinquent boys; the extent to which desirable changes have been effected by the correctional education program of the Boys' industrial school on the boys sent there from Jefferson county, Ohio. Master's, 1936. Ohio State. 123 p. ms.

Finds that 51 percent of the boys became adjusted without any difficulties; that 16 percent are unadjusted or incapable of adjustment; that village boys adjust more readily than city boys; that nativity is not a determining factor in adjustment; that boys from broken homes adjust as readily as those from normal homes; that the neighborhood of city boys is not a deciding adjustment factor; that proportionately fewer boys who are satisfactorily adjusted had a tendency to become delinquent below 13 years than those who were unadjusted; that work in private industry following parole is directly related to successful adjustment; and that the chief values of the corrective program at the Boys' industrial school lie in the disciplinary effect on the boys and the habit of industry developed.

**3097. Horner, Vera Delle.** A survey of the potential delinquency in a high school. Master's, 1936. Oregon St. Agr. Coll. 146 p. ms.

Surveys the delinquency and the potential delinquency in a high school of medium size by means of test procedures.

**3098. Horsch, Alfred Carl.** Personality traits of juvenile delinquents and adult criminals. Doctor's, 1936. Colorado. (Abstract in: University of Colorado studies. Abstracts of theses for higher degrees, 1936: 36-37)

Compares certain personality traits of delinquent and penal institutional groups with general population groups as well as with each other, and attempts to determine the association of these traits with recidivism, type of crime, educational and familial status, and conduct while in the institution. Analyzes personality traits of 655 inmates of the Colorado state industrial school, the reformatory, and the penitentiary. Finds that industrial school and penitentiary inmates have more negative reactions than general population groups in all traits except self-sufficiency, while reformatory inmates are emotionally stable, extroverted, dominant, and self-sufficient but less self-confident in social reactions than the college population. Dominance differentiates educational groups to the greatest extent, these reactions increasing with educational level in all groups.

**3099. Jordan, Marion.** Behavior characteristics as factors conditioning educational achievement of bright and dull children in grades 6-8B. Master's, 1936. Chicago. 80 p. ms.

Studies records of 142 bright problem boys and 92 bright problem girls in one experimental group, 178 dull problem boys and 104 problem girls in a second experimental group, and normal pupils in a third group.

**3100. Kann, Lee.** A study of juvenile delinquency in Iowa City. Master's, 1936. Iowa.

**3101. Kidder, Alice Mary.** Problem children in the elementary schools. Master's, 1936. Buffalo. 221 p. ms.

**3102. Kuiken, Walter F.** A study of the environmental factor involved in delinquency as reported by 155 girls at the Girls' industrial school, Beloit, Kansas. Master's, 1936. Kansas.

**3103. Loyd, Mrs. Girline Dana.** Case studies of problem children. Master's, 1936. Texas Christian. 106 p. ms.



\*3104. **Meinken, Elizabeth B.** Problem students in a New York City high school: a study of the differences between problem and non-problem students at the high school level. Doctor's, 1936. New York. 177 p. ms.

Studies 95 boys and 45 girls reported by 57 teachers as problem cases, and 91 boys and 50 girls reported by the same teachers as well-adjusted students. Administers intelligence, personality, and socio-economic tests to both groups, and analyzes their records on these tests. Studies the marks in school, extracurricular activities, and previous school history of each student. Finds the non-problem group much more intelligent, superior in physical traits, in social traits, in emotional stability than the problem group; finds little difference in the socio-economic status of the two groups.

\*3105. **Olney, Elbert Y.** The relationship of home environment to problem and non-problem boys in the Abbot vocational school, Washington, D. C. Master's, 1936. George Washington. 42 p. ms.

Attempts to indicate the character of the lives of adolescent pupils in vocational schools outside of school, the parental status and economic situation at home; to show wherein they are presenting difficulties in the classroom, and the connection between their background and their scholastic performance. Finds that the socio-economic status of the problem boys in this school was lower than that of the non-problem boys; that the intelligence of the two groups was similar; that the non-problem boys excelled the others in participation in extracurricular activities; that only 12 percent of the problem boys were interested in school, whereas 72 percent of the non-problem boys were interested.

3106. **Parker, Verna Elizabeth.** The atypical children in the public schools of Vermont. Master's, 1936. Vermont.

3107. **Peffle, Stanley W.** A study of 150 cases of juvenile delinquency. Master's, 1936. Temple. 78 p. ms.

Studies 150 cases of white, male juvenile delinquents who have been arrested in the city of Philadelphia. Finds that the average delinquent is of subnormal intelligence and that among the causes for delinquency are large families, broken homes, lack of education in the parents, and poor home and neighborhood conditions.

\*3108. **Robison, Sophia Moses.** Can delinquency be measured? Doctor's, 1936. Columbia. New York, Columbia university press, 1936. 277 p.

Challenges the use of court appearances as the basis of a delinquency rate by means of which one area can be accurately compared with another. Defines delinquency, and studies the socio-economic background of the delinquent children of New York City in 1930, and the relationship of this background to their behavior. Compares delinquency in the white and Negro races, in various groups of foreign born or children of foreign parentage, and in various religious sects. Studies children referred to the Children's court. Finds that the use of the delinquency index in New York City is not feasible.

3109. **Schwartz, Lillian.** A psychographic study of delinquent girls. Master's, 1935. Columbia.

3110. **Slager, Fred Cletis.** Juvenile maladjustment. Doctor's, 1936. Ohio State. 325 p. ms.

Studies four groups of maladjusted cases, relative to background conditions and degrees of anti-social attitudes. The data are based upon 1,436 clinical case records of the Ohio bureau of juvenile research. A close association is shown between "unfavorable" background conditions and antisocial behavior. This close association extends throughout the four different groups, arranged in an ascending series of unfavorableness.

3111. **Snoddy, William Thurlow.** Case studies of eight problem children in the Acipco school, with suggested remedial techniques for behavior problems involved. Master's, 1936. Birmingham-Southern. 74 p. ms.

3112. **Tipper, William J.** An educational and personnel study of three Civilian conservation camps in district II, New Jersey. Master's, 1936. Temple. 63 p. ms.



\*3113. **Van Vechten, Courtlandt Churchill, jr.** A study of success and failure of 1,000 delinquents committed to a boys' republic. Doctor's, 1935. Chicago. Chicago, University of Chicago, libraries, 1935. 168 p.

Describes the Ford Republic in Michigan, which receives problem boys from 10 to 17 years of age; discusses factors leading to their delinquency, including individual family neighborhood and school factors, delinquency factors prior to commitment, institutional factors, post-institutional factors, outcomes of care and training in known cases, and prediction cases.

3114. **Wagner, Leslie E.** Boy delinquency of the Fordson district. Master's, 1936. Michigan.

\*3115. **Walsh, Samuel Wesley Jacobs.** Maladjusted boys in Goodwill House, Morgan Memorial, Boston, Massachusetts. Master's, 1935. Boston Univ. 91 p. ms.

Discusses emotional and mental instability, juvenile expressions of maladjustment, and juvenile delinquency as the logical outcome of maladjustment and factors in transient life. Describes the work of the Morgan Memorial in attempting to train transient boys.

3116. **Wells, Alfred E.** Juvenile delinquency in Gregg county, Texas. Master's, 1936. Colo. St. Coll.

3117. **Williams, John Henry.** Correction and prevention of juvenile delinquency. Master's, 1936. Ohio State. 100 p. ms.

3118. **Wilson, Edgar Walker.** An educational and personality study of a delinquent group of children. Master's, 1936. Temple. 162 p. ms.

Surveys the intelligence, educational status, and certain personality characteristics of a group of 25 boys and girls who constitute a special class of so-called nonconformed or delinquent children of a large, metropolitan junior high school. The group, as a unit, appears to be retarded 2 years; the median reading age was retarded 4 years; the group showed retardation in motor skill. Finds a low correlation between tests of personality and intelligence and school achievement.

## LIBRARIES

3119. **Anderson, Daisy Louise.** An inquiry into the procedures in cataloging and classification of juvenile collections in a selected group of eastern teachers colleges. Master's, 1935. Columbia.

3120. **Armstrong, Hazel Emily.** Reporting for teachers college libraries. Master's, 1935. Michigan.

3121. **Baker, O. J.** Senior college library facilities for Negroes in Texas. Master's, 1936. Columbia.

Attempts to determine the adequacy of housing facilities; to discover the quantitative and qualitative status of book holdings; to discover the qualifications of the library personnel relative to academic and professional training and to experience; to discover the amount of financial support given the libraries. Suggests means of improving the libraries.

3122. **Ballou, Evelyn.** Library facilities for students in secondary schools of Prince Georges county, Maryland. Master's, 1936. Maryland. 48 p. ms.

Finds that deficiencies can be remedied only by the provision of adequate library funds, suitable library rooms, and trained personnel.

3123. **Brown, Jasper LeRoy.** A study of the library system in the Highland Park schools. Master's, 1935. Michigan.

3124. **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. 23 p. ms.



3125. **Carver, Mary Beatrice.** A study of the use of student library assistants in the high schools of San Antonio, Texas, and suburbs. Master's, 1936. Texas.

3126. **Curtis, Cordelia Mary.** The development of the public library in New Jersey. Master's, 1935. Columbia.

3127. **Fair, Ethel M.** The public library versus other sources of books. Master's, 1935. Chicago.

3128. **Geer, Helen Thornton.** Participation of public libraries in leisure-time activities for adults in the field of the fine arts. Master's, 1935. Columbia.

3129. **Hays, Ethel.** A study of the elementary library in some city schools. Master's, 1936. Tennessee. 82 p. ms.

3130. **Hudson, William Henry.** An analysis of the use of the library and its relation to student marks, achievement rating, and reading scores as found in Tracy union high school. Master's, 1936. Stanford.

3131. **Keith, William R.** The administration of the school library in the smaller schools of Iowa. Master's, 1936. Iowa. 113-p. ms.

3132. **King, Florence Louise.** A study of the library as it is presented in the college catalog. Master's, 1935. Columbia.

3133. **Kohlstedt, Donald Winston.** Municipal reference library services. Master's, 1935. Illinois.

3134. **Linch, E'Core.** A study of the library as an integrating agency between the elementary school and the junior high school. Master's, 1936. Wittenberg.

Analyzes replies to a questionnaire given to 425 pupils entering junior high school to determine the cause of the poor adjustment made by pupils leaving the elementary grades. Prepares a series of lessons for seventh-grade pupils. Shows that the library can be made an integrating agency between the elementary and junior high school; that preliminary instruction should be given by the elementary teacher in preparation for orientation in the use of the library; that a definite time should be allotted for instruction in the use of the library, and opportunity given for repeated use of the library so that the pupils may master the library tools; and that there should be a library in every elementary school.

3135. **Marchant, George H.** A survey of elementary school libraries. Master's, 1936. Utah.

3136. **Martin, Alice Dean.** The contribution of the home visit toward integrating library service for children in a foreign community. Master's, 1935. Western Reserve.

3137. **Mays, Edward E.** Discovering the needs of the high-school library. Master's, 1936. Ohio Univ. 110 p. ms.

\*3138. **Morgan, E. L. and Sneed, Melvin W.** The libraries of Missouri: a survey of facilities. Master's, 1936. Missouri. Columbia, University of Missouri, 1936. 94 p. (Research bulletin 236)

Ascertains the types, distribution, and services rendered by libraries in Missouri, together with the condition and circumstances under which various types of service are available. Excludes elementary school libraries, and libraries in St. Louis and Kansas City. The study is the master's thesis of Mr. Sneed.

\*3139. **Muncy, Claire F.** Types of school library service provided in California secondary schools. Master's, 1936. California. 26 p. ms.

Attempts to determine the ways in which types of school library service differ in the several geographic regions of the state, on the several levels of the secondary school



system, and in secondary schools of varying size. Analyzes data for the regular day secondary schools, including junior and senior high schools and junior colleges. Finds that the types of library service varies markedly between the three major geographic regions of the state; that the size of the schools is one of the most important factors determining the type of school library service provided; that the type of secondary school does not appear to be an important factor in determining the type of school library service provided; and that the available types of school library service do not uniformly insure a basic minimum library contact for the more than 4,000 students enrolled in the secondary schools.

3140. **Murphy, Jeannette J.** An alternative plan of classification for books on Catholic theology, canon law, and church history, with a prefatory essay on the methodology of book classification. Master's, 1935. Chicago.

3141. **Pritchard, Martha Caroline.** A comparison of the activities of teachers and of school librarians with reference to children's reading. Master's, 1935. Chicago.

3142. **Ridgway, Helen.** The reading habits of adult non-users of the public library in a typical metropolitan community. Master's, 1935. Columbia.

\*3143. **Ross, Benjamin Paul.** A study of the high-school library facilities of Jefferson county, Pennsylvania. Master's, 1936. Penn State. 125 p. ms.

Attempts to determine the facilities offered by the secondary school libraries of Jefferson county with respect to the library staff, library facilities of housing and equipment, library contents, technical and mechanical processes used within the libraries, business practices, and the use of the library.

3144. **Ruffin, Mary Beverley.** Some developments toward modern cataloging practice in university libraries as exemplified in the printed book catalogs of Harvard and Yale before the year 1878. Master's, 1935. Columbia.

3145. **Smith, Clara Emma.** The growth of the service of the Ohio state traveling library. Master's, 1936. Cincinnati.

3146. **Spoon, Margaret Helen.** Federal, state, and municipal publications as sources of information on juvenile delinquency and child welfare. Master's, 1935. Illinois.

3147. **Stewart, N. J.** A history of the library of the College of the city of New York. Master's, 1936. Coll. of the City of N. Y. 146 p. ms.

Traces the growth of the library of the College of the city of New York from its inception as a repository for books with no trained help to supervise its use to the present time when it is an active agency of instruction.

3148. **Tiffy, Ethel.** Library of Congress classification simplified for use in the smaller college library schedules for history and the auxiliary sciences: C, D, E-F. Master's, 1935. Columbia.

3149. **Vandenbark, Margaret Louise.** The interest in stories of second-grade children in a rural school as shown by their free use of a room library and by the presentation of stories by their teacher. Master's, 1936. Ohio Univ.

3150. **Vivian, Marjorie Elizabeth.** The care and recording of serials in a college library. Master's, 1935. Michigan.

3151. **Wellard, James H.** Bases for a theory of book selection. Doctor's, 1935. Chicago.

3152. **White, Alice Willerma.** The public library movement in West Virginia. Master's, 1935. Columbia.



## BOOKS AND PERIODICALS

\*3153. Carr, Lydia C. A study of the modern American historical novel from 1915 to 1936. Master's, 1936. New York. 126 p. ms.

Compiles a representative group of the best American historical novels, written since 1915, which may be recommended as examples of superior merit in this type of literature for the adult reader, and for the student of college history.

3154. Clements, Willie. Uses made of magazines by fifth-grade children. Master's, 1936. Peabody. 122 p. ms.

Describes an experiment in the use of 19 magazines in the fifth grade to determine the uses children make of magazine materials. Finds a great increase in reading ability of the group; finds changes in standards of choice regarding preferences for both books and magazines, changes in preferences for types of magazine material, and changes in standards of choice of magazines; pictures were used more than any other magazine material; picture and graphic material were used as an aid to creative expression, for pleasure and appreciation, as reference material, in acquiring and applying art principles, and their qualities for illustrative purposes, for exhibition; and reading material in magazines was used in reading for pleasure, for information, for pleasure of others, and for information of others.

3155. Danton, J. Periam. The selection of books for college libraries: an examination of certain factors which affect excellence of selection. Doctor's, 1935. Chicago.

3156. Gourlay, Hugh Cameron. Analysis of the holdings of nine college libraries according to the Shaw list. Master's, 1935. Michigan.

3157. Gray, Hob and Votaw, D. F. Bibliography: remedial teaching. Austin, Texas, Steck company, 1936. (University of Texas)

3158. Hirsch, Rudolf. The University of Chicago collection of books printed in Germany between 1501 and 1530 A. D. Master's, 1935. Chicago.

3159. Lyon, Margaret Charters. Selection of books for adult study groups. Doctor's, 1936. T. C., Col. Univ.

Describes an experiment conducted with a group of Columbia university branch of the Civil works administration to determine the standards that an ordinary group uses in evaluating reading materials, using 12 pamphlets on current social, economic, and political problems dealing with unemployment, war, peace, changing governments, and unstable money. Finds that the readers agreed closely that the most important standards were literary techniques, difficulty, quality of information, literary quality, and techniques of controversy.

3160. Mathis, Dorothy W. Some ten-cent books suitable for use in the primary grades. Master's, 1936. Temple. 264 p. ms.

3161. Meredith, Jessie Anders. Education in the American novel and non-professional periodicals from 1890 to 1905. Master's, 1935. Southern Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, masters' degrees: 17-18)

Finds that the novelists deplored the short term of the rural schools, idealized the public schools, emphasized the need for technical training and for higher education for girls; and that the journalists presented the views of educators and scholars and stressed the need for reorganization and reform in the public schools, compulsory attendance, industrial training legislation, increased revenues for school purposes, better trained teachers, enriched curriculum, and longer school terms. The journalists also recommended coeducation, specialization, and athletics in colleges.

3162. Miller, Kathryn N. The selection of United States serial documents for liberal arts colleges. Master's, 1935. Chicago.



†3163. **Monroe, Walter S. and Shores, Louis.** *Bibliographies and summaries in education to July 1935.* New York, H. W. Wilson company, 1936. 470 p. (University of Illinois. George Peabody college for teachers)

3164. **Robb, Eleanor Masters.** *An analysis of the factors determining the extent to which the adolescent girl identifies herself with fictional characters; a study of normal and delinquent groups.* Master's, 1935. Western Reserve.

3165. **Roody, Sarah Isabelle.** *Work-pleasure, an edition of certain selections from the works of William Morris for twelfth-grade students.* Master's, 1935. Columbia.

3166. **Wong, Sanford Ch'ang P'ing.** *The problem of selecting occidental reference books for Chinese college libraries.* Master's, 1935. Columbia.

#### READING INTERESTS

3167. **Bryant, Alice Wiley.** *Reading habits of 303 adults in North Platte, Nebraska, and certain factors affecting these habits.* Master's, 1936. Iowa St. Coll. 131 p. ms.

3168. **Garth, Jenny M.** *The amount and character of the voluntary reading in the fifth, seventh, ninth, and eleventh grades.* Master's, 1936. Colo St. Coll.

3169. **Gary, H. J.** *Book reading interests of tenth, eleventh, and twelfth grades, Crawford county, Ohio, rural schools.* Master's, 1936. Ohio State.

3170. **Grauerholz, Elizabeth.** *The reading interests of fifth and sixth grade children.* Master's, 1936. Colorado. (Abstract in: *University of Colorado studies. Abstracts of theses for higher degrees, 1936: 32*)

Studies the reading interests of 1,000 fifth- and sixth-grade children in Wichita, Kans. Finds that the reading interests of boys and girls are dissimilar although they both enjoy adventure and mystery stories, and books of travel; information and poetry are unpopular with both sexes. Shows that girls like fairy tales and stories of home and school life, while boys like history, science, biography, and animal stories. Finds that while their home libraries of juvenile books are often meager, most of them use the public library, and that a large majority of the children have developed a love of reading and a gratifying interest in books.

\*3171. **Gravatte, Florence Ramsey.** *Reading interests of fourth grade children.* Master's, 1935. George Washington. 73 p. ms.

Studies the reading interests of 150 children in the fourth grade of five schools in Arlington county, Va. Finds that informative material did not rank high in the selection of stories from the eight readers used in the study; that intelligence, sex, and wide range of interest influence the selection of reading material for fourth-grade pupils, and that heredity and home reading in early childhood have a positive correlation to a child's reading ability and taste.

3172. **Gross, Louise Marie.** *Responses first grade children make to books.* Master's, 1936. Peabody. 101 p. ms.

Shows the the first grade developed eight different types of responses to books; five types of responses appeared in all the maturity groups. There was not a great deal of difference in the type of responses each group made but a difference in the time the responses first appeared and the frequency of use.

3173. **Hurley, Nina V.** *A study in junior high school leisure reading.* Master's, 1936. Colo. St. Coll.

3174. **Hurley, Richard James.** *The influence of environmental factors upon the reading interests of junior and senior high school boys and girls.* Master's, 1936. T. C., Col. Univ. 48 p. ms.

3175. **Lack, Eleanor A.** *Literature for two-year-old children.* Master's, 1936. Iowa.



3176. **Lougarre, T. L.** The influence of voluntary supplementary reading in the development of reading ability in the elementary grades. Master's, 1936. Louisiana State. (Abstract in: Louisiana state university. University bulletin, vol. 28 N. S., no. 12: 95)

Describes an experiment conducted with approximately 120 pupils from the fifth, sixth, and seventh-grade classes of the Church Point high school during the school year 1934-35. Finds that the free reading groups made more progress than did the groups following the usual procedure in reading classes.

3177. **Louisville. University.** The reading interests of college students. Louisville, Ky., 1936. 11 p. ms. (Service study no. 1)

Surveys the reading interests of the college freshmen to determine what interests of freshmen students might be utilized for course content in a survey course of the social sciences. Finds a close community between the reading interests of faculty and students, between the reading interests of men and women, a closer community of reading interests between women of all groups and men of all groups than between men and women of the same group.

3178. **Marshall, Mafiann.** A summary of the reading interests of children. Master's, 1936. Michigan.

3179. **Montgomery, Wilda Lea.** An investigation of the uses of informational material in personal and professional reading of adults. Doctor's, 1936. Pittsburgh. (Abstract in: University of Pittsburgh. Abstract of theses, researches in progress, and bibliography of publications, 12: 189-96)

Attempts to determine the uses made of informational material by adults in reading relating to their personal needs, their professional needs, and in their reading hobbies. Analyzes the reading needs and hobbies of more than 700 adult readers. Finds that professional workers read in their personal reading to study for personal growth and to gain specific information; that they are anxious to keep up to date and to determine values; that there is a tendency toward two main reading hobbies, sports and travel.

3180. **Noel, Jane E.** The stimulation of leisure-time reading of high-school pupils through advertising. Master's, 1936. Washington Univ. 45 p. ms.

3181. **Ostrom, Carl J.** An analysis of the reading material and reading interests of boys and girls of high school age. Master's, 1936. Minnesota. 147 p. ms.

Analyzes data on the reading interests and the selection of reading material as related to such conditions as grade in school, sex, nationality, occupations of heads of families, education of parents, urban or rural residence, and certain social and recreational interests.

3182. **Schoonover, Ruth Catherine.** The development of literary taste and appreciation under the Negaunee voluntary reading program. Master's, 1936. Michigan.



## INDEX OF INSTITUTIONS

[The numbers refer to item, not to page]

### A

Akron, University of, 2064.  
 Alabama, University of, 265, 356, 428, 858,  
 941, 1349, 1503, 1552, 1710, 1763, 1841,  
 1936, 1951, 2235, 2206, 2354, 2391, 2404,  
 2426, 2428, 2434, 2450, 2570, 2580, 2724,  
 2747, 2809, 2883.  
 Alabama College, 2922, 2978.  
 Alabama Polytechnic Institute, 2744.  
 Albion College, 2003.  
 Allegheny College, 2639.  
 American University, 2085.  
 Arizona, University of, 1500.  
 Arthur Jordan Conservatory of Music, 1152,  
 1160.

### B

Ball State Teachers College, 796, 926, 1030,  
 1033, 1465, 1495, 1513, 2449, 2941.  
 Barnard College, 1072.  
 Baylor University, 574, 1931, 1989, 2162,  
 2439, 2455, 2506, 2875, 2950.  
 Berkeley Baptist Divinity School, 414, 1166,  
 1209, 1211, 1735-1736, 1744, 1749, 1751,  
 1754.  
 Bethany Biblical Seminary, 934, 1804, 2710.  
 Biblical Seminary, 151, 159, 197, 1717, 1723,  
 1728-1730, 1740, 1743, 1746, 1760.  
 Birmingham-Southern College, 98, 277, 362,  
 377, 556, 583, 648, 1107, 1911, 2344, 2629,  
 2729, 2757, 3024, 3111.  
 Boston College, 300, 593, 701, 1021, 1060,  
 1491, 1532, 1756, 2222, 3061.  
 Boston University, 43, 85, 199, 304, 357,  
 440, 474, 567, 669, 675-676, 679, 688,  
 814, 834, 844, 863, 904, 912, 933, 948, 961,  
 1031, 1043, 1049, 1062, 1086, 1129, 1212,  
 1217, 1283, 1291, 1339, 1396, 1449, 1480,  
 1540, 1709, 1764, 1770, 1874, 1997, 2067,  
 2080, 2217, 2269, 2298, 2369, 2789, 2852,  
 2884, 2932, 2960, 3045, 3115.  
 Brooklyn College, 553, 2755.  
 Brown University, 371, 488, 736, 894, 1027,  
 1557, 1837, 1978, 2638, 2665.  
 Buffalo, University of, 210, 627, 655, 710,  
 1138, 1568, 1838, 2031, 2140, 2202, 2977,  
 3101.

### C

California, University of, 6, 42, 202, 344-  
 345, 361, 501, 581, 608, 978, 995, 1368,  
 1370, 1432, 1537, 1890, 1913, 1938, 3130.

Catholic University of America, 12, 39, 40,  
 59, 152, 205, 212, 218-219, 226, 236, 253,  
 746, 857, 1177, 1767, 1731, 1776, 2523.  
 Central State Teachers College, 368, 2172,  
 2758.  
 Cheyney Training School for Teachers, 2095.  
 Chicago, University of, 111, 115, 150, 150,  
 167, 187, 233, 312, 314, 369, 380-387,  
 429, 444, 520, 575, 592, 601, 609, 612,  
 615, 638, 674, 682, 690, 697, 728, 747,  
 749, 795, 832, 841, 848, 898, 953, 960,  
 985, 990, 1004, 1034, 1042, 1061, 1064,  
 1094, 1111, 1260, 1316, 1359, 1434, 1482,  
 1531, 1564, 1789, 1832, 1884, 1995, 2004,  
 2024, 2032, 2077, 2090, 2117, 2120, 2141,  
 2152, 2187, 2209, 2219, 2227, 2276-2277,  
 2308-2309, 2313, 2324-2325, 2337, 2343,  
 2352, 2356, 2378, 2473, 2579, 2603, 2688,  
 2731, 2764, 2772-2773, 2802, 2807, 2853,  
 2858, 2881, 2886, 2894, 2914, 3000, 3039,  
 3074, 3077, 3084, 3095, 3099, 3113, 3127,  
 3140-3141, 3151, 3155, 3158, 3162.  
 Cincinnati, University of, 124, 196, 209, 269,  
 289, 317, 397, 488, 525, 531, 1114, 1130,  
 1470, 1472, 1475, 1704, 1777, 1846, 1892,  
 1930, 1970, 2110, 2123, 2774, 2818, 3002,  
 3020, 3093, 3145.  
 Clark University, 1701.  
 College of the City of New York, 146-147,  
 184, 192, 246-247, 256, 313, 373, 395,  
 759, 803, 920, 1122, 1244, 1442, 1585,  
 2231, 2641, 2833, 2837, 2864, 2970, 3147.  
 College of William and Mary, 459.  
 Colorado, University of, 14, 37, 60, 168,  
 298, 319, 367, 388, 410, 470, 532, 570,  
 850, 911, 921, 927, 1268, 1280, 1296-1297,  
 1395, 1419, 1448, 1643, 1847, 2005, 2035,  
 2093, 2107, 2234, 2274, 2315, 2321, 2339,  
 2358, 2370-2380, 2390, 2397, 2425, 2458,  
 2474, 2546, 2568, 2583, 2616, 2637, 2694,  
 2707, 2722, 2898, 2908, 2948, 2984, 2992,  
 3015, 3098, 3170.  
 Colorado State College of Education, 228,  
 293, 443, 523, 529, 557, 589, 619, 641,  
 647, 652, 654, 672, 678, 702, 738, 787,  
 799, 812, 822, 852, 862, 931-932, 944,  
 963, 974-975, 977, 983, 986, 997, 1000,  
 1021, 1068, 1085, 1131, 1187, 1196-1197,  
 1215, 1218, 1239, 1245, 1278, 1322, 1329,  
 1371, 1404, 1406, 1418, 1421, 1457, 1469,  
 1471, 1477, 1490, 1494, 1508-1509, 1514,  
 1536, 1559, 1569, 1597, 1600, 1613, 1650,  
 1671, 1683, 1687, 1785, 1957, 1966, 2047,  
 2071, 2080, 2143, 2194, 2204, 2268, 2280.



## Colorado State College of Education—Con.

2304, 2370, 2400, 2412, 2424, 2448, 2467,  
2470, 2522, 2548, 2551, 2567, 2587-2588,  
2602, 2611, 2634, 2656, 2669, 2692, 2701,  
2709, 2718, 2748, 2765, 2767, 2786, 2803,  
2829, 2888, 2929, 2956, 2985, 3010, 3116,  
3168, 3173.

Columbia University, 61, 102, 173, 191, 194,  
225, 331, 349-350, 360, 382, 385, 392,  
401-402, 409, 449, 463, 469, 516, 533,  
777, 827, 1095, 1070, 1074, 1076, 1084,  
1087-1088, 1099, 1104, 1113, 1120, 1431,  
1437, 1445, 1640, 1689, 1738, 1747, 2062,  
2072, 2094, 2098-2099, 2103, 2109, 2115,  
2118, 2228, 2353, 2357, 2657, 2715, 2742,  
2925, 2931, 2939, 2942-2944, 2952, 2982,  
3023, 3047-3049, 3092, 3108-3109, 3119,  
3121, 3126, 3128, 3132, 3142, 3144, 3146,  
3152, 3165-3166.

Columbia University, Teachers College, 47,  
96, 123, 125, 132, 170, 182, 190, 195,  
237, 240, 258, 301, 306, 310, 370, 418,  
487, 755, 778, 785, 803, 830, 865, 913,  
923, 936, 1012, 1077, 1102, 1118, 1141,  
1161, 1203, 1213-1214, 1237, 1261, 1281,  
1348, 1405, 1411, 1439, 1443, 1460, 1626,  
1647, 1654, 1725, 1767, 1771, 1781, 1786,  
2075, 2081, 2119, 2147, 2157, 2160, 2198-  
2199, 2278, 2307, 2314, 2316, 2388, 2401,  
2440, 2468, 2584, 2623, 2653-2654, 2763,  
2904, 2910, 2928, 2955, 2969, 2974, 2986,  
3025, 3031, 3055, 3057, 3059, 3080-3081,  
3124, 3159, 3174.

Connecticut State College, 883.

Cornell University, 169, 248, 272, 274, 351,  
636, 661, 902, 910, 935, 964, 1377, 1601,  
1604-1606, 1609-1610, 1618, 1620, 1631,  
1669-1670, 1885, 1976, 2023, 2505, 2512,  
2561, 2590, 2924, 3007.

Creighton University, 793, 2101, 2823.

## D

Delta State Teachers College, 2188.

Denver, University of, 18, 290, 292, 346,  
716, 784, 2392, 2420, 2471, 3088.

Drake University, 87, 112, 262, 998, 1904,  
1950, 2538, 2805.

Duke University, 569.

## E

East Texas State Teachers College, 842.

Emory University, 587, 691, 875, 2842, 3078.

## F

Florida, University of, 21, 818, 2407, 2462,  
2746.

Fordham University, 19, 29, 50, 62, 65, 83,  
180, 535, 1096, 1780, 1788, 1797, 1881,  
2572, 2604, 2640, 2712, 2862, 2903.

## G

George Peabody College for Teachers, 4, 38,  
54, 74, 76-77, 82, 90, 116, 164-165, 171,  
175, 186, 208, 241, 268, 276, 536, 564,  
584, 623, 626, 651, 686, 695, 732-733.

## George Peabody College for Teachers—Con.

740, 751, 761, 765, 769, 774, 779, 781,  
797, 845, 864, 870, 874, 891, 928, 970,  
982, 984, 1006, 1008, 1016-1017, 1020,  
1028, 1032, 1037-1038, 1040, 1045-1046,  
1058, 1065, 1082, 1110, 1115, 1135, 1150,  
1154, 1159, 1170-1174, 1183, 1185, 1192-  
1193, 1225, 1280, 1298, 1309, 1317, 1319,  
1321, 1333, 1337, 1340, 1346, 1353, 1357,  
1362, 1384, 1394, 1408, 1423, 1428, 1435-  
1436, 1441, 1496, 1519, 1521, 1526, 1533,  
1538, 1553, 1607, 1608, 1624, 1627, 1632,  
1636, 1639, 1644, 1691, 1719, 1724, 1759,  
1769, 1792-1793, 1796, 1810, 1855, 1857,  
1872, 1926, 1937, 1942, 1946, 2019, 2129,  
2148, 2156, 2166, 2178, 2189, 2196, 2201,  
2207, 2221, 2232, 2271, 2276, 2294-2295,  
2303, 2326, 2394, 2405, 2411, 2427, 2433,  
2445, 2508, 2592-2593, 2596, 2631-2632,  
2684, 2719, 2733-2734, 2759, 2762, 2783,  
2793, 2795, 2811, 2815, 2827, 2835, 2855,  
2869, 2868, 2870, 2874, 2892, 2902, 2919,  
3026, 3036, 3079, 3154, 3163, 3172.

George Washington University, 161, 355,  
685, 791, 929, 1288, 1675, 1714, 1809,  
1815, 2096, 2320, 2664, 2791, 2800, 2888,  
3105, 3171.

Georgia, University of, 58, 108, 417, 473,  
698, 1752, 1850, 1923, 1929, 2101, 2410,  
2447, 2486, 2493, 2526, 2564, 2782.

## H

Hampton Institute, 2740, 2998, 3003, 3005,  
3009, 3016, 3022.

Harvard University, 71, 252, 1483, 1927,  
1996, 2111.

Howard University, 616, 786, 1390, 1451,  
1762, 2243, 3004, 3006, 3021.

Hunter College, 2877.

Huron College, 105.

## I

Idaho, University of, 1018.

Illinois, University of, 215, 280, 296, 527,  
558, 605, 938, 948, 1393, 1819, 1848,  
1932, 2044, 2122, 2142, 2153, 2159, 2249,  
2396, 2513, 2662, 3133, 3146, 3163.

Indiana State Teachers College, 28, 79,  
235, 286, 423, 491, 537, 741, 754, 884,  
888, 906, 916, 945, 965, 981, 989, 1035,  
1112, 1133, 1160, 1454, 1530, 1586, 1745,  
1887, 1902, 1950, 2052, 2173, 2175, 2272,  
2279, 2317, 2335, 2511, 2528, 2597, 2607,  
2645, 2708, 2723, 2770, 2700, 2848, 2866,  
2897, 2968, 3083.

Indiana University, 55, 629, 706, 713, 757,  
760, 1075, 1119, 1292, 1506, 1593, 1658,  
1706, 1711, 1909, 2001, 2556, 2667, 2727,  
3033, 3037.

Iowa, University of, 11, 36, 91, 104, 131,  
145, 158, 271, 287, 323, 326, 332, 334-  
337, 341, 347, 354, 398, 406, 422, 424,  
426, 430, 433, 445, 448, 450, 453-455,  
461-462, 467, 471, 475, 479-484, 490,  
492-493, 499, 502-503, 505, 509, 517.



## Iowa, University of—Continued.

538, 550, 566, 568, 572, 576-577, 579-580, 596, 603, 639-640, 649, 653, 660, 665, 687, 692, 694, 700, 709, 711, 715, 718, 724, 729, 801, 810-811, 813, 815-817, 821, 826, 833, 837, 839, 846, 851, 856, 892, 900, 905, 946-947, 959, 973, 999, 1001, 1003, 1015, 1026, 1029, 1041, 1044, 1053, 1055, 1067, 1092, 1125, 1132, 1148, 1155-1156, 1158, 1176, 1179, 1186, 1201-1202, 1204-1205, 1221, 1223, 1226, 1229-1234, 1242-1243, 1249, 1294, 1300, 1311, 1314, 1330, 1356, 1363, 1385, 1391, 1399, 1401, 1410, 1412, 1420, 1450, 1458-1459, 1462, 1467-1468, 1473, 1478-1479, 1485, 1488, 1497, 1502, 1592, 1615, 1766, 1791, 1805, 1830, 1835, 1851, 1858, 1864, 1867, 1875, 1898-1899, 1912, 1945, 1953, 1965, 2002, 2020, 2030, 2059-2060, 2069, 2164, 2174, 2180, 2218, 2261, 2290, 2333, 2340, 2345, 2348, 2360, 2382, 2413, 2437, 2441, 2465, 2482, 2555, 2726, 2736, 2766, 2776, 2781, 2799, 2816, 2830, 2849, 2857, 2859, 2938, 2997, 2999, 3014, 3018, 3027-3028, 3040, 3064-3067, 3069-3072, 3086, 3100, 3130, 3175.

Iowa State College, 299, 408, 1551, 1646, 1652, 1657, 1660, 1662, 1666, 2130, 2270, 2485, 2488, 2525, 2543, 3034, 3167.

Iowa State Teachers College, Cedar Falls, 446, 460, 2617, 2751, 2756, 2779-2780, 2784-2785.

## J

Johns Hopkins University, 221, 743, 1069, 2643, 2810, 3008.

## K

Kansas, University of, 2, 34, 359, 394, 431, 628, 656, 717, 727, 773, 853, 866, 1059, 1134, 1151, 1529, 1775, 1779, 1794, 1854, 1869, 1961, 1984, 1993, 2057, 2208, 2216, 2284, 2323, 2362, 2371, 2384, 2456, 2461, 2498, 2681, 2698, 2702, 2713, 2732, 2846, 2994, 3102.

Kansas State College of Agriculture, 110, 1637, 1665, 2717.

Kansas State Teachers College, Emporia, 33, 126, 144, 372, 374, 464-466, 767, 859, 950, 1071, 1925, 2011, 2074, 2169-2170, 2176, 2181, 2184, 2537, 2761, 2769, 2872, 3012, 3029, 3085.

Kansas State Teachers College, Pittsburg, 1678.

Kentucky, University of, 7, 24, 49, 67, 129, 264, 952, 966, 1464, 1511, 1682, 1783, 1825, 1919, 2007, 2066, 2300-2301, 2355, 2451, 2479, 2509, 2529, 2533, 2535, 2549, 2901.

Keuka College, 875.

## L

Lawrence College, 571, 890, 1818, 2240.

Louisiana State University, 68, 81, 93, 539, 614, 625, 645, 650, 719, 794, 872, 901,

## Louisiana State University—Continued.

907, 1137, 1145, 1178, 1182, 1367, 1481, 1486, 1599, 1603, 1614, 1630, 1634, 1638, 1645, 1813, 1817, 1845, 1880, 1888-1889, 1987, 2250, 2254, 2375, 2389, 2483, 2550, 2705, 2798, 3063, 3170.

Louisville, University of, 622, 659, 684, 880, 1190, 1474, 1664, 2009, 2015, 2041, 3177.

Loyola University, 364, 585, 611, 666, 1694, 1795, 1891.

## M

Maine, University of, 44, 956, 987, 1256, 1332, 1417, 2158, 2185.

Maryland, University of, 15, 45, 269, 588, 1299, 1668, 2716, 2787, 3122.

Massachusetts State College, 114, 127, 442, 763, 775, 1301, 1625, 1859, 1934, 2610, 3060.

Mercer University, 13, 1988.

Michigan, University of, 27, 52, 109, 122, 154-155, 157, 160, 257, 263, 266, 281, 283, 285, 330, 338, 381, 383-384, 390, 412, 419, 451, 468, 472, 494-495, 524, 530, 555, 561, 578, 599, 604, 606, 621, 657-658, 663, 671, 673, 708, 722, 725-726, 737, 766, 789, 806, 819, 823, 829, 870-877, 879, 882, 887, 918, 922, 969, 1019, 1022, 1025, 1083, 1105, 1116, 1124, 1126, 1143, 1146, 1167-1169, 1191, 1269, 1270, 1277, 1303-1304, 1308, 1315, 1324, 1338, 1344-1345, 1347, 1352, 1354, 1366, 1372, 1414, 1426-1427, 1429, 1440, 1461, 1476, 1493, 1498, 1556, 1572, 1576-1577, 1594, 1692, 1750, 1755, 1761, 1765, 1768, 1799-1800, 1808, 1839, 1862, 1868, 1876, 1883, 1893, 1905, 1958-1959, 1963, 1972, 1975, 1977, 1982, 2021, 2056, 2105, 2127, 2136, 2167, 2192, 2212-2213, 2225, 2300, 2311, 2327, 2350, 2386-2387, 2395, 2432, 2476, 2540, 2545, 2553, 2605, 2615, 2620, 2627, 2630, 2658, 2660-2661, 2676-2677, 2680, 2695-2697, 2720, 2735, 2741, 2749, 2752, 2768, 2804, 2806, 2808, 2812, 2814, 2817, 2820-2821, 2826, 2831-2832, 2836, 2838-2839, 2843, 2854, 2861, 2867, 2869, 2871, 2880, 2885, 2890, 2896, 2909, 2940, 2961, 2981, 2983, 2987, 3038, 3053, 3075, 3087, 3114, 3120, 3123, 3150, 3156, 3178, 3182.

Michigan State College, 972, 2436.

Mills College, 1379, 1383.

Millsaps College, 2000.

Minnesota, University of, 53, 156, 174, 295, 365, 415, 420, 436, 447, 677, 705, 758, 782-783, 805, 917, 924-925, 1060, 1306, 1522, 1542, 1546, 1560, 1617, 1635, 1648, 1663, 1820, 1856, 1860, 1918, 1920, 1952, 1954, 1969, 2025, 2039, 2043, 2106, 2155, 2163, 2205, 2443, 2640-2649, 2683, 2971, 3181.

Missouri, University of, 95, 899, 2124, 2260, 2532, 2690, 3138.

Mount Holyoke College, 742.

Municipal University of Omaha, 1782, 2673.

Murray State Teachers College, 735, 1698, 2133, 2150, 2291.



## N

- Nebraska, University of, 103, 120, 135, 198, 278, 291, 515, 670, 689, 869, 897, 976, 1051-1052, 1198, 1247, 1433, 1596, 1680-1681, 1718, 1790, 1866, 1870, 1903, 1916, 1935, 1947, 2224, 2247, 2257, 2334, 2376, 2463, 2542, 2575, 2678, 2797, 2891, 2895, 2907, 2912, 2926, 3082.
- New Mexico, University of, 294, 788, 1558, 1823, 2034, 2049, 2266, 2393, 2577, 2612, 2882.
- New York State College for Teachers, 106, 140-141, 230, 308, 613, 771, 776, 790, 828, 843, 871, 889, 914, 1057, 1271, 1453, 1543, 1784, 1886, 2179, 2264, 2442, 2459, 2478, 2490, 2503, 2557, 2562, 2600, 2606, 2613, 2668, 2691, 2743, 2745, 2824, 2865, 2893, 2901, 2905, 3091.
- New York University, 75, 78, 134, 148, 162, 166, 168, 183, 203-204, 206, 213-214, 217, 223-224, 231-232, 238-239, 243, 249, 496-498, 504, 510-511, 514, 559, 563, 745, 770, 798, 979, 994, 1023, 1048, 1098, 1194, 1199, 1206, 1222, 1252, 1284, 1293, 1295, 1323, 1328, 1331, 1343, 1350-1351, 1355, 1376, 1403, 1548, 1574, 1589, 1676, 1696, 1721, 1816, 1981, 1983, 2036, 2042, 2045, 2085, 2151, 2193, 2364, 2530, 2644, 2666, 2711, 2728, 2840, 2973, 2975-2976, 3062, 3073, 3090, 3104, 3153.
- Niagara University, 1834.
- North Carolina, University of, 5, 100, 143, 322, 425, 540, 602, 1807, 1960, 2027-2028, 2065, 2211, 2409.
- North Carolina State College, 643.
- North Dakota, University of, 69, 957, 1162, 1550, 1705, 1907, 1999, 2089, 2248, 2251, 2365, 2377, 2408, 2430, 2452-2453, 2402, 2499, 2502, 2517, 2519, 2913, 2953, 2995.
- Northwestern University, 1149, 1165, 2097.
- Notre Dame University, 181, 242, 244, 353, 534, 1257, 1693, 1700, 1727, 1734.

## O

- Ohio State University, 32, 35, 94, 133, 136, 139, 220, 270, 282, 343, 403, 485, 541-543, 552, 586, 597-598, 646, 683, 734, 750, 752, 768, 807, 886, 940, 967, 1010, 1047, 1056, 1063, 1080, 1095, 1097, 1121, 1123, 1140, 1142, 1157, 1183, 1195, 1253, 1259, 1273, 1275, 1285, 1302, 1335, 1341, 1360, 1375, 1382, 1380, 1398, 1415, 1488, 1446, 1452, 1502, 1510, 1516-1518, 1520, 1534, 1547, 1570, 1590, 1595, 1598, 1651, 1653, 1677, 1679, 1684, 1715, 1812, 1822, 1824, 1826-1827, 1861, 1891, 1896, 1928, 1933, 1940, 1955, 2006, 2014, 2054, 2092, 2131, 2145, 2171, 2203, 2206, 2215, 2241, 2246, 2255, 2263, 2286, 2310, 2346-2347, 2367-2368, 2374, 2406, 2415, 2422-2423, 2469, 2484, 2566, 2578, 2582, 2589, 2603, 2624, 2642, 2651, 2792, 2801, 2847, 2850, 2863, 2878-2879, 2900, 2935-2936, 2945, 2949, 2959, 2962, 3001, 3017, 3042, 3096, 3110, 3117, 3169.

- Ohio University, 903, 1200, 1266, 1282, 1528, 1549, 1713, 1787, 2048, 2070, 2191, 2244, 2947, 3137, 3149.
- Oklahoma, University of, 714, 1262, 1667, 2018, 2200.
- Oklahoma Agricultural and Mechanical College, 64, 72-73, 329, 333, 855, 1054, 1127, 1219, 1227, 1272, 1305, 1313, 1326, 1361, 1387, 1392, 1400, 1407, 1444, 1523, 1525, 1544, 1561, 1573, 1578, 1583, 1621, 1695, 1772, 1798, 1840, 1873, 1973, 2146, 2281, 2288, 2402, 2438, 2491, 2496, 2521, 2614, 2703, 2813, 2967, 2993.
- Oregon, University of, 10, 41, 118, 137, 207, 267, 297, 348, 594, 617, 703, 792, 808, 930, 1002, 1109, 1139, 1310, 1515, 1649, 1876, 1949, 1971, 2076, 2177, 2285, 2328, 2446, 2601, 2633, 2659, 3044.
- Oregon State Agricultural College, 179, 185, 915, 919, 1246, 1258, 1430, 1566, 1579, 1659, 1702, 1836, 1980, 2125, 2429.

## P

- Pacific School of Religion, 1722, 1741-1742, 1748, 1753.
- Panzer College of Physical Education and Hygiene, 500.
- Pennsylvania, University of, 22, 26, 63, 307, 962, 692, 1943, 2693, 2916, 3013.
- Pennsylvania State College, 149, 339, 380, 393, 399, 404, 416, 521-522, 544, 607, 781, 804, 867-868, 881, 903, 949, 968, 1524, 1555, 1708, 1757, 1842, 1939, 1967, 2008, 2135, 2242, 2329, 2472, 2489, 2559, 2636, 2650, 2652, 2706, 2930, 3143.
- Pittsburgh, University of, 46, 107, 172, 176-177, 275, 311, 318, 321, 421, 435, 452, 518, 526, 528, 545, 620, 631-634, 664, 753, 830, 838, 847, 937, 951, 988, 1090, 1163, 1175, 1241, 1251, 1254, 1274, 1539, 1563, 1576, 1629, 1655, 1732-1733, 1778, 1811, 1921, 2008, 2017, 2033, 2037-2038, 2091, 2100, 2107-2108, 2112, 2116, 2121, 2132, 2137, 2245, 2251, 2253, 2258, 2292-2293, 2297, 2338, 2359, 2372, 2381, 2500, 2510, 2574, 2591, 2608, 2672, 2777, 2794, 2822, 2841, 2856, 2915, 2918, 2927, 2951, 2970, 3040, 3051, 3179.
- Presbyterian College, 1712, 2980.
- Puget Sound, College of, 637, 721.
- Purdue University, 391, 396, 400, 407, 411, 554, 630, 1623, 1974, 2010, 2373, 2775, 2984, 3080.

## R

- River Falls State Teachers College, 366, 681.

## S

- St. Louis University, 99, 153, 234, 245, 1103, 1189, 1716, 2098, 2154, 2700, 3052.
- South Carolina, University of, 9, 20, 31, 48, 142, 432, 573, 896, 1571, 1611, 2399, 2417, 2520, 2541, 2547, 2721.



South Dakota, University of, 854 1013.  
1030, 1147, 1900, 2149, 2282, 2330, 2414,  
2480, 2674, 2965, 2996.

Southern California, University of, 200, 250,  
458, 546, 1078, 1286, 2102, 2319 2586,  
2920, 2937.

Southern Methodist University, 222, 547,  
2114, 3161.

Southwestern University, 1699.

Springfield College, 178, 437, 507, 512, 1248,  
1265, 1267, 1276, 1390, 1307, 1334, 1336,  
1342, 1358, 1373-1374, 1378, 1381, 1386,  
1402, 1413, 1422, 1737, 1802, 2046, 2569,  
2714, 2923, 2966, 3011, 3032, 3056.

Stanford University, 3, 17, 84, 88-89, 189,  
193, 254-255, 315-316, 389, 486, 489,  
543, 591, 618, 680, 729, 730-731, 744,  
748, 764, 802, 1069, 1079, 1081, 1117,  
1153, 1228, 1236, 1263, 1320, 1327,  
1409, 1425, 1492, 1499, 1504, 1581, 1587-  
1588, 1814, 1828, 1882, 1968, 1990 1992,  
2026, 2053, 2058, 2078, 2084, 2186, 2258,  
2259, 2283, 2312, 2321, 2330, 2349, 2383,  
2403, 2419, 2444, 2494, 2539, 2560 2630,  
2622, 2671, 2738, 2754, 2825, 2988, 3041,  
3068, 3130.

State Teachers College, Clarion, Pa., 1364-  
1365.

\*State Teachers College, Upper Montclair,  
N. J., 97, 668, 712, 1208, 1901, 2665,  
2730, 2876, 2899.

Stephen F. Austin State Teachers College,  
980.

Stetson University, 707, 2028, 3076.

Syracuse, University of, 1136, 1184 1210,  
1535, 1914, 1922, 2040, 2051, 2082-2083,  
2113, 2195 2233, 2421, 2621.

## T

Temple University, 66, 113, 188, 216, 229,  
303, 305, 352, 411, 513, 519, 610, 831,  
860, 873, 908, 1101, 1144, 1181, 1207,  
1216, 1224, 1240, 1484, 1489, 1582, 1703,  
1829, 1865, 1871, 2209, 2457, 2464, 2599,  
2704, 2753, 2788, 3035, 3043, 3094, 3107,  
3112, 3118, 3160.

Tennessee, University of, 1, 23, 80, 227,  
324, 662, 762, 772, 820, 835, 849, 801,  
885, 1204, 1388, 1487, 1507, 1545, 1554,  
1585, 1567, 1591, 1618, 1641-1642, 1656,  
1661, 1672-1674, 1685-1686, 1739, 1895,  
1979, 2013, 2055, 2104, 2361, 2495, 2507,  
2594, 2778, 2946, 3089, 3129.

Texas, University of, 16, 25, 51, 56, 86,  
117, 119, 201, 211, 284, 288, 302, 309,  
320, 342, 358, 363, 439, 456-457, 508,  
600, 607, 624, 699, 723, 780, 800, 809,  
909, 991, 1039, 1050, 1089, 1093, 1250,  
1312, 1325, 1369, 1380, 1397, 1455, 1463,  
1688, 1726, 1774, 1803, 1843, 1986, 1991,  
1994, 2022, 2029, 2190, 2229-2230, 2252,  
2275, 2306, 2363, 2385, 2475, 2477, 2481,  
2487, 2501, 2514-2516, 2518, 2527, 2534,  
2558, 2598, 2609, 2619, 2635, 2675, 2679,  
2725, 2737, 2739, 2796, 2819, 2828, 2834,

Texas, University of--Continued.

2844-2845, 2887, 2906, 2917 2934, 2989-  
2990, 3059, 3054, 3058, 3125, 3157.

Texas Christian University, 595, 3163.

Texas Technological College, 57, 2670.

Toledo, University of, 340, 878.

## U

Union Theological Seminary, 1720

Utah, University of, 325, 405, 427, 1073,  
1100, 1184, 1318, 1424, 1447, 1580, 1697,  
1773, 1903, 2287, 2460, 2466, 2552, 2689,  
2771.

## V

Vermont, University of, 261, 1011, 1806,  
2220, 3106.

Virginia, University of, 8, 327-328, 549,  
562, 565, 696, 739, 825, 1220, 1852, 1906,  
1917, 2079, 2126, 2128, 2134, 2144, 2398,  
2497, 2524, 2554, 2581, 2595, 2699, 2911.

Virginia Polytechnic Institute, 1501, 1612,  
1622, 1628, 2954.

## W

Washington, University of, 251, 736, 954,  
1014, 1128, 1235, 1279, 1416, 1466, 1619,  
1821, 1831, 1962, 2267, 2576, 2686, 2873,  
2921.

Washington State College, 273, 971, 1527,  
1910, 1948, 2223, 2289, 2418, 2437, 2544.

Washington State Normal School, 376, 476-  
478, 906, 2226.

Washington University, 582, 840, 955, 1108,  
1541, 1690, 2210, 2237, 2682, 2957-2958,  
2972, 3180.

Wellesley College, 506, 1255.

West Virginia State College, 551, 2061.

West Virginia Wesleyan College, 2700.

Western Kentucky State Teachers College,  
70, 279, 590, 635, 644, 704, 1288, 1456,  
1505, 1758, 1863, 1897, 2003, 2139, 2165,  
2214, 2262, 2332, 2536, 2565, 2571, 2573,  
2585, 2618, 2625, 2851, 2933.

Western Reserve University, 3136, 3164.

Western State College, 413, 642, 1853, 2050,  
2342.

Wichita, University of, 1915, 2087, 2531.

Wisconsin, University of, 525, 1091, 1998,  
2431.

Wisconsin State Teachers College, 379, 434,  
1633, 1944, 2073, 2108, 2182-2183, 2238.

Wittenberg College, 1584, 1844, 1941, 2018,  
3019, 3134.

Wyoming, University of, 101, 138, 824, 939,  
942, 958, 1287, 1602, 1819, 1877, 2239,  
2265, 2331, 2341, 2454, 2504, 2503.

## Y

Yale University, 39, 92, 121, 128, 259, 560,  
693, 805, 1833, 1894, 1924, 1964, 1985,  
2012, 2138, 2236, 2318, 2416.



## AUTHOR INDEX

[The numbers refer to number, not to page]

### A

- Abbott, Dorothy May, 515.  
 Abbott, Walter Clarence, 1599.  
 Abel, Lorraine B., 1070.  
 Abernethy, Howard R., 773.  
 Abramowitz, Elias, 516.  
 Acher, James D., 3083.  
 Acomb, Allan, 567.  
 Adams, Arthur B., 2018 (5).  
 Adams, Edward H., 2997.  
 Adams, Edward L., 875.  
 Adams, John Lewis, 2254.  
 Adams, Lois S., 349.  
 Adams, Paul Lorne, 876.  
 Adams, Thomas Henry, 2891.  
 Adler, Daniel L., 568.  
 Agatshein, M., 146.  
 Agnew, Donald C., 569.  
 Akridge, Garth H., 2623.  
 Alabama college, 2922.  
 Albin, Ester Mary Leon, 1716.  
 Aldrich, Edith A., 1363.  
 Alexander, Ara, 2207.  
 Alexander, Hartley Burr, 2102 (14).  
 Alexander, O. V., 2923.  
 Alexander, William M., 1016.  
 Allbeck, Willard D., 421.  
 Allbritten, Leo Taylor, 2385.  
 Allebach, Kathryn Y., 655.  
 Allen, Edward B., 1819.  
 Allen, Frank Stewart, 1773.  
 Allen, Gertrude, 1637.  
 Allen, Herbert Edward, 1600.  
 Allen, Jenny Lee, 3036.  
 Allen, John Stuart, 1988.  
 Allen, Ruby Ruth, 1305.  
 Allen, Wilson S., 1517.  
 Alpert, Harry, 382.  
 Alstetter, Mabel F., 76.  
 Alter, Jaime, 1071.  
 Ambrose, Rell A., 2386.  
 Amdur, I., 147.  
 Amend, W. S., 2146.  
 Amsberry, Rolla L., 422.  
 Anastasi, Anne, 1072.  
 Anderson, Bertha Cooper, 1451.  
 Anderson, Daisy Louise, 8119.  
 Anderson, Elizabeth, 1204.  
 Anderson, Floyd Henry, 2568.  
 Anderson, Henry William, 550.  
 Anderson, Herman Lyman, 1073.  
 Anderson, June, 1168.  
 Anderson, Marcus L., 1518.  
 Anderson, Mildred Ruth, 2791.  
 Anderson, Noah B., 2387.  
 Anderson, Paul F., 1.  
 Anderson, Stanley E., 937.  
 Anderson, Theresa, 487.  
 Anderson, Verne, 1820.  
 Anderson, W. A., 2924.  
 Anderson, William J., 2553.  
 Anderson, Wendell H., 877.  
 Andreasen, Paul J., 148.  
 Andreen, Earl Philip, 805.  
 Andrews, Cecil Budd, 1169.  
 Andrews, Harlan Glenmore, 1774.  
 Andross, Ellsworth M., 2241.  
 Angevine, Merrill L., 2471.  
 Ankenbrock, Arethusa Katherine, 2123.  
 Ankeney, John, 2018 (21).  
 Anthony, Barbara Klein, 2772.  
 Anthony, Lolita, 77.  
 Anthony, Marian Elizabeth, 912.  
 Anton, Benjamin D., 2788.  
 Archambo, Fran C., 878.  
 Archer, Flora Alice, 1519.  
 Archibald, Herbert Hildreth, 1049.  
 Arellane, Magdalene G., 2.  
 Arendale, Lula Janet, 288.  
 Arlander, Ruth Augusta, 1821.  
 Armentrout, W. D., 2268.  
 Armstrong, Hazel Emily, 3120.  
 Arnett, Cromer Hansford, 2529.  
 Arnold, Herbert J., 913.  
 Arnold, Lois, 1427.  
 Arnold, Myrtle, 2189.  
 Arnold, Ruth E., 1452.  
 Arnold, W. E., 2900.  
 Arnott, Renwick Coe, 914.  
 Arrowood, C. F., 201.  
 Arthur, Lee Edwin, 848.  
 Ashby, Lyle Walter, 2388.  
 Ashby, Robert Mayfield, 635.  
 Ashley, Lawrence Floyd, 1520.  
 Askew, Mabel Owens, 2925.  
 Astell, Louis Alexander, 938.  
 Atkins, Phillip, 1822.  
 Attlinger, Frank S., 2472.  
 Atwater, Elizabeth A., 753.  
 Ausherman, Paul F., 423.  
 Austin, Betty Hutto, 1170.  
 Austin, Robert E., 2608.  
 Avery, Warren, 971.  
 Axelbaum, Ethel M., 350.  
 AxteHe, George Edward, 202.  
 Aydelott, Clarence Riley, 2124.  
 Ayer, Fred G., 2609.  
 Ayer, Mary Ellen, 1757.



## B

- Babbitt, Ellen Gail, 2792.  
 Backus, Alice Louise, 488.  
 Bader, Lenore, 806.  
 Bader, Sister Mary Hilary, 1688.  
 Badger, William V., 1017.  
 Badgley, Herbert Harland, 3.  
 Balley, Barbara, 656.  
 Balley, Chester Paul, 1521.  
 Bailey, Margaret, 657.  
 Bailey, O. K., 2389.  
 Bain, Mary M., 2295.  
 Baird, Dwight Calvin, 570.  
 Baker, Clarence Vernon, 2473.  
 Baker, G. Derwood, 2102 (17).  
 Baker, Gertrude M., 1306.  
 Baker, Lamar Fannin, 2390.  
 Baker, O. J., 3121.  
 Baker, Robert H., 1307.  
 Baker, Wilbur Norman, 2391.  
 Baker, William D., 1522.  
 Baldwin, J. W., 2190.  
 Ball, Dorothy Toynton, 972.  
 Ball, Velma Theresa, 3084.  
 Ballantyne, Mary Katherine, 1717.  
 Baller, Warren Robert, 2926.  
 Ballou, Evelyn, 3122.  
 Bangert, Florence, 639.  
 Banker, Gilbert M., 2530.  
 Banks, Helen B., 136.  
 Banner, Alberta Ethel, 807.  
 Banta, Ralph, 1124.  
 Barcroft, Victor V., 2474.  
 Bardrick, Walter Alyn, 2392.  
 Barela, Fred, 1823.  
 Barker, Constance, 383.  
 Barker, Everett B., 1824.  
 Barker, Leo, 2164.  
 Barker, Max, 1125.  
 Barker, Minnie Combs, 2793.  
 Barker, Opal Williams, 1825.  
 Barlow, Guy J., 571.  
 Barlow, W. Willard, 2255.  
 Barnard, Ethel Morton, 1758.  
 Barnes, Essa May, 1759.  
 Barnes, Florence, 4.  
 Barnes, Rev. L. V., 4718.  
 Barnett, Jessie L., 1775.  
 Barnett, Wynett, 1205.  
 Barnum, Sophie, 267.  
 Barr, A. S., 525.  
 Barrow, D. G., 2296.  
 Barry, James Gordon, 2475.  
 Barshney, Ray W., 2697.  
 Bartell, Joseph, 1308.  
 Bartlett, Ellsworth C., 1827.  
 Bartlett, H. C., 1248.  
 Barto, Harold E., 1018.  
 Barton, Helen M., 1364-1365.  
 Bassette, Phoebe E., 2998.  
 Batchelor, Wilbur C., 2927.  
 Bates, David E., 2476.  
 Bates, Emma Katharine, 1453.  
 Bates, Ruth Anne, 915.  
 Batlin, Lillian, 1689.  
 Batterson, George, 2633.  
 Battle, William Raines, Jr., 1309.  
 Bauder, Harry Devce, 1601.  
 Bauer, Harold C., 295.  
 Baughman, Marge, 1310.  
 Baumgartner, Albert, 1249.  
 Baumgartner, Allan Lee, 1826.  
 Bayliss, Edwin H., 2999.  
 Baylor, Florence, 658.  
 Beach, Charles Kenneth, 2125.  
 Beach, Sarah, 2059.  
 Beagle, Calvin, 939.  
 Beale, Howard K., 5, 100.  
 Beale, Rue Latane, 2892.  
 Beam, J. Milton, 1366.  
 Beard, John R., 659.  
 Beardsley, Florence, 808.  
 Beasley, Turman Overby, 1428.  
 Beatty, Donald E., 2208.  
 Beatty, George W., 1602.  
 Beauchamp, Mary Ella, 1429.  
 Beck, Bessie, 2165.  
 Beck, Karl Herbert, 149.  
 Becker, Elizabeth, 2794.  
 Becker, Frances Ellen, 640.  
 Beckey, Ruth E., 572.  
 Beckwith, Erma J., 384.  
 Beechy, Ralph, 2624.  
 Beers, Howard W., 351.  
 Beeson, William Henry, 1367.  
 Belcher, Carl J., 916.  
 Belcher, E. W., 2625.  
 Belcher, John Mathew, 2350.  
 Bell, Genelle, 809.  
 Bell, Havrah, 1828.  
 Bender, David S., 78.  
 Benford, Harry D., 2297.  
 Benner, Abram S., 1829.  
 Benner, George W., 1830.  
 Bennett, LaVerne Means, 1368.  
 Bennion, Milton Lyon, 6.  
 Benseid, L. A., 1633 (11).  
 Benson, Harold Maultby, 2893.  
 Bentley, Dudley F., 2732.  
 Berg, Harry D., 424.  
 Bergenthal, H., 759.  
 Bergholz, Mabel Cady, 1430.  
 Bergstresser, John L., 1998.  
 Berkheimer, Frank Evans, 2242.  
 Bernholz, Elna, 385.  
 Berrier, Raymond, 660.  
 Berry, Lesta Marie, 760.  
 Berwitz, Clement J., 2657.  
 Besig, Emma M. S., 661.  
 Bevarly, R. A., 7.  
 Beyers, Otto J., 1690.  
 Bible, Buford A., 849.  
 Bice, Harry V., 425.  
 Bickel, John C., 879.  
 Bickley, James McDonald, 2203.  
 Bierstedt, Robert, 1074.  
 Bigler, F. W., 2531.  
 Bilborn, John Chester, 2773.  
 Bird, Carl Leslie, 2795.  
 Bitzer, Robert, 2298.  
 Bizzell, William B., 2018 (1).



- Black, Helen, 1076.  
 Black, Sara Edna, 573.  
 Black, William Griffiths, 150.  
 Blackwell, Tom Benton, jr., 2796.  
 Blackwood, O. H., 2253.  
 Blair, Edmund W., 2060.  
 Blair, John Clyde, 1691.  
 Blair, Mary Gillett, 151.  
 Blair, Robert V., 774.  
 Blakeney, Frances, 1171.  
 Blakesley, Carlyn P., 1311.  
 Blalock, Mary Lee, 1760.  
 Blanchard, Howard L., 1950.  
 Blanton, Annie Webb, 2477.  
 Blesh, Trolando Erwin, 489.  
 Blickenstaff, Lloyd Curtis, 1075.  
 Bloomfield, Victor, 1126.  
 Blum, Milton L., 2742.  
 Blythe, M. Rowena, 1719.  
 Bodine, Willis Raymond, 1369.  
 Bohnhoff, Edward, 2351.  
 Boltrott, John W., 8.  
 Bolin, Paul Leon, 2394.  
 Bolmeier, Edward Claude, 2852.  
 Boltten, Floyd Beverly, 386.  
 Boltz, Adris K., 2634.  
 Bond, Horace Mann, 3000.  
 Bond, James, 101.  
 Bonham, Wilber E., 1523.  
 Bonney, Merle E., 2028.  
 Bontekoe, Cornelius, 973.  
 Borans, Harold O., 630.  
 Boram, Helen Bysnaskas, 940.  
 Bordner, Ammar J., 1524.  
 Boren, Maurice Elmer, 2797.  
 Borleske, Stanley Evans, 1370.  
 Boruff, Oscar, 79.  
 Bostwick, Jack, 2798.  
 Bothell, John E., 1957.  
 Bouck, Olin, 2478.  
 Bounous, Joel Daniel, 761.  
 Bounous, R. D., 2087.  
 Bove, LaRoy, 137.  
 Bowdern, Thomas Stephen, 2088.  
 Bowen, Donald C., 1454.  
 Bowen, Hilliard A., 3001.  
 Bowen, Margaret Davis, 3002.  
 Bowie, Moraine Condit, 2799.  
 Bowman, E. M., 2635.  
 Bowman, Myrtle E., 574.  
 Bowman, Ransom Pat., 1525.  
 Boyce, W. T., 2102 (6).  
 Boyd, Katherine, 2191.  
 Boyer, Grace K., 974.  
 Boyer, Ralph, 2800.  
 Boynton, Bernice, 490.  
 Bozeman, Bennie Crouch, 2698.  
 Brace, Cloyd Raymond, 3054.  
 Brace, D. K., 1250, 1312.  
 Bradby, Sanford P., 3003.  
 Bradley, Allen Edward, 298.  
 Bradley, Annie G., 268.  
 Bradley, Carson Miller, 2554.  
 Bradshaw, Ruth E., 729.  
 Braly, Nona Frances, 652.  
 Bramble, Elizabeth A., 257.  
 Brand, Harry J., 1603.  
 Brand, Pearl, 1431.  
 Brandon, Sidney O., 2395.  
 Brandon, Vera Haskell, 323.  
 Bratcher, Emmett Evart, 2209.  
 Bredt, Carl V., 2619.  
 Breed, Ethel Burns, 203.  
 Breese, Sarah E., 663.  
 Breitwieser, J. V., 1919, 2089.  
 Bresnahan, Linus Timothy, 304.  
 Brezeale, Albert Haynie, 1050.  
 Bridges, H. L., jr., 2699.  
 Briggs, Harry E., 491.  
 Briggs, Theodore, 2658.  
 Briggs, Virgil, 810.  
 Brighthouse, Gilbert, 426.  
 Bristol, Bolse L., 2636.  
 Brite, Gilbert B., 2929.  
 Brock, J. L., 1526.  
 Broderick, Sister Mary John, 152.  
 Broetje, Arthur F., 1831.  
 Broman, Francis F., 941.  
 Bronson, Edwin M., 427.  
 Brooks, Clarence Adolphus, 2637.  
 Brooks, D. Harold T., 1604.  
 Brooks, Wiley Glen, 811.  
 Broussard, Gussie Philomene, 1638.  
 Brown, Alma, 3042.  
 Brown, Charles Kenneth, 2079.  
 Brown, Clara M., 917.  
 Brown, Eura, 428.  
 Brown, Frances, 3085.  
 Brown, Harlette L., 2985.  
 Brown, Harry A., 2147.  
 Brown, James Earl, 1077.  
 Brown, Jasper LeRoy, 3123.  
 Brown, Joe Kidd, 2166.  
 Brown, Joseph Beasby, 1832.  
 Brown, Joseph L., 305.  
 Brown, Thelma Knox, 1313.  
 Brown, Warner, 2102 (6).  
 Brown, Wilton, 2638.  
 Browne, Antonie Rayner, 2243.  
 Brownlee, John Arthur, 429.  
 Brownrigg, William J., 2192.  
 Bruce, Mabel L., 812.  
 Brueckmann, J. George, jr., 2299.  
 Brunelli, Julia, 664.  
 Bruno, Frank J., 2018 (14).  
 Brunshwig, Lily, 3055.  
 Brunswik, Egon, 2120 (7).  
 Bryan, Lena, 1051.  
 Bryan, William Thomas, 1833.  
 Bryant, Alice Wiley, 3167.  
 Buchanan, Scott M., 2126.  
 Buchheim, Sister Mary Paula, 2700.  
 Buchler, Rose Burgess, 575.  
 Buck, Donald S., 2353.  
 Buck, Raymond C., 1371.  
 Buckingham, Guy E., 2639.  
 Buckland, Mary P., 1761.  
 Bullock, Henry Morton, 2000.  
 Bunn, Gladys E., 1172.  
 Burbank, F. B., 3056.  
 Burch, J. O., 2396.  
 Burgess, Elizabeth M., 1692.  
 Burke, Sister M. Rebecca, 2080.  
 Burke, W. E., 1834.



- Burkholder, Christian K., 1052.  
 Burkholder, Elmer, 2801.  
 Burley, Pearl Bacon, 1314.  
 Burlingame, Mrs. Paul, 880.  
 Burnett, Arvin, 2659.  
 Burnett, Howard R., 2001.  
 Burnett, Hoyt Cromwell, 9.  
 Burns, Agnes, 2000.  
 Burns, R. Russell, 2592.  
 Burr, Roberta, 2569.  
 Burr, Samuel Engle, 269.  
 Burrell, David James, 1527.  
 Burrough, Everett B., 2210.  
 Burroughs, George Franklin, 272.  
 Burrows, Albert Henry, 3086.  
 Burrows, Constance, 1078.  
 Burrus, Donald L., 273.  
 Burton, Henrietta K., 2986.  
 Burton, William Gay, 1958.  
 Busboom, Hugh, 665.  
 Busch, Monroe W., 198.  
 Buscher, Sister Mary Elreda, 1776.  
 Bush, Sister M. Jerome, 2640.  
 Butcher, Beatrice Bowen, 3004.  
 Butler, Jennie Mary, 2802.  
 Butler, Margaret, 80.  
 Butterfield, Albert, 1019.  
 Butterfield, Clair J., 813.  
 Byerly, Carl Lester, 2894.  
 Byrd, Clarence Edward, 2397.  
 Byrnes, Hazel Webster, 3124.
- C
- Cadwell, Vern L., 2701.  
 Caffee, Nathaniel Montier, 1220.  
 Cagle, Anne, 2803.  
 Cahill, Emma A., 204.  
 Cain, Leo Francis, 2256.  
 Caldwell, Anna Mae, 324.  
 Calhoun, Lawrence Gibson, 1720.  
 Calhoun, W. E., 2354.  
 Calkins, Emerson R., 1835.  
 Calmada, Patria, 2987.  
 Calvin, Lawrence V., 1528.  
 Cameron, Arlene J., 325.  
 Camm, Constance Elizabeth, 730.  
 Campbell, Albert Angus, 1079.  
 Campbell, Doak S., 2148.  
 Campbell, Donald W., 2930.  
 Campbell, Harvey Blaine, 1529.  
 Campbell, Kenneth G., 975.  
 Canady, Herman G., 551, 2061.  
 Carbaugh, Galle Alexander, 552.  
 Carlson, E. Ross, 881.  
 Carlson, V. Sydney, 1530.  
 Carmine, John Harry, 2398.  
 Carmody, Imelda, 153.  
 Carney, Elizabeth, 1299.  
 Carone, E., 2641.  
 Carr, Guy L., 1127.  
 Carr, Lydia C., 3153.  
 Carroll, Benjamin E., 1080.  
 Carroll, Roy W., 976.  
 Carstens, Annafreddie, 1128.  
 Cartensen, Vernon, 2002.  
 Carter, Millard Tennyson, 1605.  
 Carter, T. M., 2003.  
 Carter, Wingard Williams, 2399.  
 Carver, Mary Beatrice, 3125.  
 Casady, Carmie, 517.  
 Casburn, Cecil Edson, 2702.  
 Case, Florence, 1292.  
 Casey, Francis L., 1315.  
 Casey, Jeanette S., 2610.  
 Castle, Leola Blanche, 1836.  
 Caton, Anne Josephine, 814.  
 Catoy, Fausto, 10.  
 Catt, O. L., 1251.  
 Cavan, Jordan True, 2004.  
 Cawthorne, Elizabeth Verne, 1432.  
 Chaffee, John Bernard, 1837.  
 Challand, Harold U., 815.  
 Challis, Dean, 2804.  
 Challman, Robert Chester, 1081.  
 Chamberlain, Leo M., 2300-2301, 2355, 2479.  
 Chambers, M. M., 2010.  
 Champlon, James Samuel, 1606.  
 Chang, Chung Yuan, 154.  
 Chang, Francis Yung, 2988.  
 Chang, Seng, 155.  
 Chang, Y. W., 156.  
 Chapman, Oscar James, 2167.  
 Chase, Clarence Acile, 2774.  
 Cheney, L. Keith, 918.  
 Chesson, Purvis J., 3005.  
 Cheves, Monnie T., 81.  
 Chi, Pan Lin, 387.  
 Chicago University, 1316.  
 Childs, Donald S., 274.  
 Childs, Gayle B., 1433.  
 Christenbury, Edward S., 2211.  
 Christianson, C. J., 2805.  
 Chriswell, Marcus Irving, 1838.  
 Church, J. Frank, 430.  
 Chworowsky, Martin P., 1778.  
 Cincinnati University, 531.  
 Cinq-Mars, Sister M. Annunziata, 205.  
 Civill, Acton T., 2743.  
 Clammer, George B., 2400.  
 Clancy, Frank M., 1252.  
 Clark, Elizabeth, 2611.  
 Clark, Florence Elizabeth, 2090.  
 Clark, George, 1839.  
 Clark, Haskell G., 2703.  
 Clark, Isabel, 066.  
 Clark, Madeline Marguerite, 1455.  
 Clark, Max R., 2555.  
 Clarke, John L., 1253.  
 Clausen, W. P., 8043.  
 Clay, Darwin E., 2601.  
 Clay, Madeline, Frances, 2704.  
 Clayton, Frank L., 206.  
 Clement, Stanley Francis, 1129.  
 Clements, Willie, 3154.  
 Clements, Wilton Shirley, 1434.  
 Cline, Blanche, 280.  
 Cline, Rodney, 82.  
 Cline, Sarah Yancey, 1130.  
 Clodfelter, Clifford R., 1840.  
 Clow, Ruth Maurine, 731.  
 Clyde, Arthur H., 1872.  
 Coacher, Elgie Boyd, 2480.



- Coan, Bartlett E., 2989.  
 Cobb, Frances Truman, 1317.  
 Cobb, Hiram G., 1053.  
 Coble, Robert, 667.  
 Cochran, Erwin B., 2286.  
 Cochran, J. Howard, 2733.  
 Coe, George A., 2102 (22).  
 Coffey, Lucile Hester, 3037.  
 Coffman, David Rhea, 1721.  
 Coffman, Harold Coe, 102.  
 Coffman, Henry K., 11.  
 Coffman, Lotus D., 2018 (25).  
 Cogdal, Joseph, 2662.  
 Cogdell, Walter Clarence, 3006.  
 Cogshall, Annetta Stow, 2806.  
 Cohen, Joseph G., 533.  
 Cole, Mrs. Leone Pruett, 1841.  
 Coleman, James W., 492.  
 Collar, Grant Harold, 1607.  
 Collier, Dorothy, 1293.  
 Collins, Blanche R., 1131.  
 Collins, Earl Lyman, 942.  
 Collins, Henrietta Wamstad, 2807.  
 Collins, J. H., 1373.  
 Collins, Joseph, 157.  
 Collins, Ruth S., 2808.  
 Collins, Sidney Albert, 2149.  
 Collins, Thomas, 1132.  
 Colorado, University, 532.  
 Columbia University, 533.  
 Colvin, Charles G., 754.  
 Comeaux, Marie Louise, 1639.  
 Compton, Joseph O., 1456.  
 Congdon, Nora A., 1000.  
 Conkling, Burton, 1221.  
 Conley, Sister Mary Stephen, 12.  
 Connette, Earle, 1133.  
 Connor, Miles W., 2193.  
 Conrad, Lawrence H., 668.  
 Consbruck, Anthony J., 977.  
 Convery, John Joseph, 669.  
 Cook, Albert L., 2302.  
 Cook, Edgar Marlon, 1082.  
 Cook, Elsie Jane, 2005.  
 Cook, Gardner Forscutt, 2062.  
 Cook, John H., 13.  
 Cooke, Frederick Arthur P., 1134.  
 Coolley, Lillie Elizaeth, 14.  
 Cooney, Bernardine J., 775.  
 Cooper, Audra Bennett, 1083.  
 Cooper, Bernice, 493.  
 Cooper, Calvin Vernon, 2593.  
 Cooper, Charles Logan, 3007.  
 Cooper, Russell B., 2145.  
 Cooper, William B., 2006.  
 Coover, Mildred, 2212.  
 Coover, Paul, 2213.  
 Cope, Quill Even, 2303.  
 Copeland, Harold W., 388.  
 Corey, Edmund, 83.  
 Cornell, Francis G., 2401.  
 Cornog, Irene M., 1842.  
 Correvont, Ann Maler, 1959.  
 Cotten, Troy C., 2705.  
 Cottrell, Elmer Bert, 1264.  
 Couch, Sherman, 1318.  
 Coulling, Mary Selina, 1173.  
 Coulton, Thomas E., 1222.  
 Cowan, Eva Stuart, 2356.  
 Cowles, Harper, 2287.  
 Cowles, Mildred Elizaeth, 850.  
 Cowley, W. H., 2018 (2).  
 Cowling, Elizabeth, 2357.  
 Cox, Arabel, 1135.  
 Cox, Clyde E., 2895.  
 Cox, Freeman Robert, 554.  
 Cox, Phebe Butler, 207.  
 Coxhead, Mary, 1722.  
 Coyle, Irvin Fold, 2532.  
 Craddock, Elizabeth C., 208.  
 Craft, Harvey M., 2570.  
 Craig, Mrs. W. J., 2214.  
 Cramer, Cathryn H., 816.  
 Crandall, Elizabeth Bolard, 389.  
 Crane, Alvin H., 2402.  
 Crane, Jefferson Wingate, 1531.  
 Crass, Rosalind, 2007.  
 Crawford, David, 2663.  
 Crawford, Helen May, 1723.  
 Crawford, Isabel, 576.  
 Crawford, Lawrence Theodore, 978.  
 Crawford, S. C., 2008, 2091.  
 Crawley, R. F., 1374.  
 Creager, William Truett, 2481.  
 Cree, Clyde L., 1457.  
 Creek, E. G., 1779.  
 Cressman, Elmer W., 2706.  
 Creviston, Margaret E., 2775.  
 Crissey, Orlo Lee, 1294.  
 Crooke, Charles Reigh, 2403.  
 Cress, A. J. Foy, 103.  
 Cross, Guy F., 2304.  
 Cross, Sister Mary Magdalen, 1174.  
 Cross, Price E., 2127.  
 Crossett, Wilma Wilson, 2707.  
 Crouse, Marion D., 2305.  
 Crow, Fay Leona, 2931.  
 Crowell, Persis, 943.  
 Crowley, Frances Tinkham, 1136.  
 Crowley, Mary Gertrude, 1255.  
 Crudden, Paul Bernard, 1532.  
 Cuff, Roger Penn, 732.  
 Cullinan, Sister M. Coralita, 1789.  
 Culver, M. M., 2253.  
 Cumiskey, Mary, 1458.  
 Cunningham, Elbert C., 1533.  
 Cunningham, Elizabeth, 2278.  
 Cunningham, Gertrude Mary, 2932.  
 Cunningham, Jessie, 275.  
 Curme, George Oliver, 2102 (12).  
 Currier, Roland Ernest, 1256.  
 Curtis, Cordella Mary, 3126.  
 Curtis, Dwight K., 1001.  
 Curtis, E. W., 15.  
 Cushing, E. Faye, 1459.  
 Cushing, Mary Elizabeth, 431.  
 Cutchin, Carlisle, 1319.  
 Gutler, Vera, 2612.  
 Czarnitzki, Arvid, 432.



## D

- Dahl, Ross E., 2482.  
 Dallard, Ralph C., 2257.  
 Dale, Wyatt Walker, 556.  
 Dallin, Robert B., 755.  
 Dalton, Alford Paul, 2033.  
 Damron, Charles Ernest, 1843.  
 Danforth, Frederick St. Clair, 2613.  
 Daniels, Guy, 817.  
 Danko, Thomas J., 518.  
 Danner, W. M., 486.  
 Danton, J. Perlam, 3155.  
 Darlington, Meredith W., 670.  
 Darnaby, Ernest Heathman, 2533.  
 Darrow, Dorothy H., 158.  
 Daugherty, Allie McLendon, 2404.  
 David, Muriel Grace, 159.  
 Davidoff, Louis, 979.  
 Davids, Paul A., 1175.  
 Davids, Robert Brewster, 5008.  
 Davidson, Marshall Vernon, 2534.  
 Davidson, Paul T., 1375.  
 Davis, Annie F., 3009.  
 Davis, Benjamin Franklin, 1400.  
 Davis, Bess Tobill, 671.  
 Davis, C. O., 2744.  
 Davis, Charles E., 1844.  
 Davis, Charles Walker, 1960.  
 Davis, Dorothy, 326.  
 Davis, E. E., 1845.  
 Davis, Edward, 2090.  
 Davis, Edward J., 1846.  
 Davis, George W., 2556.  
 Davis, Hazel, 2276.  
 Davis, Helen Holmes, 209.  
 Davis, Hubert V., 555.  
 Davis, J. O., 2483.  
 Davis, John E., 3087.  
 Davis, Katherine, 2609.  
 Davis, Katherine Fite, 1020.  
 Davis, Lillian Margaret, 770.  
 Davis, Lorin Hastings, 1847.  
 Davis, Myrtle C., 1240.  
 Davis, Raymond T., 851.  
 Davis, Robert A., 319, 2197.  
 Davis, Vera, 465-466, 2761.  
 Davis, Warren C., 210.  
 Davis, Wayne E., 944.  
 Davis, William R., 980.  
 Davis, Winnie Oulda, 16.  
 Dawes, Robert Gates, 1224.  
 Dawson, J. Elvin, 2358.  
 Day, John Donald, 2484.  
 DeAlton, Ernest L., 2485.  
 Dean, Charlotte Ruth, 1640.  
 Dean, Clifford D., 1961.  
 Dean, Dawson F., 1295.  
 Dean, Earl H., 1376.  
 Dean, Ella Katherine, 1641.  
 DeBord, Steve, 2306.  
 Decherd, Emma Virginia, 211.  
 Deer, George Harvison, 2405.  
 DeGabriele, Eugen M., 1962.  
 DeKalb, Leo F., 433.  
 DeLay, Bethel, 2614.  
 Dell, Mary Barker, 2810.  
 Dement, Francis, 577.  
 Dempster, Alice Caroline, 2734.  
 Denena, L. J., 1137.  
 Denison, Bruce, 672.  
 Dennan, Martha, 777.  
 Denney, Mahala, 1724.  
 Dennis, Wayne, 327-328, 2128.  
 Depp, James W., 2571.  
 Derham, Mary Teresa, 17.  
 Desobry, Mary Katherine, 2811.  
 Detchen, Lily, 2009.  
 Devine, Anne Madaleine, 2307.  
 Dexter, William A., 2812.  
 Deyoe, G. P., 434, 1633 (2, 4, 7, 9), 2168.  
 Dick, Mary E., 611.  
 Dickey, Dwight L., 435.  
 Dickey, Grady Gather, 2934.  
 Dickie, Howard N., 2896.  
 Dickinson, Elizabeth C., 1983.  
 Dieffenhauer, Alice Carol, 2002.  
 Dekoff, Arthur E., 2735.  
 Dierenfield, Harold, 300.  
 Dierke, James, 1320.  
 Diggins, John P., 212.  
 Dill, Lowell P., 2010.  
 Dille, Lavine Faye, 1461.  
 Dillow, Konrad, 1848.  
 Dimmett, Welborn S., 2308.  
 Dimmitt, Mildred, 391.  
 Di Napoli, Peter J., 1781.  
 Dixon, Ora Lucile, 1042.  
 Djeng, Beatrice, 160.  
 Dobberstein, William F., 1377.  
 Dodds, B. L., 1840.  
 Dodge, Homer L., 2018 (6).  
 Doherty, Nell Ursula, 2309.  
 Dolphin, Mazie Leola, 18.  
 Donahue, Terence Craig, 2935.  
 Donaldson, Desse, 1850.  
 Donaldson, Martha, 1435.  
 Donn, H. F., 1378.  
 Donohue, Francis J., 19.  
 Donovan, Mary N., 352.  
 Dooley, Margaret M., 213.  
 Doolittle, Arthur, 578.  
 Dory, Rex G., 1851.  
 Douglas, Jessie, 2813.  
 Douglas, Lloyd Virgil, 1462.  
 Dowley, Edith M., 673.  
 Downing, Burlin F., 2708.  
 Doyle, Sister Carmelita, 1693.  
 Doyle, Eleanor Mary, 1694.  
 Doyle, Walter Kenneth, 2557.  
 Draddy, Sister M. Gertrude, 2572.  
 Draegert, Eva E., 2290.  
 Drake, Leland N., 2310.  
 Drake, Walter Homer, 2486.  
 Dray, Doris A., 1379.  
 Dreer, Clarice Herma, 1176.  
 Dreher, Naomi Cline, 20.  
 Drennon, Herbert, 2160.  
 Driscoll, Irving Sears, 1852.  
 DuBois, Cornelius, 1138.  
 Duck, William O., 2359.  
 Duckett, Mary Elizabeth, 674.



Dudycha, George J., 392.  
 Duel, Henry Ward, 436.  
 Duffy, Bess, 2814.  
 Duffy, Beverly Emerson, 2129.  
 Duggan, Anne Schley, 2081.  
 Dugger, Lonnie Lee, 818.  
 Duke, Julia Lois, 1321.  
 Duke, Orral Stanford, 1100.  
 Duncan, James Horace, 2558.  
 Duncan, William C., 21.  
 Dunfield, Homer R., 1322.  
 Dunlap, William C., 22.  
 Dunn, Alice, 675.  
 Dunn, Gordon, 2936.  
 Dunn, *Sister* M. St. Theresa, 1177.  
 Dunstan, J. Leslie, 1725.  
 Dupre, Charles Albert, 1380.  
 Durham, Gertrude, 23.  
 Durost, Walter N., 803.  
 DuVall, Everett, 2037.  
 Dwyer, Grace Mary, 2745.  
 Dwyer, *Brother* Justin, 534.  
 Dyes, W. Ben, 2151.  
 Dynes, J. J., 1853.  
 Dzurka, George, 2360.

## E

Earheart, Orville, 1608.  
 Earle, Abbie Helen, 1762.  
 Early, Vera Kathryn, 2573.  
 Eastburn, Lacey Arnold, 2622.  
 Eastwood, Floyd R., 1323.  
 Eaton, Howard O., 2018 (15).  
 Eavey, J. Carter, 945.  
 Ebaugh, Franklin G., 1296-1297, 2093.  
 Ebel, Robert L., 946.  
 Eberling, Agnes Emma, 676.  
 Eberly, C. Alden, 1854.  
 Eby, Frederick, 1726.  
 Echterbecker, Charles Frederick, 1855.  
 Eckert, R. E., 1878 (2, 5, 9).  
 Eddy, Richard Henry, 2815.  
 Edensfeld, Marshall Calder, 3063.  
 Edgar, Bert A., 2709.  
 Edgar, William J., 2938.  
 Edmondston, Louise Meeks, 1178.  
 Edstoff, Abraham Phillip, 161.  
 Edwards, Edward A., 2215.  
 Edwards, Frances E., 1782.  
 Edwards, Lillian Hene, 1463.  
 Effen, Elmer C., 2216.  
 Egan, *Sister* Mary Bernadette, 1727.  
 Egbert, Freda Dorothy, 2664.  
 Ehrenfeld, Abraham, 162.  
 Ehrhorn, Theodore R., 2776.  
 Ehrsam, Wilbur M., 2169.  
 Eller, Calvin Emmet, 2277.  
 Eisenson, Jon, 2755.  
 Eklund, John Manley, 3088.  
 Ekstrand, Clarence Albin, 947.  
 Elbing, Dorothea, 3038.  
 Elkin, John Edward, 24.  
 Ellingson, L. M., 1856.  
 Ellington, Mark, 1534.  
 Elliot, Keith, 306.

Elliott, Edward C., 2010.  
 Elliott, John H., 2777.  
 Elliott, Mary Inez, 1225.  
 Elliott, Raymond P., 1984.  
 Elliott, William J., 2816.  
 Elliott, William Thatcher, 1643.  
 Ellis, Dorothy, 2063.  
 Elrod, Stella, 329.  
 Elsbree, Willard S., 2278.  
 Elson, Herman, 214.  
 Emberger, Margaret Dorothy, 1464.  
 Emry, June, 1002.  
 Engelbrecht, Herbert Conrad, 104.  
 England, Clarence Byron, 2487.  
 Engle, Margaret Lorraine, 1728.  
 Enholm, Frederick Graves, 290.  
 Epps, E. W., 3011.  
 Erickson, Alvhlid, 1139.  
 Erickson Ralph W., 1881.  
 Erisman, Robert H., 2406.  
 Ernst, *Brother* Regis, 1257.  
 Escue, Ella Craig, 1054.  
 Eshleman, Fred K., 882.  
 Essex, Gene, 1535.  
 Estel, Gretchen M., 579.  
 Estridge, Marcella Pitsch, 1729.  
 Eubanks, Herbert Festus, 2717.  
 Evans, Arthur D., 2488.  
 Evans, Frederick H., 1857.  
 Evans, John Richard, 1858.  
 Evans, Ova M., 1695.  
 Everett, Samuel, 2939.  
 Eversull, Frank L., 105.  
 Ewbank, Gladys, 1465.  
 Ewer, Aulus B., 852.  
 Ewing, Claude Henry, 1536.  
 Ewing, Cortez A. M., 2018 (13).

## F

Fain, Margaret E., 3089.  
 Fair, Ethel M., 3127.  
 Fair, Mary Platt, 2710.  
 Fairbanks, Grant, 580.  
 Fairclough, Henry Rushton, 202 (13).  
 Fall, Paul A., 1056.  
 Fargo, Lucille, 2094.  
 Farkas, Harry, 2940.  
 Farnham, Charles V., 2748.  
 Farris, Lucian P., 581.  
 Farris, Margaret, 1179.  
 Faust, Beaver S., 2574.  
 Featherston, Charles M., *jr.*, 1021.  
 Feldman, Estelle Edith, 1964.  
 Feldman, Nita Goldberg, 809.  
 Felker, Arthur M., 2489.  
 Fellw, M. Lile, 2311.  
 Fender, Villa Eola, 853.  
 Fennessey, *Sister* Mary David, 353.  
 Ferguson, Marinda N., 3012.  
 Ferguson, Vaughn Brown, 1537.  
 Ferrill, Virginia Mae, 733.  
 Fiedler, Ward I., 2817.  
 Field, Albert W., 2642.  
 Field, Charles Henry, 2400.  
 Field, Eugene E., 206.  
 Fielding, K. M., 437.



- Fields, William A., 981.  
 Filk, Anna, 677.  
 Fillmore, Eva A., 354.  
 Fincham, Ralph N., 2594.  
 Finnie, Francis Ruth, 355.  
 Fish, Everett, 2170.  
 Fisher, Alice Bates, 1258.  
 Fisher, Alicia, 1730.  
 Fisher, Charles Montgomery, 2407.  
 Fisher, DeWitt, 2655.  
 Fisher, Dwight H., 1382.  
 Fisher, Frances E., 678.  
 Fisher, Fred E., 854.  
 Fisher, Raymond, 215.  
 Fisher, Wilma Elizabeth, 3099.  
 Fisk, William McKee, 1985.  
 Fitch, Margaret F., 1383.  
 Fitzgerald, J. C., 2491.  
 Fitzgerald, Mary Thecla, 679.  
 Fitzgerald, William A., 1538.  
 Flack, Howard M., 1384.  
 Flanagan, Mary V., 1003.  
 Flannery, Wilbur Elmer, 1783.  
 Flegal, Blair A., 2492.  
 Flegel, Dorothy, 919.  
 Fleming, Dorothy Jean, 1784.  
 Flenniken, Mary B., 762.  
 Fletcher, John G., 2018 (17).  
 Flett, Margaret Isabel, 2818.  
 Flinspach, Ellen Gilberta, 2130.  
 Flower, Ione K., 763.  
 Floyd, James Pugh, 356.  
 Fluockiger, Samuel Lehmann, 1140.  
 Flynn, Alan F., 1859.  
 Follmer, Marjorie Elizabeth, 84.  
 Foltz, Bertha, 2897.  
 Fontaine, Herman W., 2279.  
 Foote, Mrs. G. H., 855.  
 Forbes, F. L., 1324.  
 Ford, Eudora Lorene, 163.  
 Ford, Thomas Rowe, 2749.  
 Fordham university, 535.  
 Forester, Gladys A., 1785.  
 Forlano, George, 1786.  
 Foster, Diane, 330.  
 Foster, Don A., 856.  
 Foster, Elizabeth V., 2217.  
 Foster, Fred, 1609.  
 Foster, Janie Ruth, 25.  
 Foster, Joe Drahn, 1325.  
 Foster, Laurence, 2095.  
 Fothergill, Mrs. Norine Franklin, 2819.  
 Fox, John F., jr., 2711.  
 Fox, Mrs. Lillian Mohr, 1141.  
 Fox, Marius A., 1539.  
 Fox, Mary Elizabeth, 642.  
 Fox, Nathan R., 519.  
 Frances, Sister Catharine, 26.  
 Frank, Benjamin, 3073.  
 Frank, Rev. Clement, 1731.  
 Franklin, S. P., 1732-1733.  
 Franseth, Jennie Helen, 819.  
 Fraser, Andrew, jr., 2096.  
 Frater, Gwendolene Lillie, 1466.  
 Frazier, Jesse Melvin, 2898.  
 Frederick, Robert Wendell, 1057.  
 Freeland, H. C., 982.  
 Freermuth, Paul Hervey, 2312.  
 French, Earle Kenneth, 1540.  
 French, Esther, 1385.  
 French, Finley, 1180.  
 French, Floyd, 2313.  
 French, William H., jr., 216.  
 Frey, Norman L., 2559.  
 Friedheim, Clarabelle, 4860.  
 Friedman, Genevieve, 582.  
 Friedman, Jule Linder, 2666.  
 Friend, Ruth, 1085.  
 Friery, R. J., 1386.  
 Fristoe, Dewey F., 2194.  
 Froman, Lewis A., 2031.  
 Fromen, Ethel E. D., 1986.  
 Fromuth, Herman C., 1181.  
 Frost, Wright W., 2778.  
 Frye, Milton, 1541.  
 Fryklund, Verne C., 1542.  
 Fuller, John Edelman, 1086.  
 Funkhauser, H. Gray, 778.  
 Furman, Sylvan S., 1087.  
 Furr, Ray A., 1644.  
 Fylling, Oscar E., 2408.

## G

- Gable, Sister Felicitia, 2643.  
 Gabel, Sister Mary Loyole, 1734.  
 Gabler, Cecil William, 1601.  
 Gafke, Adelaide Rogers, 1467.  
 Gaines, William Beverly, 2493.  
 Galat, Sister M. Juliana, 857.  
 Galbreath, Malcolm Bruce, 1610.  
 Galbreth, W. Henry, 1468.  
 Gallagher, Clara Jane, 1763.  
 Gallogly, Lester Harold, 2131.  
 Gamel, Oscar Y., 2278.  
 Ganaway, Ann, 1436.  
 Gantz, Albert L., 1469.  
 Gardner, Donfred H., 2064.  
 Gardner, Epple Mary, 1058.  
 Gardner, J. R. jr., 583.  
 Gardner, Lawrence H., 2011.  
 Gardner, Norris L., 2535.  
 Garlinger, Elmer Henry, 2314.  
 Garrison, Ellis Burgess, jr., 307.  
 Garrison, K. C., 643.  
 Garth, Jenny M., 3168.  
 Gartley, Mary, 2820.  
 Gary, Donald, 1862.  
 Gary, H. J., 3169.  
 Gaskin, Grover Cleveland, 2409.  
 Gasque, Quincy Damon, 2595.  
 Gass, Walter Canfield, 2494.  
 Gassert, M. Elizabeth, 893.  
 Gates, Isabelle Merritt, 1735.  
 Gauthier, Edward Haines, 438.  
 Gaver, Ella F., 1142.  
 Gawthrop, Carol Burr, 2082.  
 Gayden, Irene Elizabeth, 1182.  
 Geghardt, F. Don, 494.  
 Geer, Helen Thornton, 3128.  
 Geer, James Clifford, 2789.  
 Geiger, Lorraine Louise, 3045.



- Gelstman, Martha, 1183.  
 Gennoe, Nannie S., 2495.  
 Gentry, C. B., 883.  
 Genz, Herta N., 3090.  
 Gerber, Esther, 1143.  
 Gernet, Sterling K., 1144.  
 Gesswein, Betty, 1184.  
 Gibson, Eileen M., 2890.  
 Gibson, James Wiley, 1611.  
 Gibson, Raymond C., 2536.  
 Gibson, Robert M., 2941.  
 Gibson, Roy, 858.  
 Gibson, Travis M., 820.  
 Glesey, Jean C., 331.  
 Gilbert, Elmo Edison, 164.  
 Gilham, Alfred L., 2490.  
 Gill, Ray Hayman, 2410.  
 Gillespie, Vivian Jepson, 644.  
 Gillette, Annette L., 1088.  
 Gillette, Gladys G., 1965.  
 Gilliam, Pearl, 2411.  
 Gillilan, Helena G., 1787.  
 Giordano, Anthony Michael, 2712.  
 Girod, Charles, 850.  
 Girvin, Hazel F., 2821.  
 Glaser, E. M., 394.  
 Glass, Floyd Oliver, 2667.  
 Glass, Roy Lawton, 584.  
 Glasscock, Thelma Maydell, 1863.  
 Gliatto, Julia H., 585.  
 Goddard, Helen Elizabeth, 3091.  
 Goddard, Isaac, 85.  
 Goetsch, Walter Robert, 821.  
 Goewey, Washington Irving, 106.  
 Goldberg, Samuel B., 2644.  
 Goldsmith, Sadie, 1096.  
 Goldstein, A. I., 920.  
 Goldstein, Ruth, 586.  
 Good, Carter V., 525.  
 Good, Mary M., 165.  
 Goodall, Ruth F., 1022.  
 Goodson, Max, 948.  
 Gordon, Dorothy, 1470.  
 Gordon, James A., 1259.  
 Gordon, Mary Martha, 3092.  
 Goren, Rose, 857.  
 Gorka, Joanna, 2942.  
 Gosselink, Robert A., 1864.  
 Gotts, Mary M., 2620.  
 Gould, Elizabeth Carothers, 358.  
 Gould, Guy A., 2718.  
 Gould, William S., 1226.  
 Gourlay, Hugh Cameron, 3156.  
 Gfabow, Lewis D., 1543.  
 Grace, Ora Lee, 270.  
 Graf, Helen Margaret, 1736.  
 Graham, Robert Fred, 1544.  
 Graham, Robert X., 1241, 2822.  
 Grant, Earl J., 1326.  
 Grauerholz, Elizabeth, 3170.  
 Gravatte, Florence Ramsey, 3171.  
 Graves, Cecil C., 2497.  
 Graves, Elaine Baldwin, 1327.  
 Gray, C. T., 320.  
 Gray, Hob, 489, 3157.  
 Gray, J. S., 107, 321, 526.  
 Gray, William S., 2152.  
 Green, Alice Catherine, 520.  
 Green, Bernice Combs, 1387.  
 Green, Henry Clifford, 1023.  
 Green, Irvin L., 2765.  
 Green, James Pat, 1089.  
 Green, LaFayette W., 2412.  
 Green, Leon, 2097.  
 Green, Mary, 587.  
 Greenberg, Herman J., 217.  
 Greenberger, Lawrence Fred, 2432.  
 Greenblatt, Charles LeClair, 1388.  
 Greenleaf, Edith Eleanor, 440.  
 Greer, John C., 1389.  
 Gregg, Howard Decker, 3013.  
 Gregg, Kathryn, 1615.  
 Gregory, Francis, 2498.  
 Gregory, William Edward, 27.  
 Geyer, John Edward, 2315.  
 Gieder, Calvin, 2413.  
 Griffey, Carl H., 2316.  
 Griffing, Cora B., 1987.  
 Griffith, Chester Clinton, 2361.  
 Griffith, Harold G., 2218.  
 Grigsby, Harry Mason, 1260.  
 Grimshaw, William M., 2714.  
 Grimsrud, T. S., 2499.  
 Gristle, M., 395.  
 Grogan, Raymond Grady, 198.  
 Gross, Dorothea Geraldine, 3093.  
 Gross, Louise Marie, 3172.  
 Gross, Stuart Murray, 764.  
 Grossman, Doran H., 1068.  
 Grove, Mary Confehr, 1865.  
 Grupe, Everett Helling, 308.  
 Guernsey, Bernard B., 2760.  
 Guilford, William H., 637.  
 Guigad, Sister Angeline, 218.  
 Gulliver, Arthur F., 2573.  
 Gundy, G. V., 1623 (5).  
 Gunkel, Natalie L., 166.  
 Gunseul, Ruth L., 1024.  
 Gunter, Edward Esco, 2596.  
 Gustafson, Gustaf Joseph, 219.  
 Guthrie, E. R., 2102 (5).  
 Guy, Gladys, 1298.  
 Gwynn, J. Minor, 2012.

## H

- Habbe, Stephen, 3057.  
 Hackman, George M., 1545.  
 Hackman, O. W., 1866.  
 Hadley, J. Edwin, 441.  
 Haehn, Alma A., 1059.  
 Hagan, Edith Grace, 680.  
 Hagan, Mildred C., 1261.  
 Hagen, Mary Louise, 2219.  
 Hagerman, Rita, 1697.  
 Halle, Kathryn, 765.  
 Hainer, Linton, 1546.  
 Haley, Zeona Hatcher, 2208.  
 Hall, Clyde, 2597.  
 Hall, John Dewey, 2414.  
 Hall, Josiah Calvin, Jr., 1328.  
 Hall, Robert King, 167.  
 Hall, Sylvester R., 1390.  
 Hall, William F., 2013.



- Hallett, Clifford G., 2347.  
 Hallett, Marjorie, 120.  
 Halseth, Isaac Rolland, 2265.  
 Halstead, Gordon B., 160.  
 Hamblett, Joseph, Jr., 921.  
 Hamilton, Gordon, 2043.  
 Hamilton, Jean, 588.  
 Hamilton, Thomas T., 527.  
 Hammer, Mervin L., 1867.  
 Hampel, Margaret Thelma, 2944.  
 Hance, R. T., 1090, 3046.  
 Hancock, John W., 1329.  
 Handley, Roy Scott, 2362.  
 Hankammer, Otto Alfred, 1547.  
 Hanley, Clarabelle Douglas, 2576.  
 Hann, George D., 1262.  
 Hanna, Orville M., 681.  
 Hannahs, Chet H., 2415.  
 Hansen, Alfred, 2598.  
 Hanson, Warren Arthur, 2416.  
 Harbaugh, H. Edwin, 949.  
 Hard, Benjamin, Jr., 779.  
 Hardin, Lara Milton, 2153.  
 Hare, Georgianna W., 1764.  
 Harford, Lynne Sullivan, 682.  
 Harland, Blanche, 2779.  
 Harman, Harry Odelle, 2417.  
 Harmon, William J., 2418.  
 Harmony, George W., 2014.  
 Harney, Joseph William, 3074.  
 Harper, Herbert Druey, 1548.  
 Harper, Horace J., 2018 (8).  
 Harris, Jane E., 1391.  
 Harris, Joe D., 2945.  
 Harris, Ralph W., 884.  
 Harris, Robert, 28.  
 Harris, Ruth Elizabeth, 1185.  
 Harrison, Doris, 1145.  
 Harrison, General Lamar, 2171.  
 Harrison, M. Lucile, 589.  
 Harrison, Nettie, 590.  
 Hart, Robert L., 683.  
 Hart, William G., 922.  
 Harter, Vesta Vera, 1263.  
 Hartill, Rufus M., 258.  
 Hartin, Fred, 885.  
 Hartje, Mabel A., 1471.  
 Hartshorne, Hugh, 2063.  
 Hass, David M., 860.  
 Hassett, J. Frank, 442.  
 Hassold, Ernest, 684, 2015.  
 Hatch, Hazel A., 1227.  
 Hauler, Arthur, 2195.  
 Haury, Gertrude, 359.  
 Hauserman, Paul I., 1549.  
 Hawk, Arthur McKinley, 2419.  
 Hawkins, Henry Gordon, 1868.  
 Hawkins, M. Lawrence, 306.  
 Hawkins, Mildred Ethel, 1616.  
 Haxby, William H., 2420.  
 Haxton, William J., 1207.  
 Hayden, Sheldon Miller, 1228.  
 Hayen, Mary Anna, 536.  
 Hayes, Arthur Robert, 86.  
 Hayes, Dorman James, 2098.  
 Hayes, Sister Mary Basil, 29.  
 Hayes, Wesley, 2289.  
 Hayman, Margaret Lee, 1472.  
 Haynes, Alta L., 1460.  
 Hays, Ervin I., 1473.  
 Hays, Ethel, 3129.  
 Hazard, Charles, 332 (4).  
 Hazard, Leah Stevens, 1025.  
 Heard, James G., 3094.  
 Heard, Sister, M. Etheldreda, 2154.  
 Heath, Kathryn G., 2421.  
 Heaton, Kenneth L., 2172.  
 Heffernan, Rev. Arthur J., 30.  
 Heft, Edwin, 2099.  
 Herstrom, Harry S., 1870.  
 Heil, Margaret E., 1474.  
 Heiliger, Louise, 1229.  
 Heilman, J. D., 443, 2268.  
 Heineman, Alma L., 397.  
 Heintz, Amos J., 1871.  
 Heintz, Mrs. Louise, 2016.  
 Heitz, George C., 886.  
 Held, O. C., 2017.  
 Heller, Nina A., 1066.  
 Hellmer, Leo, 950.  
 Hellmund, R. E., 2100.  
 Helmers, Evelyn E., 1208.  
 Helmsfader, Carl William, 398.  
 Helton, Stella Elizabeth, 1647.  
 Henderson, Julia Lucas, 31.  
 Henderson, Kenneth B., 32.  
 Henderson, Louis C., 1872.  
 Henderson, Mary Ellen, 2363.  
 Hendricks, Paul L., 2173.  
 Hendrickson, Helga, 399.  
 Hendrix, Clark, 33.  
 Hentus, H. Holger Herman, 951.  
 Henn, Donald C., 1339.  
 Henning, A. V., 2422.  
 Henry, Dora D., 734.  
 Hensley, Estille R., 1026.  
 Herbert, E. H., 1737.  
 Herfurth, Onelda Bickel, 1475.  
 Herndon, Audell, 2537.  
 Herndon, Mary B., 822.  
 Herndon, Mike E., 1988.  
 Hernes, L. Clifford, 1550.  
 Herr, William A., 1967.  
 Herrell, Permella, 1476.  
 Herrick, John H., 2423.  
 Herrick, Virgil E., 1091.  
 Herrlott, F. I., 87.  
 Hertema, G. William, 557.  
 Hertsman, Max, 360.  
 Hess, Irene S., 2823.  
 Heylman, Elizabeth Crawford, 685.  
 Hibler, John Henry, 444.  
 Hickey, Sister Agnes Josephine, 1048.  
 Hicks, Ethel M., 521.  
 Hicks, Frances Ross, 2133.  
 Hicks, G. Turner, 1698, 2291.  
 Hieber, Helen Mae, 823.  
 Hiestand, Dwight W., 2101.  
 Higgins, Arlie William, 110.  
 Higgins, Francis Vickroy, 2645.  
 Higgins, Rodney, G., 3014.  
 Highfill, Floyd Jay, 1968.  
 Hilden, Alton H., 1969.  
 Hill, Clyde Milton, 2318.



- Hill, Frank E., 2018 (11).  
 Hill, Harold Metcalf, 2921.  
 Hill, Herbert Wunford, 2102.  
 Hill, James N., 34.  
 Hill, Margaret C., 1788.  
 Hillyard, Lawrence R., 155f.  
 Hillyer, Sarah Elizabeth, 2715.  
 Hilton, Ernest E., 824.  
 Hinchley, Clarence, 3075.  
 Hinds, Archie W., 2767.  
 Hinton, David E., 2019.  
 Hirsch, Rudolf, 3158.  
 Hobart, Calvin Romain, 887.  
 Hobbs, Edwin George, 2577.  
 Hobbs, Valine, 686.  
 Hobson, Cloy St. Claire, 1789.  
 Hodgins, Dorothy Lee, 591.  
 Hodgson, William Thomas, 3095.  
 Hoffhaus, Edwin H., 888.  
 Hoffman, Calus Marion, 2824.  
 Hoffman, Vern Burdette, 495.  
 Hoffmann, Richard Albert, 2825.  
 Hofman, H. J., 1790.  
 Hofmeister, Dannie E., 2424.  
 Hogan, Sister Mary Muriel, 1791.  
 Holsington, Margaret, 2020.  
 Holbrook, Sara M., 2220.  
 Holcomb, Ferrin H., 1392.  
 Holcomb, Richard L., 1092.  
 Holcomb, Stuart K., 35.  
 Holden, Harry D., 291.  
 Holden, Percy Harrison, 3015.  
 Holland, Albert J., 1873.  
 Holland, B. F., 309.  
 Hollingshead, Billie, 2319.  
 Hollis, Benjamin Robert, 2538.  
 Hollister, Harold Edmund, 2668.  
 Hollowell, Lillian, 735.  
 Holmes, Chester Winfield, 2320.  
 Holmes, David L., 310.  
 Holmes, Fred, 1874.  
 Holmes, Jay Emerson, 138.  
 Holte, Hartley M., 687.  
 Holtz, Richard, 2021.  
 Holy, T. C., 139, 2900.  
 Holzinger, C. Douglas, 2155.  
 Homeier, G. A. Custer, 766.  
 Honzik, Marjorie K. P., 361.  
 Hood, Fred Carlyle, 558.  
 Hood, John A., 276.  
 Hood, Leon Crist, 1437.  
 Hood, Lillian Mills, 277.  
 Hootman, Hallie, 3047.  
 Hoover, J. A., 1264.  
 Hoover, Lawrence Marshall, 2539.  
 Hoover, Leo Lane, 3098.  
 Hopkins, Levi Thomas, 1141.  
 Horn, Ivon Newton, 1792.  
 Horne, E. Porter, 400.  
 Horner, Vera Delle, 3097.  
 Hornung, A. W., 1245.  
 Horowitz, Eugene L., 401.  
 Horsch, Alfred C., 319, 3098.  
 Hortin, James F., 2321.  
 Horton, John Lester, 1027.  
 Hoslin, Leo Francis, 2901.  
 Houghton, Aline Burrill, 168.  
 Houghton, Laura Louise, 88.  
 House, Enod, 3064.  
 House, Guy F., 2669.  
 House, Howard Henry, 496.  
 House, John H., 2500.  
 Howard, Boyd Davis, 1970.  
 Howard, D. J., 1612.  
 Howard, Gilbert A., 1649.  
 Howard, Helen White, 688.  
 Howard, James Willis, 169.  
 Howard, Sherman H., 1613.  
 Howland, Amy R., 497.  
 Hoyt, Mary Louise, 2826.  
 Hrvol, Anna Emily, 2827.  
 Hsu, Chi Tsu, 281.  
 Hubbard, Harry Niles, 1552.  
 Hubbell, Marian Bellamy, 402.  
 Huber, E. L., 952.  
 Hudnall, J. May's, 2425.  
 Hudson, Elrene Chapin, 1793.  
 Hudson, Gay Myers, 2670.  
 Hudson, V. Don, 36.  
 Hudson, William Henry, 3130.  
 Huff, John A., 2260.  
 Huff, Leslie George, 780.  
 Huff, Z. T., 2022.  
 Huffman, W. Evin, 220.  
 Hugg, Mrs. Leola W., 1699.  
 Hughes, B. E., 1438.  
 Hughes, Priscilla, 37.  
 Hughes, R. B., 1989.  
 Hughston, Sanford Rogers, 2221.  
 Hulburt, John, 1230.  
 Hull, C. Eugene, 1875.  
 Hull, William Roy, 2322.  
 Hume, Frederick Parker, 2269.  
 Hume, Levera Fowler, 1028.  
 Humfeet, Daniel M., 38.  
 Humiston, Dorothy, 498.  
 Humiston, Thomas Frederic, 2671.  
 Humphreys, Albert, 1393.  
 Humphreys, Flynn G., 2104.  
 Humphreys, John E., 2323.  
 Hunt, Ida Clawson, 1794.  
 Hunt, Rockwell D., 2102 (1).  
 Hunter, Elwood C., 2065.  
 Hunter, John W., 445.  
 Huntington, Ben, 1876.  
 Hurlbert, Raymond Donald, 362.  
 Hurlburt, Allan S., 2023.  
 Hurley, Forrest L., 983.  
 Hurley, Nina V., 3173.  
 Hurley, Richard James, 3174.  
 Hurst, John Irvjn, 1614.  
 Huse, Esther Lydia, 736.  
 Huston, Earl Albert, 2540.  
 Hutchins, Robert Maynard, 2024.  
 Hutchinson, Anne, 1738.  
 Hutson, P. W., 2672.  
 Huttenhauer, Helen Graham, 221.  
 Hyde, Kathleen W., 1209.  
 Hynes, Sister Mary Borromeo, 1700.



## I

Ibrahim, Najib A., 1477.  
 Iler, Harry Elsbury, 2324.  
 Inbody, Roy M., 2750.  
 Indiana State Teachers College, 537.  
 Inge, Helene Grace, 1553.  
 Iowa University, 332, 538, 1186.  
 Iowa State Teachers College, 446, 2751, 2780.  
 Irons, W. Cleo, 2501.  
 Irvine, Dorothy L., 1331.  
 Irwin, Oris C., 332 (3, 5).  
 Irwin, Wylie Edward, 311.  
 Ives, Mildred, 2716.

## J

Jacks, Robert W., 781.  
 Jackson, Archie Cllngman, 2828.  
 Jackson, Faye Suzanne, 1093.  
 Jackson, Humphrey C., 2627.  
 Jackson, R. W., 447.  
 Jacobs, Hazel Overstreet, 3078.  
 Jacobs, Leland B., 737.  
 Jaffe, Phillip, 559.  
 James, Abram A., 2752.  
 James, Cecil R., 2946.  
 James, Margaret Helen, 2947.  
 James, May Hall, 39.  
 James, Robert Cornéous, 2280.  
 Jannett, Augusta, 1650.  
 Janney, Joseph Elliott, 403.  
 Jarvi, T. C., 1265.  
 Jayne, Linda H., 1439.  
 Jeldy, Pauline, 1029.  
 Jennings, Alice Marie, 2717.  
 Jensen, Anna Degmar, 1795.  
 Jensen, Axel Christian, 89.  
 Jensen, Irene Haskins, 2673.  
 Jensen, Walter F., 2829.  
 Jessup, Genevieve, 1242.  
 Jeter, Margaret Wells, 3048.  
 Jett, Charles Overton, 1394.  
 Jiacoletti, James, Jr., 1877.  
 Jocelyn, Douglas Law, 111.  
 John, Lester R., 923.  
 Johns, Walter Birchard, 689.  
 Johnson, Almer Edwin, 953.  
 Johnson, Boyd William, 222.  
 Johnson, Carl H., 2628.  
 Johnson, Charles R., 2830.  
 Johnson, Edwin R., 1266.  
 Johnson, H. M., 2134.  
 Johnson, Herbert B., 2831.  
 Johnson, Leslie T., 2204.  
 Johnson, Lowell Wallace, 954.  
 Johnson, Mark E., 1210.  
 Johnson, Mary, 1478.  
 Johnson, Palmer O., 447, 783, 924-925, 2025, 2646-2649.  
 Johnson, Thomas D., 170.  
 Johnson, Vera Yeteva, 645.  
 Johnston, Dora Belle, 223.  
 Johnston, Laura I., 1479.  
 Johnston, Lemuel Roy, 2864.  
 Johnston, Olive S., 2948.  
 Johnstone, John, 1440.

Jonas, Russell E., 2174.  
 Jones, A. Quinn, 3016.  
 Jones, Arthur Lewis, 1332.  
 Jones, Arthur Pierce, 889.  
 Jones, Earl, 1739.  
 Jones, Edith L., 2175.  
 Jones, Edward S., 1878.  
 Jones, Gertrude Martha, 171.  
 Jones, Harold E., 2102 (10).  
 Jones, Howard S., 1060.  
 Jones, Isabelle V., 1879.  
 Jones, John Randolph, 1395.  
 Jones, Lewis Arthur, 1030.  
 Jones, Margaret Erwin, 1740.  
 Jones, Retha Mae, 1333.  
 Jones, Theron M., 2902.  
 Jones, Vernon, 1701.  
 Jordan, Emily Asbury, 1796.  
 Jordan, George Henry, 2426.  
 Jordan, Marlon, 3099.  
 Joyce, Hilda Gertrude, 199.  
 Joyce, Mabel Combs, 1651.  
 Judd, Charles Hubbard, 1094.  
 Judd, Ronnie D., 90.  
 Judd, T. A., 1880.  
 Judge, Sister Mary Edmund, 1797.  
 Judson, Fred M., 1211.  
 Justman, Joseph, 553.

## K

Kallen, Miriam, 2222.  
 Kalvin, Louis, 224.  
 Kambara, Alice Hiroko, 1741.  
 Kania, Stanley S., 2832.  
 Kann, Lee, 3100.  
 Kantner, Nell Constance, 1652.  
 Kantor, Lillian, 2674.  
 Karchin, Isadore D., 2599.  
 Karraker, William Jacob, 2066.  
 Kaskadden, Alfred A., 448.  
 Katterhenry, Harold S., 955.  
 Katz, Marguerite, 449.  
 Kaufman, A., 1244.  
 Kautz, Viola Margaret, 1653.  
 Kavanagh, Sister M. Alexandra, 1881.  
 Kavanagh, Vincent, 2903.  
 Kayser, Kathryn, 2176.  
 Kearins, Nellie Cecile, 690.  
 Keck, Clydus Glenn, 2949.  
 Keefe, John D., 1334.  
 Keefer, Daryle E., 926.  
 Keefer, Roy S., 2615.  
 Keelling, Mrs. Grace Carter, 2675.  
 Keelon, John Kenneth, 1480.  
 Keeter, Joel Okle, 1798.  
 Kefauver, George N., 2102 (15, 19).  
 Keislar, Evan Rollo, 1742.  
 Keister, Mary Elizabeth, 2736.  
 Keith, G. L., 691.  
 Keith, William R., 3131.  
 Kelley, Mayne L., 2950.  
 Kelley, Prudence Vernon, 592.  
 Kelly, Edna Arabella, 2991.  
 Kelly, Harriet J., 499.  
 Kenedick, Daniel Vicent, 1396.  
 Kennedy, Alice Joanne, 1212.



- Kennedy, George, 172.  
 Kennedy, Robert Bankert, 1882.  
 Kennedy, Ruth P., 738.  
 Kent, Druzilla Cray, 1654.  
 Krough, Katherine, 2067.  
 Kerr, Stephen Austin, jr., 2427.  
 Kessinger, Elizabeth, 1481.  
 Ketchum, Clement B., 890.  
 Kibble, George W., 1615.  
 Kidder, Alice Mary, 3101.  
 Kidess, A. A., 1267.  
 Kilander, Holger Frederick, 500.  
 Kilgore, George, 2428.  
 Kilgrew, Francis Joseph, 543.  
 Killebrew, William B., 891.  
 Killeen, Rev. S. M., 407.  
 Kimball, Donald Stevens, 956.  
 King, Edwin J., 1231.  
 King, Florence Louise, 3132.  
 King, Luther, 1971.  
 King, M., 2833.  
 King, Ruby, 594.  
 King, Sue Chamberlin, 2834.  
 Kinney, Carol Aileen, 1482.  
 Kinsman, Gladys Marie, 1268.  
 Kiplinger, Arnold, 2578.  
 Kirby, Norene, 2835.  
 Kirk, Joseph Eckley, 1307.  
 Kirkland, James Bryant, 1616.  
 Kirkman, Otis Clifford, 1554.  
 Kirkner, Margaret Colyer, 363.  
 Kirkpatrick, Margaret, 1765.  
 Kirton, Edna Earle, 1441.  
 Kirwan, Elizabeth Thille, 784.  
 Kissell, Howard E., 1398.  
 Kleckner, Thomas Madison, 2026.  
 Kline, Elizabeth Yerkes, 1743.  
 Kline, Kenneth L., 1799.  
 Kline, Marlon, 1744.  
 Klose, S. Ellen, 1004.  
 Klovestad, George S., 957.  
 Knapp, Ivar, 2502.  
 Knechtel, Earl A., 173.  
 Kneppar, Edwin Garfield, 1483.  
 Knicely, Glen D., 1883.  
 Knerim, Robert F., 2135.  
 Knight, Edgar W., 2027-2028.  
 Knight, F. B., 837.  
 Knipfer, Godfrey Glen, 450.  
 Knott, Sarah G., 2018 (18).  
 Knox, George W., 1095.  
 Knox, Israel, 225.  
 Knox, Royal William, 2503.  
 Knutti, Leo, 1617.  
 Knutson, S. R., 112.  
 Koeninger, Rupert Clifford, 1884.  
 Kofold, C. A., 2102 (21).  
 Kohleriter, E. C., 1442.  
 Kohlstedt, Donald Winston, 8133.  
 Kolberg, Eric Everett, 501.  
 Kollen, Harvey William, 2836.  
 Koob, Clarence J., 502.  
 Koopman, G. Robert, 2172.  
 Koppin, Harry, 2676.  
 Korganow, E. A., 2837.  
 Korhonen, Uno John, 958.  
 Krah, W. Edward, 113.  
 Kramer, Magdalene, 1213.  
 Kratt, Edward J. A. jr., 785.  
 Krause, Evelyn A., 333.  
 Krawiec, Joseph F., 2068.  
 Kreizman, Samuel L., 1484.  
 Kruger, Florence, 2069.  
 Kugle, Marlin S., 2650.  
 Kulken, Walter F., 3102.  
 Kunde, Lillian Ann., 1655.  
 Kurty, John P., 1556.  
 Kurtz, Clyde William, 2504.  
 Kurtz, William Henry, 2429.  
 Kynoch, Madeleine West, 1031.  
 Kyser, George F., 2838.
- L**
- LaBarre, Emma Dorothy, 404.  
 Lack, Eleanor A., 3175.  
 Lacy, George Russell, 2029.  
 Lacy, Mabel Florence, 1656.  
 Lacy, Susan Marie, 2223.  
 Ladd, Ernest Everett, 2781.  
 Laderman, Jack, 1005.  
 Lafferty, Harry Montgomery, 2737.  
 LaFollette, Ernest R., 3017.  
 LaGrone, Mrs. Truda Gough, 3058.  
 Lake, Robert Campbell, 2541.  
 Lally, Brother A. Victor, 1096.  
 Lamb, Nathan W. Scott, 861.  
 Lambert, Asael Carlyle, 2560.  
 Lambert, Louis E., 1243.  
 Lancelot, W. H., 2543.  
 Landes, Jack Harry, 364.  
 Landry, Herbert A., 2030.  
 Lane, Andrew Lamar, 1885.  
 Lane, Frederick Hall, jr., 1886.  
 Lang, Clara Frances, 2083.  
 Lang, Samuel Gerhard, 2600.  
 Langan, Hubert, 226.  
 Lange, Erwin F., 41.  
 Lanholm, Gerald V., 892.  
 Lankford, Francis G., jr., 565 (2, 5-7), 825.  
 LaPorte, Emma Mae, 312.  
 Larkin, Geraldine, 2839.  
 Larkin, Richard A., 1335.  
 LaRose, Anna, 114.  
 Larsen, Robert P., 3065.  
 Larson, Earl Loyd, 1702.  
 Larson, Leonard L., 2542.  
 Larson, Marie M., 174.  
 Lauderdale, Betty Bilbo, 2156.  
 Lauffer, Carl D., 2258.  
 Laun, Fillmore C., 692.  
 Lavengood, Lawrence W., 862.  
 Lavrischeff, Tikhon I., 42.  
 Lawrence Arthur Lewis, 1557.  
 Lawrence, Robert William, 2505.  
 Lawshe, Charles, 451.  
 Lawson, Helen Leonora, 43.  
 Lawton, Robert C., 863.  
 Lawver, Earl A., 1187.  
 Leach, Catherine Comiskey, 3077.  
 LeAnderson, Robert E., 1269.  
 Learned, Janet, 1232.  
 Leary, Genevieve Mary, 693.  
 Leathers, R. K., 1336.



- LeBeau, Oscar Ray, 1618.  
 Lechner, H. J., 1619.  
 Leckrone, Orval Freeman, 2244.  
 Lee, Chang-hel, 175.  
 Lee, Leslie, 1146.  
 Lee, Richard E., 2639.  
 Leech, Laura, 176.  
 Leech, Lulu E., 826.  
 Leech, Millicent S., 177.  
 Lehmann, Cara Barbara, 2105.  
 Leibson, B. M., 893.  
 Lembke, Blanche Davis, 1233.  
 Leonard, Mary, 1990.  
 Leonard, Newton Peckham, 894.  
 LeRosen, Sue Hopkins, 2196.  
 Lesh, Herschel H., 1972.  
 Lester, Florence, 2136.  
 Levenson, Mildred, 2951.  
 Leverton, Garrett H., 1214.  
 Levi, Joseph, 827.  
 Levine, H., 313.  
 Levine, Michael, 2840.  
 Levitt, Emma, 115.  
 Lewis, Annette Lucille, 1097.  
 Lewis, Arthur, 405.  
 Lewis, Helen Virginia, 595.  
 Leyman, Jonas, 1147.  
 Lichtenberger, A. R., 2224.  
 Lichtenheld, Frank M., 1485.  
 Ljepmann, Clara Maria, 1161.  
 Lillard, Donal R., 959.  
 Lillard, Roy G., 227.  
 Lillenhaugen, S. T., 2865.  
 Lynch, E'Core, 3134.  
 Lincoln, Hazel, 452.  
 Linderholm, Clara G., 228.  
 Linderman, Haziel, 927.  
 Lindsey, Bert, 2366.  
 Lindsey, Reed S., 1337.  
 Link, John Nagl, 2579.  
 Linscheid, A., 2018 (7).  
 Linscott, Edward Lyons, 44.  
 Lippincott, Isaac, 2018 (12).  
 Lippshultz, Henrietta Fay, 1270.  
 Lissack, H. R., 116.  
 Lister, Herman E., 453.  
 Lister, Ralph W., 178.  
 Litchfield, Elsie Therma, 1558.  
 Little, Earl Herbert, 1620.  
 Little, Marguerite F., 694.  
 Littlejohn, L. W., 1621.  
 Littlewood, Alice, 2841.  
 Litzenberg, Emmett F., 2367.  
 Lloyd, Harold A., 1887.  
 Lockard, Velma Hurst, 864.  
 Locke, Mrs. M. A., 2560.  
 Locker, Mabel Elsie, 229.  
 Lockwood, Dorothy M., 2718.  
 Lodewyk, B. W., 1338.  
 Loeckle, Evelyn, 1486.  
 Lofgren, Olga, 45.  
 Logsdon, James Desmond, 2325.  
 Logue, Florine, 2719.  
 Loh, Wah Ping, 179.  
 Lohr, Charles Ogden, 2245.  
 Long, Haniel, 2018 (20).  
 Long, Joseph Kindred, 2326.  
 Long, Margaret B., 596.  
 Long, Paul E., 1703.  
 Longley Colby Frank, 1271.  
 Loomer, Walter M., 2430.  
 Loop, Omer L., 2431.  
 Lord, Francis E., 1800.  
 Lorenz, Jennie, 3059.  
 Lorio, Samuel Pujo, 1888.  
 Lortz, G. M., 1559.  
 Loucks, Emerson H., 2952.  
 Lougarre, T. L., 3176.  
 Lough, Orpha Maust, 1098.  
 Louisiana State University, 539.  
 Louisville, University, 3177.  
 Lovegren, Levi Alton, 365.  
 Lovitt, Mary Louise, 1032.  
 Lowe, Velma Wooldridge, 1487.  
 Loyd, Mrs. Griline Dane, 3103.  
 Loyer, Samuel Sylvester, 2368.  
 Lubke, Anna Catharina, 928.  
 Lubow, Louis, 1099.  
 Lucky, S. G., 1889.  
 Ludewig, Frank M., 1188.  
 Ludman, Julia, 646.  
 Luker, Leonard J., 2106.  
 Lumburner, Merritt, 2432.  
 Lund, E. T., 895.  
 Lund, Thelma, 2177.  
 Lundberg, Ruth W., 3044.  
 Lunden, W. A., 2292-2293.  
 Lush, Clifford Keith, 1560.  
 Luttrell, Ramona Anita, 2084.  
 Lutz, Stanley, 46.  
 Lyda, Wesley John, 1745.  
 Lyden, Julia Jeanne, 865.  
 Lyle, Eveline Burton, 1339.  
 Lyles, Edith Eliza, 896.  
 Lynch, Charles John, 2369.  
 Lynch, James J., 91.  
 Lynch, John E., 454.  
 Lynch, Richard William, 2327.  
 Lynn, Rev. William Carmel, 180.  
 Lyon, Elva Anne, 597.  
 Lyon, Margaret Charters, 3159.  
 Lyon, Mona Lucille, 2178.

## M

- Maaske, Roben J., 2601.  
 McAlpine, Charles Vernon, 1061.  
 McApee, Wilma M., 2842.  
 McAshan, Marjorie Cummings, 1006.  
 McBlain, Robert A., 455.  
 MacBride, Alice, 1148.  
 McBride, T. F., 2107.  
 McCadden, Joseph J., 47.  
 McCall, H. E., 1149.  
 McCann, Bess, 2294.  
 McCann, Kathleen, 834.  
 McCann, Richard Howe, 278.  
 McCarthy, Lawrence Llewellyn, 2433.  
 McCarthy, Stejer Mary A., 2720.  
 McCaskill, Carra Lou, 335.  
 McCauley, Irma, 1299.  
 McCleery, Helen E., 1657.  
 McCloskey, Mary Peckinpaugh, 2270.  
 McCloy, William, 336, 1186 (8).



- McClure, Ruth, 647.  
 McCollom, Elinor Creseentia, 1801.  
 McCollom, Thomas G., jr., 1101.  
 McComb, Jessie D., 1890.  
 McConegha, G. A., 1891.  
 McConnell, Gordon, 2953.  
 McConnell, Marjorie, 1973.  
 McConnell, Robert M., 1974.  
 McCord, Eugenia L., 3078.  
 McCorkle, Margaret Gartrye, 984.  
 McCormick, Grace L., 1272.  
 McCown, J. K., 48.  
 McCoy, Lottie, 49.  
 McCreery, Helen, 2738.  
 McCuen, Marshall W., 1341.  
 McCullough, Ashley M., 2904.  
 McCullough, Mack, 1150.  
 McCune, Margaret Cecelia, 828.  
 McCuskey, Dorothy, 92.  
 McDermott, Mary Elizabeth, 1802.  
 McDole, Robert D., 2281.  
 MacDonald, Elizabeth Jane, 756.  
 MacDonald, John F., 2677.  
 MacDonald, Kenneth, 503.  
 McDowell, G. S., 2843.  
 McEachen, Gertrude E., 2678.  
 McEachern, Edna, 2157.  
 McElroy, H. Nelson, 504.  
 McFarland, Mary, 1766.  
 McGee, Milton Worley, 2679.  
 McGee, Ruth Ann, 299.  
 McGhee, William, 695.  
 McGivern, Elizabeth Dorothy, 230.  
 McGrath, Earl J., 2031.  
 McGrath, Earl James, 2032.  
 McGregor, Angus Malloy, jr., 2721.  
 McGuire, W. M., 1561.  
 McHale, Kathryn, 2018 (24).  
 Mack, Dorothy Elizabeth, 1746.  
 McKee, Walter Tate, 2434.  
 Mackey, John W., 2374.  
 McKibben, Floyd H., 1898.  
 McLaughlin, James J., 829.  
 McLaughlin, John M., jr., 2137.  
 McLaughlin, Katherine Ruth, 1007.  
 McLaughlin, Samuel J., 231.  
 McMahon, Echo, 2328.  
 MacMillan, Dougald, 2102 (11).  
 McMorris, John A., 2905.  
 McMullen, Frances Drewry, 1102.  
 McMullen, Warren Anthony, 897.  
 McMurry, Anna, 830.  
 McNeil, Ethel, 831.  
 Macomber, Freeman Glenn, 1069.  
 McPike, Mary Caroline, 1103.  
 Maddocks, Carl Wharton, 1894.  
 Madigan, Marian East, 960.  
 Magill, Edmund C., 1622, 2954.  
 Magill, Mayme E., 1488.  
 Magruder, Marion Virginia, 929.  
 Maguire, Bruce B., 2108.  
 Magyar, Francis, 232.  
 Mahon, Sister Miriam Vincent, 50.  
 Mahoney, Philip H., 1562.  
 Mahrt, David, 2435.  
 Mallett, Donald Roger, 406.  
 Malott, James I., 866.  
 Manheimer, Evelyn Alice, 1189.  
 Mann, George C., 2102 (18).  
 Mann, William Anthony, 2680.  
 Manning, Mrs. Anna, 2844.  
 Manske, Armin August, 233.  
 Manske, Harvey A., 898.  
 Manuel, Herschel, 456-457.  
 Mapes, Cecil Stites, 2561.  
 Marberry, J. O., 2906.  
 Marchant, George H., 3185.  
 Marczynski, Brother Raphael, 181.  
 Mark, Stephen Gum, 2109.  
 Marks, Eli S., 1104.  
 Marland, E. W., 2018 (23).  
 Marsh, Alice B., 2070.  
 Marsh, Leta Lucille, 1008.  
 Marshall, Don Wallace, 1623.  
 Marshall, Everett L., 337.  
 Marshall, Joe Leon, 1895.  
 Marshall, Lee Archer, 1896.  
 Marshall, Mariann, 3178.  
 Marshall, Roger P., 2329.  
 Martin, Alice Dean, 3136.  
 Martin, Mrs. Cora Merriman, 2845.  
 Martin, Dorothy Randolph, 367.  
 Martin, Hudson S., 1563.  
 Martin, James R., 1897.  
 Martin, John Hayes, 234.  
 Martin, Margaret Williams, 140.  
 Martin, Ralph James, 961.  
 Martz, Ethelwyn, 182.  
 Marx, Edwin, 1747.  
 Mason, Anne E., 1704.  
 Mason, Charles W., 890.  
 Mason, Lenel W., 1399.  
 Mason, William Ronald, 1564.  
 Massey, Albert K., 2846.  
 Massey, Lella, 2205.  
 Masten, Ples Curtis, 51.  
 Masters, Harry V., 2226.  
 Mathers, Willet John, 2436.  
 Mathewson, Philip H., 52.  
 Mathis, Dorothy W., 3160.  
 Matthews, M. Taylor, 2955.  
 Matthis, Harriet Cowdrey, 2110.  
 Matthis, F. H., 2506.  
 Matz, Harlow C., 2651.  
 Maucker, James William, 1898.  
 Mauger, Virgil E., 598.  
 Maupin, Mary, 2581.  
 Maurer, Floyd E., 2647.  
 Maxcy, Ellis Crossman, 259.  
 Maxfield, Kathryn Erroll, 3049.  
 May, John B., 565 (1).  
 Mayberry, William C., 1565.  
 Mayer-Oakes, George Harding, 1705.  
 Mayfield, Leonard, 930.  
 Mayo, Helen Natalie, 2158.  
 Mays, Edward E., 3137.  
 Mead, Cary Robert, 1566.  
 Meade, Richard A., 565 (4, 8), 696, 739.  
 Meaders, J. R., 2271.  
 Meadows, Basil Clark, 1624.  
 Meace, Leonard E., 2300.  
 Mease, Clyde D., 1899.  
 Meler, Norman C., 1186 (5, 7-8).  
 Melerdierks, George Otto, 985.



- Melderkerks, Ruth Dick, 697.  
 Melnen, John I., 2437.  
 Melnken, Elizabeth R., 3104.  
 Mellott, Malcolm Eugene, 2753.  
 Melton, Arthur W., 899.  
 Melton, Clifford H., 2848.  
 Menge, J. Wilmer, 1105.  
 Mercer, Mrs. Helen Patton, 757.  
 Meredith, Jessie Anders, 8161.  
 Meredith, Lucile, 1234.  
 Mereness, Carol D., 53.  
 Merica, Stanley B., 407.  
 Merkle, A. Oren, 2582.  
 Merrill, Amenzo Wilson, 2562.  
 Merrill, Doris Pauline, 2138.  
 Merscreau, Edward B., 2197.  
 Messner, Hazel, 338.  
 Metz, Martha G., 599.  
 Meyer, Alfred Masten, 54.  
 Meyer, Anita C., 1190.  
 Meyer, Blanche B. M., 1273.  
 Meyer, Martha Ann, 2849.  
 Mickritz, Michael Joseph, 2179.  
 Middleton, J. B., 786.  
 Middleton, John W., 2956.  
 Middlewood, Esther Louise, 1975.  
 Mikkelsen, Ervin C., 1900.  
 Miles, George Lionel, 1901.  
 Miles, Walter R., 1106.  
 Miller, Alice H., 2619.  
 Miller, Andrew J., 2033.  
 Miller, Clarence Withoft, 698.  
 Miller, Dorothy Mavis, 740.  
 Miller, Ellsworth, 141.  
 Miller, Harold Frederic, 1976.  
 Miller, Henry G., 505.  
 Miller, I. Franklin, 1274.  
 Miller, Isabel, 1658.  
 Miller, Jay W., 1489.  
 Miller, Joe M., 600.  
 Miller, John Cloyd, 2034.  
 Miller, John W., 2652.  
 Miller, Kathryn N., 8162.  
 Miller, Lloyd M., 2371.  
 Miller, Lou H., 2681.  
 Miller, Mabel Irene, 882.  
 Miller, Marshall B., 866.  
 Miller, Minnie M., 767.  
 Miller, Oscar Edward, 117.  
 Miller, Perry J., 1033.  
 Miller, Ralph G., 1902.  
 Miller, Ray S., 1748.  
 Miller, Ruth Barbara, 1009.  
 Milligan, Scott, 118.  
 Millikin, Louise Elizabeth, 1908.  
 Mills, H. C., 1878 (1, 5, 8).  
 Mills, Hubert H., 2035.  
 Mills, James J., 1904.  
 Mills, Robert H., 2197.  
 Millsapps, Lucile, 3066.  
 Milnerman, Leonard E., 2282.  
 Minnis, Lemuel Ernest, 2227.  
 Mishey, Dwight L., 282.  
 Mitchell, Arthur Graves, 2739.  
 Mitchell, Arthur J., 2992.  
 Mitchell, Franklin Alfred, 2629.  
 Mitchell, H. F., 260.  
 Mitchell, Kenrick Russell, 2907.  
 Mitchell, Lila May Barnett, 1034.  
 Mitchell, Sidney C., 1905.  
 Mitchener, R. J., 986.  
 Mitchusson, Benjamin F., 2438.  
 Mitta, Norris G., 1490.  
 Mohr, Eleanor Sophia, 1991.  
 Mohr, Helen Sterling, 1992.  
 Molsberry, Hazel, 408.  
 Monney, Edward S., jr., 2198.  
 Monroe, Hudson Morris, 2330.  
 Monroe, Walter S., 3163.  
 Montgomery, Forrest Heulah, 2583.  
 Montgomery, Wilda Lea, 3179.  
 Monypeny, William W., 2036.  
 Moody, R. E., 1633 (6, 8).  
 Moon, Chang Wook, 200.  
 Moore, Floyd Virgil, 2008.  
 Moore, Harry R., 1275.  
 Moore, Hazelle S., 458.  
 Moore, John Abe, 699.  
 Moore, Louise Anderson, 339.  
 Moore, Nolle D., 1400.  
 Moore, Oscar Earl, 2439.  
 Moorehead, Blanche L., 1010.  
 Mopsik, Harold, 1906.  
 Morgan, Barton, 2543.  
 Morgan, Cecil, 2563.  
 Morgan, Charles McKinley, 2507.  
 Morgan, Clarence Marlon, 55.  
 Morgan, Grace, 2584.  
 Morgan, E. L., 3138.  
 Morgan, Mabel Helen, 1340.  
 Morgan, Wills Gay, 1107.  
 Morrel, Mrs. Elaine Lewis, 56.  
 Morris, Delyte Wesley, 3067.  
 Morris, Jack E., 2957.  
 Morris, Minnie D., 2958.  
 Morris, Wilhelmina Styles, 2850.  
 Morrison, Darnall W., 1567.  
 Morrison, Ernest R., 1035.  
 Mort, Paul R., 2440.  
 Mortensen, Johanna H., 271.  
 Mortenson, Alfred Henry, 2722.  
 Mortimore, Ralph O., 700.  
 Morton, Myrtle G., 2180.  
 Moseley, Louis Hale, 1625.  
 Moser, Leslie W., 1036.  
 Moss, A. J., 1087.  
 Moss, Frances Neil, 1038.  
 Moss, William Asa, 2782.  
 Motley, Katie Belle, 2851.  
 Mouat, Lawrence Henry, 3068.  
 Moyer, Harold E., 931.  
 Moyle, William J., 1401.  
 Muelke, Herman G., 1568.  
 Mullins, Wilda, 3018.  
 Muncaster, T. H., 2544.  
 Muncy, Claire F., 3190.  
 Mundt, Howard G., 2441.  
 Munsell, Ruth, 2754.  
 Murphy, Catherine Louise, 2852.  
 Murphy, Elizabeth, 1401.  
 Murphy, Frederic Coleman, 987.  
 Murphy, Jeannette J., 3140.  
 Murphy, Laura White, 522.



Murphy, Lois Barclay, 1767.  
 Murray, Donald A., 2768.  
 Murray, Ethel Margaret, 601.  
 Murray, Kenneth H., 1276.  
 Muse, Montie McCrimmon, 602.  
 Musick, J. Herman, 57.  
 Myers, G. E., 2206.  
 Myers, Oliver H., 1993.  
 Myler, Pauline Vincent, 3050.

## N

Nabholz, Johannes, 183.  
 Nabbach, Stephen N., 2682.  
 Nance, Mattie Augusta, 2139.  
 Narber, Helen Louise, 900.  
 Nauhaus, Ida Plant, 528.  
 Neet, Claude, 2993.  
 Neilson, H. N., 1342.  
 Neimast, Edward Fred, 2616.  
 Neims, Frederick Glenn, 58.  
 Nelson, Anna Malinda, 2853.  
 Nelson, Clarence Elijah, 119.  
 Nelson, Esther Marlon, 2199.  
 Nelson, M. J., 2617.  
 Nelson, Marie, 787.  
 Nelson, Myrtle Sarah Lydia, 1659.  
 Nelson, Rey M., 142.  
 Nelson, Samuel Ferdinand, 1749.  
 Nelson, Thomas W., 1569.  
 Nesler, Millage E., 741.  
 Nestvold, O. E., 1907.  
 Netter, Leo, 1402.  
 Neubauer, John A., 1403.  
 Neufeld, Arloine, 1108.  
 Neumann, Delta Anne, 1660.  
 Newby, Wister D., 1277.  
 Newman, B., 184.  
 Newman, Derwood Austin, 2111.  
 Newman, Herbert M., 553, 2755.  
 Newmeyer, Mary Jane, 2037.  
 Newpher, James A., 2038.  
 Newsom, C. V., 788.  
 Newsome, Spencer Howard, 3019.  
 Neyhouse, Dorothy Ayahr, 235.  
 Neyland, Inez, 901.  
 Neyman, J., 783.  
 Nicolls, Edwin Earl, 2283.  
 Nicholls, John William, 1570.  
 Nichols, Claude Elmer, 3020.  
 Nichols, Dora L., 1151.  
 Nichols, Garland, 1908.  
 Nichols, Ward Matthews, 1492.  
 Nicholson, Samuel Wylie, 1571.  
 Nielsen, Aksel G. S., 1343.  
 Niergarth, J. I., 2854.  
 Nietz, J. A., 988.  
 Nims, Vallant G., 1404.  
 Nix, Leo Thomas, 2442.  
 Noar, Mrs. Frances Mayhoffer, 292.  
 Noel, J. Holland, 3079.  
 Noel, Jane E., 3180.  
 Noerlinger, Ralph J., 2683.  
 Nottle, N. J., 1802.  
 Nolan, Arvilla Ellen, 506.  
 Nolan, Richard C., 2181.  
 Noll, Rachel P., 2089.

Nolte, Karl Frederick, 603.  
 Nordly, Carl L., 1405.  
 Nordstrom, A., 507.  
 Norris, Stanley, 1152.  
 Norsted, Roy Arnold, 2443.  
 North, William E., 59.  
 North Carolina, University, 540.  
 Norton, Lucy Ogden, 2040.  
 Nottingham, Ruth Dorothea, 2959.  
 Numbers, Fred C., 3060.  
 Nutley, Carl Carson, 1803.

## O

Oak, Eleanor Hill, 3021.  
 Oakley, C. W., 867.  
 Oakley, Harry Malcolm, 1909.  
 Oakley, Helen Elizabeth, 1661.  
 Oberholtzer, Kenneth E., 1626.  
 O'Brien, Mabel Irene, 340.  
 O'Connell, Geoffrey, 256.  
 O'Connell, William Henry, 300.  
 O'Connor, Charles E., 2248.  
 O'Connor, John E., 989.  
 O'Connor, Mary Ethel, 604.  
 Oerlein, Karl Ferdinand, 962.  
 Oertel, Ernest E., 237.  
 Ogburn, William F., 2018 (10).  
 Ogle, Merle F., 1406.  
 Ogren, Carl Markus, 2444.  
 O'Hara, James Leo, 560.  
 Ohio State University, 541-543.  
 Olander, E. A., 837.  
 Olds, Charles R., 932.  
 Oleksy, Frank Matt, 1572.  
 Olney, Elbert Y., 3105.  
 Olson, Gladys Theresa, 1662.  
 O'Mara, Terence John, 2331.  
 Omohundro, Mary Gladys, 459.  
 O'Neill, Mary Theresa, 701.  
 Oppenheimer, J. J., 2041.  
 Ord, Avis, C., 702.  
 Orr, Aubye Tidmore, 648.  
 Orvis, Lewis B., 963.  
 Osborne, Ernest, 1443.  
 Osgood, William Cyril, 185.  
 Ostrom, Carl J., 3181.  
 O'Sullivan, Julia, 2042.  
 Overn, Orlando E. A., 2653.  
 Owen, R. M., 1910.  
 Owen, W. B., 2332.  
 Owens, J. Harold, 933.  
 Owens, Mrs. Roy C., 2684.  
 Owings, J. Herndon, 2783.  
 Owings, Morgan Edwards, 2259.

## P

Padgett, Elsie, 2855.  
 Paellan, Garabed H., 238.  
 Page, David Perkins, 409.  
 Page, Marjorie Lou, 341.  
 Page, Winnie Riginta, 2856.  
 Painter, Mrs. Helen Welch, 1706.  
 Painter, William Isaac, 718.  
 Palmer, E. Laurence, 902.  
 Palmer, Eleanor Margaret, 1800.  
 Palmer, Lutrelle Fleming, 3022.



- Panchaud, Frances Lee, 239.  
 Panzer, Robert Allan, 2960.  
 Parent, Nancy Sterl, 2228.  
 Paris, Ethel Louella, 964.  
 Parker, Alice Ada, 605.  
 Parker, Mrs. Bertha Jimmie, 1039.  
 Parker, Carl Leslie, 2260.  
 Parker, Gladys R., 1278.  
 Parker, Gloria Doris, 1279.  
 Parker, Harry Koonce, 2961.  
 Parker, Laura J., 703.  
 Parker, Thomas Allen, 60.  
 Parker, Verna Elizabeth, 3106.  
 Parker, William Glenn, 143.  
 Parkhurst, Nancy E., 2071.  
 Parnell, John F., 2445.  
 Parr, Theodore, 1344.  
 Parrett, Charles, 120.  
 Parsons, Orville, 2050.  
 Pataky, Joseph H., 2962.  
 Patten, Lester D., 2857.  
 Patterson, Dale O., 2043.  
 Patterson, Don S., 2602.  
 Patterson, Grace A., 2112.  
 Patterson, Irene, 1663.  
 Patterson, Miller, 1444.  
 Patterson, Rex Albert, 2229.  
 Patton, Fred J., 297.  
 Patty, William L., 240.  
 Paul, Carl E., 1573.  
 Paul, Edwin Wilfred, 1664.  
 Paul, J. B., 480, 2756, 2779, 2784-2785.  
 Paul, Ruth Angell, 2113.  
 Paulsen, Clara Katharine, 605.  
 Paulson, Harold M., 833.  
 Payne, Charren Gale, 1211.  
 Pearce, Jessie, 1280.  
 Pearl, Herbert Dean, 261.  
 Pearson, Thomas Frederick, 2284.  
 Pearson, William Bennett, 2618.  
 Pease, Helen L., 768.  
 Peck, George William, 2858.  
 Peck, Leigh, 342, 2230.  
 Peddy, Roberta, 606.  
 Peffe, Stanley W., 3107.  
 Peightel, Harry J., 2372.  
 Pendergast, W. S., 2909.  
 Pendleton, Julia Tuck, 1911.  
 Pendry, Elizabeth R., 2963.  
 Penn, Herbert W., 1345.  
 Pennell, Eugene D., 1493.  
 Pennle, Lois M., 649.  
 Pennsylvania State College, 544.  
 Peregrine, Donald, 2373.  
 Perry, Gertrude, 186.  
 Perry, James Randall, 990.  
 Perry, Millicent, 2261.  
 Pertsch, C. Frederick, 3080.  
 Peters, I. L., 262.  
 Peters, Raymond, 1804.  
 Peters, Woodford W., 2044.  
 Petersen, Anna M., 2859.  
 Peterson, Aubrey H., 704.  
 Peterson, Edward A., 1494.  
 Peterson, Shaller A., 705.  
 Peterson, Talmadge Dewitt, 2964.  
 Peterson, Theresa J., 1805.  
 Peterson, Virginia, 461.  
 Petsch, Clemens Charles, 508.  
 Petty, Mary Clare, 607.  
 Petty, William Clarence, 2757.  
 Pfrimmer, Viola, 1281.  
 Phelan, Sister Mary Inez, 1707.  
 Phillips, Edna Constance, 2860.  
 Phillips, George R., 2018 (9).  
 Phillips, Joseph Warren, 1574.  
 Pickell, John C., 1495.  
 Pickens, Horace, 561.  
 Pickering, James T., 1282.  
 Piepenburg, Ilma E. Johnson, 789.  
 Pletz, Emil, 2965.  
 Pinard, Jeanne Y., 742.  
 Pinckney, Jeanie M., 2619.  
 Pinney, Melva Zeller, 1666.  
 Pitcher, Lawrence, 1246.  
 Pittenger, B. F., 2906.  
 Pittenger, Raymond Richard, 1153.  
 Pitterman, Marvin, 2861.  
 Pittsburgh University, 545.  
 Plover, Mrs. Catherine L., 2862.  
 Plumb, Kathleen Grace, 1040.  
 Plummer, Robert Newcomb, 241.  
 Polk, Helen Olivia, 706.  
 Polk, L. H., 1627.  
 Pollock, James A., 2863.  
 Polson, Thomas Clyde, 608.  
 Pomerantz, Miriam, 1301.  
 Ponder, John Lewis, 2508.  
 Porter, E. H., 1109.  
 Porter, Mrs. Elsie Taylor, 1667.  
 Posey, Hugh Vance, 1346.  
 Potter, A. M., 2966.  
 Potthoff, Edward F., 2159.  
 Potts, Jane A., 1977.  
 Potts, Louis R., 2374.  
 Pounds, Ruth Parsons, 348.  
 Powell, Wesley H., 965.  
 Powers, Alice Lorraine, 1912.  
 Powers, J. William, 2769.  
 Powers, Pauline Valeria, 3051.  
 Powers, Thomas R., 2446.  
 Praither, Anne Snowden, 966.  
 Pratt, K. C., 368, 2758.  
 Pratt, Willis W., 1708.  
 Preston, Newell T., 2045.  
 Prey, Stanley A., 868.  
 Price, Muri H., 1407.  
 Price, Troy Howard, 991.  
 Priem, Virginia, 2910.  
 Priest, Jay M., 1575.  
 Prince, James L., 2967.  
 Pritchard, Martha Caroline, 3141.  
 Pritchard, Miriam C., 3081.  
 Pritchett, H. L., 2018 (16).  
 Procter, Charles Daniel, 2200.  
 Proehl, Elizabeth Anne, 2072.  
 Proffitt, Maria Marion, 2685.  
 Provost, Leo Gordon, 1918.  
 Prultt, Straussa V., 2968.  
 Pryor, John Gatewood, 2447.  
 Pugh, Delbert Joseph, 462.  
 Pugh, Gerald Gordon, 2969.  
 Pugh, Stanley, 842, 1496, 2114.  
 Pumphrey, Laura H., 2509.



Purcell, Albert, 2911.  
 Purcell, Claude Lamar, 2564.  
 Pyant, William C., 551.  
 Pyatt, Roy, 2333.  
 Pyle, Winifred, 707.

## Q

Quigley, Sidney Milton, 122.  
 Quinlan, Eleanor Hudson, 1283.  
 Quinlan, *Sister* Margaret, 609.  
 Quinn, Edmund Aloysius, 1978.  
 Quinn, Edward Raymond, 242.  
 Quivey, Glenn Miller, 2510.

## R

Radford, Stanley S., 1191.  
 Radmacher, T. F., 2723.  
 Raglin, Elena L., 1347.  
 Ralph, George B., 2448.  
 Ralston, William T., 1979.  
 Ramirez-Lopez, Ramon, 243.  
 Ramsdell, Benjamin D., 1576.  
 Ramsdell, Nelson J., 1914.  
 Randall, Joseph Hungerford, 834.  
 Raudels, Horace Lynn, 1915.  
 Raquel, Marclano R., 2686.  
 Rasey, Marie Indabelle, 1750.  
 Rathbone, Josephine L., 1348.  
 Ratliff, Fred, 2511.  
 Ratliff, Russell, 2449.  
 Ratner, A., 2864.  
 Raup, Robert Bruce, 123.  
 Ravich, S. M., 2970.  
 Ray, Fred R., 2724.  
 Ray, Joseph James, 1110.  
 Ray, *Sister* Mary Augustine, 61.  
 Rayner, Helena Dundas, 2865.  
 Redcay, Edward E., 3023.  
 Redden, John Daniel, 62.  
 Redfern, Herbert D., 2912.  
 Redmond, *Sister* Catherine Frances, 68.  
 Reece, Ernest J., 2115.  
 Reed, Alvin Victor, 2450.  
 Reed, C. Herbert, 835.  
 Reeder, Edwin H., 1011, 1806.  
 Reeverts, Emma, 708.  
 Regan, William J., 2140.  
 Reich, A., 2231.  
 Reid, Florence E., 709.  
 Relfel, Dorothy Mary, 124.  
 Relley, Albert Gerald, 1062.  
 Rolly, Lucille V., 1918.  
 Rolly, *Sister* M. Rosalita, 743.  
 Rolly, Helen, 263.  
 Reinbart, Ralph Raymond, 700.  
 Rennolds, Clara, 1408.  
 Reynard, Loren F., 1497.  
 Reynolds, June Alleene, 344.  
 Reynolds Robert Pierce, 2232.  
 Reynolds, Thomas Sheldon, 2565.  
 Reynolds, Thomas W., 64.  
 Rozek, Frances I., 2334.  
 Rhoton, Wiley Homer, 2759.  
 Rhudy, Burt C., 1917.

Rice, Janie Carroll, 1807.  
 Rice, Margaret E., 410.  
 Rice, R. S., 903.  
 Rich, Boyle, 2904.  
 Richards, Ralph Heber, 264.  
 Richardson, Evan Carleton, 904.  
 Richardson, Marion Webster, 369.  
 Richardson, Mollye Florence, 1192.  
 Richardson, Ruby Ruth, 1751.  
 Richardson, W. F., 1247.  
 Richey, Sara Lynn, 1193.  
 Richmond, Claude Manby, 791.  
 Richmond, Mildred Benson, 2233.  
 Rickert, Charles Hobart, 1577.  
 Ridgway, Helen, 3142.  
 Ridgway, John M., 2451.  
 Rider, Herman L., 2687.  
 Riedel, Erna, 1668.  
 Riefling, Adeline Aldrich, 3052.  
 Riegel, Margaret E., 1669.  
 Riffin, Harry T., 65.  
 Riggs, Catherine, 1498.  
 Riggs, Mrs. Hazel, 2585.  
 Richter, Cornelius Erwin, 1409.  
 Riley, James Joseph, 3061.  
 Riley, Martin Luther, 2375.  
 Ringle, Verlin E., 1578.  
 Rinsch, Albert E., 2866.  
 Rinsland, Henry Daniel, 370.  
 Ripple, Aleck M., 2452.  
 Ritzman, Emma M., 1215.  
 Rivenburg, Berlin Eldridge, 1918.  
 Roaden, Ova G., 1919.  
 Roads, Hazel M., 509.  
 Robb, Eleanor Masters, 3164.  
 Robbins, Clayton D., 1920.  
 Roberts, Flora Ellen, 744.  
 Roberts, Mary Lake, 2725.  
 Robertson, Alfred J., 1410.  
 Robertson, Hattie Elizabeth, 285.  
 Robertson, Josephine P., 3040.  
 Robinette, Kelley Floyd, 1579.  
 Robins, Martha, 1012.  
 Robinson, Adah, 2018 (22).  
 Robinson, Francis, 2867.  
 Robinson, Glen Leroy, 2003.  
 Robinson, Oliver T., 2740.  
 Robinson, William McKinley, 2160.  
 Robison, Sophia Moses, 3108.  
 Rodefer, Velma Frances, 836.  
 Rodgers, Elizabeth G., 1411.  
 Rodutskey, Rev. John Aloysius, 244.  
 Roebrocks, Peter Joseph, 245.  
 Roeger, Ethel Sandt, 1302.  
 Rogers, Elizabeth, 1154.  
 Rohrer, Helen Fuller, 1499.  
 Rohrdanz, C. W., 1349.  
 Rolfe, Rachel Muffin, 1709.  
 Rolke, Sanford D., 1041.  
 Romeo, Frank, 2046.  
 Romero, Dorothy E., 1708.  
 Romney, Golden, 1350.  
 Romrell, Clarence Lorenzo, 1580.  
 Roody, Sarah Isabelle, 3165.  
 Roop, Amy G., 1351.  
 Roorbach, Agnew Ogilvie, 992.  
 Rosenberger, Ralph H., 2971.

- Rosene, Windom A., 2376.  
 Rosenfeld, S. Ullman, 1445.  
 Ross, Benjamin Paul, 3143.  
 Ross, Dorothy, 2972.  
 Ross, Eugene Whiteman, 2913.  
 Rosselot, Glen Taylor, 187.  
 Rosvold, Hans T., 2377.  
 Roth, Agnes Mary, 1710.  
 Rothrock, Lee, 2262.  
 Rothstein, B., 246.  
 Routh, Rhessa A., 2335.  
 Rowland, Loyd W., 1111.  
 Royce, A. M., 2073, 2182-2183.  
 Rosler, Albert Eugene, 314.  
 Ruch, G. M., 837.  
 Rudel, Alexander G., 510.  
 Rudowitz, Evelyn, 2868.  
 Rueggsegger, Virgil R., 2512.  
 Ruffa, Edward Joseph, 315.  
 Ruffin, Mary Beverley, 3144.  
 Rugg, Harold, 125.  
 Ruh, Katherine, 1446.  
 Ruhl, Harry S., 1921.  
 Rulsanchez, Maria, 2869.  
 Rush, John H., 1112.  
 Rush, Robert R., 1412.  
 Russell, G. E., 837.  
 Russell, Hosea R., 2790.  
 Russell, L. L., 1413.  
 Russell, Lionel Herbert, 2234.  
 Russell, Mrs. Muriel Haviland, 1711.  
 Russell, Trent S., 511.  
 Russell, Wilbur David, 1581.  
 Runsvold, Gerhard Oscar, 1235.  
 Rutherford, John LeRoy, 905.  
 Rutledge, Mrs. Carrie McM., 2235.  
 Ryan, Margaret, 1500.  
 Rygle, Walter S., 1582.
- S**
- Sabin, Lewis Ellsworth, 2513.  
 Saffin, John G., 1216.  
 Sailer, H. Carl, 745.  
 St. Clair, Walter, 411.  
 Sales, Fred John, 2586.  
 Sallsbury, Marion Rosamond, 1670.  
 Salt, E. Benton, 1284.  
 Salters, Ruby, 2870.  
 Samter, Gerry Henry, 2688.  
 Sanborn, Leland Connell, 1922.  
 Sanders, Beverley Barksdale, 1923.  
 Sanders, Edwin S., 1501.  
 Sanders, H. W., 1628.  
 Sanders, Herschel W., 1063.  
 Sanders, Jack H., 463.  
 Sanders, Retha, 1671.  
 Sanford, Edgar Nordlund, 1924.  
 Sandifer, Sister M. Ruth, 2161.  
 Sarbaugh, M. E., 1878 (3, 7).  
 Sarbaugh, Mabel Bell, 710.  
 Sargent, Cyril Garbutt, 871.  
 Sather, Emil F., 2453.  
 Saunders, Aulus Ward, 1186 (6).  
 Savage, Walter A., 2454.  
 Savoie, Velma, 93.  
 Savran, William T., 188.  
 Sawyer, George Lippard, 322.  
 Saxon, Thurman Thomas, 2455.  
 Scanlon, Kathryn I., 2604.  
 Scates, Douglas E., 525.  
 Schaezel, Amalia Emilie, 2378.  
 Schaferman, Clara, 869.  
 Schaffner, Martha, 2074.  
 Schane, Evelyn B., 838.  
 Schatnizky, S., 247.  
 Schatz, A. Herman, 1013.  
 Schauer, Frederick Roger, 2871.  
 Schauss, Mabel, 906.  
 Scheldrup, Dorothy M., 1155.  
 Schenbecker, Alberta A., 610.  
 Schlaapp, Merle Floyd, 2141.  
 Schmidt, Martin F., 2546.  
 Schmidt, Raymond F., 2116.  
 Schneller, Millard Robert, 611.  
 Schnepel, E. Paul, 94.  
 Schnyder, Dorothy M., 1194.  
 Schoenberg, Louise Sidonia, 612.  
 Scholten, Arthur, 2336.  
 Schoolcraft, Arthur A., 2760.  
 Schoonover, Ruth Catherine, 3182.  
 Schrammel, H. E., 126, 372, 464-466, 1925,  
 2184, 2761, 2872.  
 Schreiber, Nichols, 1414.  
 Schrepel, Marie Frederika, 1980.  
 Schroeder, Esther D., 2201.  
 Schroeder, Howard F., 2247.  
 Schroedermeler, Alvin G., 2456.  
 Schug, Harry Penman, 2873.  
 Schug, Howard Leshner, 769.  
 Schulderman, Marie, 792.  
 Schuler, Sister M. Lucina, 746.  
 Schultz, Marvin Gerhard, 66.  
 Schuster, Sister Mary Aquin, 2874.  
 Schwartz, Elberta Margarethe, 613.  
 Schwartz, Emanuel K., 770.  
 Schwartz, Julia, 1195.  
 Schwartz, Millan, 3109.  
 Schwarz, H. O., 614.  
 Scott, Carrie M., 2047.  
 Scott, Ermo Houston, 2185.  
 Scott, Madelyn Claire, 1064.  
 Scott, Mildred, 839.  
 Scott, Ralph Samuel, 2914.  
 Scully, Dorothy R., 1014.  
 Scully, Mark F., 1065.  
 Scurlock, Voyle C., 1583.  
 Seabrook, Portia, 1672.  
 Seacrist, James H., 2457.  
 Seale, Stephen Wiley, 2514.  
 Seamens, Ray E., 1629.  
 Searson, Maude H., 793.  
 Seashore, Robert H., 2102 (8).  
 Sebold, Harold H., 1415.  
 Sechler, Hazel B., 711.  
 Seegers, Robert L., 794.  
 Sego, Pearl, 2875.  
 Sehmman, Henry Ralph, 2337.  
 Self, Lester Dillard, 2515.  
 Sells, Saul B., 1113.  
 Selman, Casca Melvin, 1926.  
 Selover, Robert B., 2048.  
 Semmelmeier, Madeline, 615.  
 Severance, Henry Ormal, 95.



- Seybold, Arthur M., 712.  
 Seyforth, Warren C., 1927.  
 Seyfried, John Edward, 2049.  
 Seymour, Clyde Ellery, 2379.  
 Shadduck, Martha Juliet, 2117.  
 Shafer, Henry Burnell, 2118.  
 Shafer, Paul David, 2236.  
 Shambaugh, Clifford F., 2587.  
 Shandler, P. S., 373.  
 Shankweiler, Paul W., 3024.  
 Shanner, William Maurice, 795.  
 Shannon, Emily Lucey, 1066.  
 Shannon, S. Boyd, 467.  
 Shapland, Dorothy, 412.  
 Shapleigh, Maude, 190.  
 Sharer, Milton Wilson, 1352.  
 Sharer, Robert E., 2545.  
 Sharkey, Clare G., 1584.  
 Sharpe, Charles G., 127.  
 Shaw, Anne Belle, 1416.  
 Shaw, Harland Dale, 1502.  
 Shaw, Lewis A., 468.  
 Shaw, Robert W., 413, 2050.  
 Sheats, Paul H., 1057.  
 Sheats, Paul Henry, 128.  
 Sheets, Fred Eugene, 2248.  
 Sheffield, Herman James, 2689.  
 Shelby, T. H., 2906.  
 Shen, Ye, 206.  
 Shepard, Mildred E., 1712.  
 Sheppard, Cora, 1673.  
 Sherrrod, Wilma Dean, 1353.  
 Shientag, Isabel, 469.  
 Shoemaker, Ervin C., 96.  
 Shoemaker, Forest Leroy, 1928.  
 Shoen, Harriet H., 2654.  
 Shoop, Clarence Koons, 1042.  
 Shores, Geraldine Urst, 2762.  
 Shores, Louis, 3163.  
 Short, Sarah Louise, 2051.  
 Shover, Jayne, 3069.  
 Shultz, John G., 2726.  
 Shunck, William, 2630.  
 Shutts, Cecil Calvert, 993.  
 Shuwit, Adale C., 1354.  
 Sleck, Lewis W., 2237.  
 Sills, Ollie Mae, 1503.  
 Simmons, Effie P., 616.  
 Simmons, J. Andrew, 3025.  
 Simmons, Maitland Pearce, 2876.  
 Simons, Lao Geneva, 2877.  
 Simpson, Capitola, 67.  
 Simpson, Mrs. Orrissa Paris, 1674.  
 Sims, Mary S., 2973.  
 Sinclair, Caroline Baytop, 1355.  
 Sinclair, Roy Upton, 1417.  
 Singer, Frank B. Jr., 840.  
 Singleton, Stanton James, 1929.  
 Sina, Arlien, 3070.  
 Skalth, Francis L., 2588.  
 Skinner, Clifford J., 2285.  
 Skinner, Raymond L., 2263.  
 Sklar, John E., 414.  
 Slater, Fred Cletis, 3110.  
 Slater, Michael Eurich, 2580.  
 Slaton, William Henry, 2458.  
 Sleet, Rebecca, 1114.  
 Slentz, Floyd G., 1808.  
 Slesinger, Zulmen, 2974.  
 Sloan, William, 1115.  
 Slocum, J. S., 907.  
 Slocum, J. W., Jr., 3082.  
 Small, Arnold Milroy, 1156.  
 Small, Lowell A., 2380.  
 Smelkin, J., 1585.  
 Smertz, Beulah Alberta, 1447.  
 Smith, Alfred P., 1586.  
 Smith, Alice Hirsch, 3026.  
 Smith, Arlington F., 2459.  
 Smith, Arthur Joseph, 841.  
 Smith, Arty Boyd, 2690.  
 Smith, Bella May, 771.  
 Smith, C. Currien, 2148.  
 Smith, Clara Emma, 3145.  
 Smith, Clinton Gilbert, 796.  
 Smith, Corrie Evelyn, 747.  
 Smith, Dorothy Millicent, 1675.  
 Smith, Earl Edward, 1157.  
 Smith, Elmer L., 2272.  
 Smith, Harley, 650.  
 Smith, Helen Huntington, 191.  
 Smith, Henry, 2018 (19).  
 Smith, Henry Lester, 713.  
 Smith, Herbert B., 1030.  
 Smith, John Allan, 1587.  
 Smith, Josephine M., 332 (2).  
 Smith, Julian W., 283.  
 Smith, Lamar F., 3027.  
 Smith, Margaret Ruth, 2075.  
 Smith, Mary Elizabeth, 758.  
 Smith, O. S., 842.  
 Smith, Ova Coffman, 714.  
 Smith, Ray A., 2085.  
 Smith, Russell W., 3028.  
 Smith, Ruth, 1809.  
 Smith, Thomas Benjamin, 2273.  
 Smith, V. T., 105.  
 Smith, W. N., 512.  
 Smith, Winford Broadus, 2162.  
 Smothers, Elsie M., 1196.  
 Smothers, Robert Fey, 523.  
 Smyre, S. H., 1931.  
 Smyser, Martha Marbury, 345.  
 Sneed, Melvin W., 3138.  
 Snider, Earle Kirn, 1504.  
 Snoddy, William Thurlow, 3111.  
 Snodgrass, Dorothy Marks, 745.  
 Snodgrass, Harry V., 1067.  
 Snyder, Clarence A., 1418.  
 Snyder, Grace Pope, 1932.  
 Snyder, Harry Anderson, 2915.  
 Snyder, Henry, 712.  
 Snyder, J. W., 129.  
 Snyder, Raymond A., 1285.  
 Snyder, Walter E., 617.  
 Sobel, Frances S., 2763.  
 Sobel, Louis H., 2975.  
 Soderquist, Harold O., 415.  
 Sohl, Charles Edwin, 2916.  
 Soles, Geraldine Agnes, 1043.  
 Sollins, Irving V., 2976.  
 Soloman, Anita, 3071.

- Sonn, Marie, 97.  
 Sonnenberg, Ernest R., 126, 144.  
 Sonnier, William, 68.  
 Soule, Howard Marion, 1448.  
 Southard, Helen Fairbairn, 2077.  
 Southern California University, 546.  
 Southern Methodist University, 547.  
 Southworth, John VanDuyn, 301.  
 Sowalsky, Alice Catherine, 2691.  
 Sowers, Don C., 2546.  
 Spache, George, 1676.  
 Spafford, Ovol O., 1677.  
 Spain, Cecilia Gertrude, 618.  
 Spaulding, Benjamin Warren, 1588.  
 Spaulding, Roland Harvey, 1589.  
 Spealler, Louis R., 513.  
 Spear, Wilton Day, 248.  
 Spelman, Alice, 1678.  
 Spence, Ralph W., 1933.  
 Spencer, F. W., 1630.  
 Spless, Marie Anne, 470.  
 Spillman, Myrtle M., 1197.  
 Spivey, Marion G., 2142.  
 Spoon, Margaret Helen, 3146.  
 Spradley, E. S., 797.  
 Springer, N. Norton, 3062.  
 Sprott, Rupert, 284.  
 Sproull, Mary Alta, 870.  
 Stants, Harry A., 1713.  
 Stackhouse, Daisy M., 1679.  
 Stackhouse, Marjorie Keith, 1217.  
 Stacy, Walter M., 715.  
 Stagner, Elizabeth Pline, 279.  
 Stambaugh, Charles J. jr., 416.  
 Stancliff, Glen Elwood, 471.  
 Standish, Mabel Louisa, 2264.  
 Stanford University, 548.  
 Stangle, Paul Lawrence, 2727.  
 Stanislewski, Leon J., 1934.  
 Stanley, Elise T., 2119.  
 Stanley, Frances G., 908.  
 Stanton, Ferd Cris, 1752.  
 Stark, Cruce, 2516.  
 Starkey, J. Marlon, 2338.  
 Starr, Clara, 1303.  
 Starr, Lelah Caroline, 716.  
 Staton, Thomas, 417.  
 Steadman, Evelyn J., 1218.  
 Stearnes, Reaumur Coleman, 796.  
 Stearns, Harry L., 249.  
 Steckel, Minnie L., 2978.  
 Steckelberg, Carleen, 1198.  
 Steed, Carol Cary, 1505.  
 Steele, Eileen French, 717.  
 Steele, Vera B., 619.  
 Steig, Lester R., 2267.  
 Stein, Harold B., 2202.  
 Steiner, Ruth, 2878.  
 Steininger, William Richard, 1753.  
 Stakete, Raymond, 2605.  
 Stenhouse, Bessie Charlotte, 749.  
 Stephan, James O., 1590.  
 Stephens, Carl Edward, 1591.  
 Stephens, Dean Temple, 968.  
 Stephens, Paul B., 1819.  
 Stephens, Rual W., 2631.  
 Stetler, Byron F., 2460.  
 Stevens, Florence O. J., 1199.  
 Stevens, Marjorie, 1680.  
 Steward, Zoe Hayes, 1935.  
 Stewart, Clifford Calhoun, 2547.  
 Stewart, Emaline O., 2692.  
 Stewart, George F., 2517.  
 Stewart, N. J., 3147.  
 Stieg, Lewis Francis, 638.  
 Still, Leonard Lee, 1936.  
 Stille, Laura May, 1769.  
 Stills, Katie N., 1116.  
 Stinebrickner, Reinald Martin, 2606.  
 Stokes, Maurice, 3029.  
 Stone, Calvin P., 2102 (9).  
 Stone, J. Lloyd, 69.  
 Stone, Leroy, 2917.  
 Stone, Roy Marsh, 302.  
 Stoneman, E. J., 1633 (3, 10).  
 Stoner, James K., 2918.  
 Storey, Bernice L., 620.  
 Strabel, E., 1878 (4).  
 Stradling, Mrs. Jessie, 1506.  
 Strait, Reginald, 1356.  
 Strassman, Moses Morten, 130.  
 Stroble, Martin Davis, 2518.  
 Stroud, J. B., 374.  
 Struthers, Alice Ball, 1286.  
 Struve, Katherine G., 1714.  
 Stubbins, Donald G., 2995.  
 Stull, J. Milton, 843.  
 Stump, N. Franklin, 375.  
 Sullivan, Frances M. E., 909.  
 Summers, E. W., 1419.  
 Summerville, William F., 2052.  
 Summitt, James Eucl, 1037.  
 Sumner, Helen, 1770.  
 Sumner, Ruth Grimes, 1117.  
 Sumner, Zara Olive, 1158.  
 Susens, M. George, 2603.  
 Sutliff, Grace K., 871.  
 Sutliff, Ralph C. S., 1631.  
 Sutton, J. P., 651.  
 Sutton, R. O., 872.  
 Swanson, Helen Elna, 472.  
 Swanson, Virginia, 2053.  
 Sweeney, Clara, 1507.  
 Sweeney, William Goolsby, 1236.  
 Sweet, Hugh M., 2163.  
 Sweetser, Marion Sherwood, 2694.  
 Swenson, Clarence Melvin, 346.  
 Swenson, William T., 1420.  
 Swindler, Robert E., 562, 565 (3, 9).

## T

- Tabor, Dean C., 1159.  
 Taffel, A., 192.  
 Talbott, Ruth Waugh, 1200.  
 Tam, Wal Hon, 1938.  
 Tandberg, E. O., 2519.  
 Taylor, Arthur Monroe, 2520.  
 Taylor, Beryl S., 2249.  
 Taylor, Charles T., 3030.  
 Taylor, George Benjamin, 193.  
 Taylor, James L., 2919.  
 Taylor, John W., 194.



- Taylor, Marjorie, 1219.  
 Taylor, Russell A., 2339.  
 Taylor, Ruth, 303.  
 Teagarden, F. M., 1811, 2079.  
 Teague, William Francis, 2461.  
 Teasley, Mildred, 473.  
 Treeters, Ruth Charlene, 1812.  
 Templeman, Harold, 1287.  
 Thayer, John Brooks, 2655.  
 Thomas, Arthur Wendell, 1939.  
 Thomas, David Y., 2018 (4).  
 Thomas, Dorothy G., 934.  
 Thomas, Elbert D., 2102 (2).  
 Thomas, Eunily B., 652.  
 Thomas, Garth A., 1940.  
 Thomas, Jesse B., 1357.  
 Thomas, Lydia Austill, 2879.  
 Thomas, Tyre Shepard, 2462.  
 Thomasson, Maurice E., 3031.  
 Thompson, Betty Jean, 1044.  
 Thompson, Clarence Virden, 1941.  
 Thompson, F. J., 1358.  
 Thompson, James O., 709.  
 Thompson, Layton, 2741.  
 Thompson, Olive, 718.  
 Thompson, William E., 2463.  
 Tidrick, Lawrence James, 994.  
 Tiebout, Carolyn, 1186 (4-5).  
 Tiffy, Ethel, 3148.  
 Tilley, Margaret Campbell, 2728.  
 Tinker, Carrie M., 2070.  
 Tinsley, Willa Vaughn, 2143.  
 Tipper, William J., 3112.  
 Tippetts, John Roy, 2020.  
 Todd, Charles B., 1942.  
 Todd, G. Raymond, 2464.  
 Tolf, Alva, 1359.  
 Tolman, Edward C., 2102 (4).  
 Toothacker, William S., 2880.  
 Tornstrom, Mary F., 2786.  
 Townsend, John S., 1508.  
 Tracy, Howard Clyde, 474.  
 Trask, Ida Mary, 250.  
 Travers, Harold E., 2186.  
 Treadway, Esther Combs, 2120.  
 Trent, Edith Wilma, 653.  
 Tretter, George, 1288.  
 Trimble, Clyde E., 475.  
 Trimpe, Adrian, 285.  
 Trudel, R. E., 1632.  
 Trullinger, Gladys, 1681.  
 Trumbell, Wilma Elwy, 2340.  
 Trumbull, Charles, 969.  
 Trumbull, Katharine S., 1421.  
 Trumbull, Mary E., 1981.  
 Tsanoff, Radoslav A., 2018 (3).  
 Tubre, Beaumont, 719.  
 Tucker, Clara, 1771.  
 Tucker, Florence Indiana, 251.  
 Tucker, Marie Louise, 800.  
 Tuhey, Blanch E., 1304.  
 Tupper, Florence E., 750.  
 Turbeville, Thomas Lloyd, 1289.  
 Turman, O. B., 1428.  
 Turner, Charles Raymond, 2632.  
 Turner, John William, 751.  
 Turner, Minnie L., 621.  
 Turner, Mura, 801.  
 Turner, Rex H., 995.  
 Tuttle, Harold Saxe, 418.  
 Tyler, Laura Terry, 563.  
 Tyrrell, Mary A., 935.  
 Tyson, George Russell, 1943.
- U**
- Uhlig, John F., 2341.  
 Ulch, Robert, 252.  
 Ullemeyer, Richard, 131.  
 Ulrich, Fred T., 1633, 1944, 2238.  
 Ulmer, David C., 2590.  
 Underwood, Gall F., 145, 1592.  
 Underwood, J. Raymond, 2465.  
 Unruh, Isabelle, 419.  
 Upshall, C. C., 376, 476-478, 996, 2226.  
 Urquhart, Fred S., 1422.  
 Usinger, Floyd, 1945.  
 Utt, James A., 2342.
- V**
- Vallance, H. F., 2054.  
 Vallee, Marlon V., 1634.  
 Van Alstine, Frank L., 2521.  
 Van Arnam, Grace P., 1509.  
 Vance, Juanita, 1160.  
 Vance, Lula Dickey, 70.  
 Vandenbark, Margaret Louise, 3749.  
 Vander Wilt, Albert W., 2522.  
 Van de Wall, William, 1161.  
 Van Dyke, Roscoe F., 479.  
 Van Gorder, Pauline Esther, 1593.  
 Van Kirk, L. E., 2121.  
 Van Nice, Anna Blaker, 2881.  
 Van Osdel, Oliver Boyce, 1754.  
 Van Scoy, Arlet Kennie, 970.  
 Van Vetchen, Courtlandt Churchill, jr., 3113.  
 Van Vlack, C. H., 2548.  
 Van Westrienen, H. J., 1594.  
 Varty, Jonathan W., 2755.  
 Vasche, Joseph Burton, 720.  
 Vaughan, Cornelia K., 1946.  
 Vaughan, Lenice Evelyn, 1045.  
 Vaughan, Mary Bell, 1682.  
 Vaughan, Mary Cella, 2343.  
 Vaughn, Eva Inez, 564.  
 Vergara, Allys, 1237.  
 Verret, J. J., 1813.  
 Victor, Georgia C., 480.  
 Villard, Rob Leroy, 2882.  
 Vincent, A. P., 2381.  
 Vincent, Lura I., 2980.  
 Vinson, Walter Eugene, 316.  
 Vinton, Kenneth W., 936.  
 Virginia, University, 549, 565.  
 Vivian, Marjorie Elizabeth, 3150.  
 Voelker, Paul, 524.  
 Vogel, Frank William, 2021.  
 Vogt, S. Harlan, 622.  
 Von Eschen, Clarence, 481.  
 Von Reeder, H. S., 1994.  
 Vorheis, Richard, 2288.  
 Voss, Mildred Dow, 1186 (1, 3), 1201.  
 Votaw, D. F., 439, 3157.

## W

- Waddoups, Ralph A., 2406.  
 Wade, Chloe James, 1238.  
 Wagner, Albert, 2382.  
 Wagner, Helen R., 1715.  
 Wagner, Leslie E., 3114.  
 Wagner, M. E., 1878 (6, 10).  
 Wagner, Oliver W., 482.  
 Wagner, Ruth, 1202.  
 Wagoner, Jua, 2656.  
 Wainscott, Clinton Schenck, 802.  
 Waits, John Virgil, 1118.  
 Walker, Ellis Woods, 377.  
 Walker, Helen M., 803.  
 Walker, Marjorie Jean, 420.  
 Walkonis, Edward Walter, 2883.  
 Wall, Lucy, 286.  
 Wallace, Florence M., 1160.  
 Wallgren, Axel Samuel, 1995.  
 Walls, Robert B., 1162.  
 Walrath, Leland A., 2981.  
 Walsh, Elizabeth Cameron, 1814.  
 Walsh, Samuel Wesley Jacobs, 3115.  
 Walsworth, M. M., 2250.  
 Walter, Louise E., 2695.  
 Walters, H. G., 2770.  
 Walton, William E., 1186 (2).  
 Walz, John A., 71.  
 Wang Tsun Ying, 1755.  
 Ward, Edwin R., 2549.  
 Ward, Scott F., 997.  
 Wardell, Gerald Bryce, 1510.  
 Ware, Elizabeth Mason, 98.  
 Ware, Girdle H., 1772.  
 Warner, Marlon, 514.  
 Warren, Alice Fern, 721.  
 Warren, Edward Joseph, 2383.  
 Warren, Hie B., 1947.  
 Warren, Rosa Mae, 2729.  
 Washburn, Ellen Frances, 1756.  
 Waskom, Hugh L., 1119.  
 Wass, Raymond Clifton, 2884.  
 Watkins, Alice Elizabeth, 1511.  
 Watkins, Robert W., 1428.  
 Watkins, Watwyn S., 293.  
 Watson, Robert Irving, 1120.  
 Watson, W. M., 998.  
 Wattenberg, William W., 132.  
 Watts, Charles Bollin, 1046.  
 Way, H. P., 1290.  
 Wearne, Elizabeth Jane, 2885.  
 Weatherford, A. E., 3032.  
 Weatherman, Don Edward, 483.  
 Webb, James Franklin, 2187.  
 Webb, Jesse James, 2550.  
 Webb, Ruth Kincer, 1815.  
 Webber, Bernice Albine, 623.  
 Webber, Donald D., 484.  
 Webster, Mary J., 3072.  
 Wee, Kok Ann, 195.  
 Weedon, Vivian Faye, 1121.  
 Weidlein, E. R., 2251.  
 Welmer, Norman K., 133.  
 Weiss, D., 1122.  
 Weiss, George D., 804.  
 Welch, Oliver Maynard, 485.  
 Wellard, James H., 3151.  
 Weller, Clifford, 2339.  
 Weller, Dale C., 378.  
 Wells, Alfred E., 3116.  
 Wells, Avis Talcott, 1683.  
 Wells, Jeanette, 2344.  
 Wells, William O., 3053.  
 Welsh, Eleanor Joanne, 1982.  
 Welsh, Sister Mary Gonzaga, 253.  
 Welshimer, A. G., 2566.  
 Welty, Frederick Arthur, 1163.  
 Wenger, M. A., 332 (1, 3).  
 Wentland, L. Benita, 722.  
 Wentworth, Laura Fowler, 2086.  
 Wenzl, Theodore, 2730.  
 Wesley, E. B., 2647.  
 West, Reginald Jesse, 624.  
 Westerfield, Elizabeth C., 294.  
 Westervelt, Helen, 1684.  
 Weston, Beth Ames, 1449.  
 Wethington, Sister M. Robertus, 2523.  
 Wharry, L. Russell, 2345.  
 Whatley, Janie Ruth, 723.  
 Wheeler, Alice Loper, 724.  
 Wheeler, Robert J., 72.  
 Wheeler, Velma Barclay, 73.  
 Whelan, James Francis, 99.  
 Whippley, Gertrude, 2886.  
 Whitaker, Ellis Hobart, 910.  
 Whitaker, Fleta Estelle, 1685.  
 White, Alice, 196.  
 White, Alice Willesma, 3152.  
 White, Duncan A., 2055.  
 White, Evelyn, 772.  
 White, George Washington, 2887.  
 White, Marie, 1686.  
 White, Mary Augusta, 347.  
 White, Nora W., 2888.  
 White, Robert Isaac, Jr., 2731.  
 White, Ruth Liberty, 1360.  
 Whiteley, Paul J., 873.  
 Whitenack, A. Dale, 1948.  
 Whitfield, Gladys, 725.  
 Whitmore, Dorothy Ann, 1450.  
 Whitney, F. L., 529, 2467.  
 Whitney, Wipifred Ellenor, 2889.  
 Whitten, Wiley Lee E., 911.  
 Whitzel, Lester G., 2567.  
 Whitzel, William R., 2551.  
 Wland, James Robert, 1047.  
 Wiegand, W. G., 1635.  
 Wiese, Edna Louise, 1015.  
 Wight, Edward Allen, 2077.  
 Wilber, Gordon Owen, 1595.  
 Wilcox, Lester, 1949.  
 Wilder, Arthur Scott, 726.  
 Wilhelm, Bessie Lee, 74.  
 Wilhelmus, Horace A., 1950.  
 Wilkerson, H. C., 379.  
 Wilkins, Clarence R., 566.  
 Wilkins, Eugene G., 2468.  
 Wilkinson, Perry, 2787.  
 William, Homer N., 1512.  
 Williams, Byron Burdette, 2346.  
 Williams, C. O., 134.  
 Williams, Claude B., 1513.  
 Williams, Dorothy Hortense, 2982.



- Williams, James Lawrence Basil, 2524.  
 Williams, John Henry, 3117.  
 Williams, John Taylor, 3033.  
 Williams, Louise, 254.  
 Williams, Luella Anna, 1687.  
 Williams, Marcus H., 2607.  
 Williams, Rachel F., 1514.  
 Williams, Scott, 1515.  
 Williamson, Carl J., 2469.  
 Willis, Elbert Vaughan, 75.  
 Wilsie, Maurice, 2056.  
 Wilson, Barbara Young, 1291.  
 Wilson, Buena Melissa, 874.  
 Wilson, C. Oren, 1424.  
 Wilson, Dorothy Waters, 844.  
 Wilson, Edgar Walker, 3118.  
 Wilson, Eugene Holt, 2122.  
 Wilson, James A., 1951.  
 Wilson, James Garfield, 2057.  
 Wilson, Lawrence E., 1596.  
 Wilson, Mary Nancy, 845.  
 Wilson, Nelle Alma, 846.  
 Wilson, Noel Estel, 1636.  
 Wilson, Percy Edward, 625.  
 Wilson, Theodore Halbert, 1096.  
 Wilton, Frank Starr, 1425.  
 Wimbish, William Ross, 2252.  
 Winckler, Kathrine, 1203.  
 Windell, Joseph, 1952.  
 Winn, Herman Pitt, 2920.  
 Winner, F. D., 380.  
 Winokur, Louis I., 2890.  
 Winter, Ollice, 2764.  
 Winter, Robert G., 1123.  
 Winters, David Finley, 1953.  
 Winters, Nathan Blaine, 2771.  
 Wise, Harold Elwood, 2347.  
 Wise, Mary Ethel, 1164.  
 Wise, Virgil, 2758.  
 Witte, Werner A., 2240.  
 Wolk, S. Jean, 1816.  
 Wolfe, Irving Willis, 1165.  
 Wolfer, Henrietta, 348.  
 Wolz, Louis, 2552.  
 Wong, Sanford Ch'an Ping, 3166.  
 Wood, Chester William, 999.  
 Wood, Linnie R., 654.  
 Wood, Martha Carolyn, 626.  
 Woodard, Ruth Louise, 1160.  
 Woodburn, Lester O., 317.  
 Wooden, Ethel A., 2983.  
 Woodman, George Scott, 1997.  
 Woodruff, James Andrew, 2525.  
 Woods, Gladys, 1361.  
 Woods, Lulu M., 627.  
 Woody, Clifford, 381.  
 Woolley, Frances, 727.  
 Word, Aubrey Hugh, 2274.  
 Word, Ruth L., 628.  
 Workman, Helen Mae, 1516.  
 Works, Bennie, 728.  
 Worley, Charles Paul, 2526.  
 Worrell, Charlotte, 752.  
 Wortham, Frank, 1362.  
 Wren, Hermann, 2527.  
 Wrenn, C. Gilbert, 486, 2058, 2078, 3041.  
 Wright, Gilles O., 1426.  
 Wright, James C., 287.  
 Wright, Maud, 1817.  
 Wright, Olga, 1167.  
 Wright, Wendell William, 629.  
 Wright Rolliff A., 1597.  
 Wyckoff, Harry Wilson, 255.  
 Wyse, Elizabeth Doris, 2984.

## Y

- Yager, Alfred, 1954.  
 Yarian, J. Ellsworth, 630.  
 Yeager, W. A., 318, 2253.  
 Yerlan, Charles T., 2348.  
 Yerwood, Ada Marie, 3084.  
 Yoakam, G. A., 631-634.  
 Young, Austin Frederick, 847.  
 Young, Charles F., 2591.  
 Young, Cheng-Chang, 2349.  
 Young, Frank, 2275.  
 Young, Harriet Lucille, 3035.  
 Young, O. W., 2470.  
 Young, Vermont B., 1955.  
 Young, Wilbur, 2528.  
 Younger, Frank B., 1818.  
 Youtz, Margaret, 580.

## Z

- Zacher, I. J., 256.  
 Zand, Walter Paul, 1048.  
 Zehmer, George Baskerville, 2144.  
 Zeigel, William H., 2188.  
 Zellers, Sylvester R., 1598.  
 Zens, Sister M. Serena, 2906.  
 Zimmerman, Christie Eleanor, 197.  
 Zink, Clarence L., 2384.  
 Zook, George W., 2102 (8, 20).  
 Zwemer, Amanda R., 2696.  
 Zwiebel, H. G., 135.

## SUBJECT INDEX

[The numbers refer to item, not to page]

### A

- Ability grouping. *See* Homogeneous grouping.
- Absences, 2614, 2618-2620.
- Academic freedom, 5, 100.
- Academies. *See* Private schools.
- Accident prevention, 1561.
- Accidents, 1247, 1269, 1323, 1393, 1442, 2418.
- Accounting, 799, 2098-2099, 2398, 2458, 2503, 2858, 2910.
- Accounting, school. *See* School finance.
- Accredited high schools. *See* Secondary education.
- Achievement of pupils. *See* Students, achievements.
- Activity programs, 267-271.
- Activity schools. *See* Creative education.
- Adjustment. *See* School children—adjustment.
- Administration of schools, 2, 19, 26, 62, 129, 139, 233, 237, 1262, 1551, 1885, 2145, 2229, 2295-2349, 2356.
- Administration of schools—county. *See* County unit plan.
- Adolescence, 348, 490, 499, 1286, 1429, 1693, 1707, 1842, 1934, 2925, 3164.
- Adult education, 164, 1554, 1623, 1630, 4637, 1683, 1686, 1728, 2031, 2123-2144, 3010, 3159, 3167, 3179. *See also* Disabled—rehabilitation.
- Advertising, 1644, 3180.
- Advisers. *See* Student advisers and counselors.
- Aeronautic education, 1557, 1574, 1589.
- Affiliated high schools. *See* Secondary education.
- Africa, education, 170, 187.
- Age-grade progress. *See* Progress in schools.
- Agricultural education, 434, 1530, 1555, 1570, 1599-1636, 2135.
- Alabama, education, 356, 1309, 1841, 2295, 2346, 2390, 3000, 3024; Andalusia, 1951; Bessemer, 3010; Bibb county, 2747; Birmingham, 98; Elmore county, 1936; Gadsden, 428; Gorgas, 2724; Jefferson county, 2629, 2757; Odenville, 858; Pine Level, 2434; St. Clair county, 2391; Tuscaloosa county, 1763, 2235.
- Alabama education association, 74.
- Alaska, education, 42, 53.
- Alcohol, 1275.
- Aleott, A. Bronson, 92.
- Alcibiades, Flaccus, 222.
- Algebra, 448, 485, 830, 848, 874, 1350, 2645, 2651, 2653, 2843, 2877, 2890. *See also* Educational measurements—tests and scales.
- Algebra, college, 870.
- All year schools, 129, 1980.
- Allegories, 1739.
- American federation of labor, 231.
- American literature. *See* Literature.
- Americanization, 438.
- Anatomy, 1285.
- Animal husbandry. *See* Live stock.
- Annals. *See* Student newspapers and publications.
- Apparatus. *See* Teaching aids and devices.
- Applications for positions, 2769.
- Appointment of teachers. *See* Teachers, appointment and tenure.
- Apprentice teaching. *See* Practice teaching.
- Apprentices, 1536, 1544, 1578.
- Aquinas, St., Thomas, 244.
- Archery, 498, 1387.
- Argentine, education, 167, 193.
- Arithmetic, 232, 357, 559, 614, 625, 805-847, 1786, 1847, 2641, 2645, 2820, 2828, 2844, 2878, 2887. *See also* Educational measurements—tests and scales.
- Arithmetic, commercial, 817.
- Arizona, education, 2346; Maricopa county, 1448, 2419; Nogales, 2992.
- Arkansas, education, 1150, 1467, 1544, 2390, 2795, 2919; Crawford county, 2632; Crittenden county, 2508; Little Rock, 1641; Mississippi county, 2405; Monticello, 1641; Ola, 142; Sebastian county, 2632.
- Art education, 449, 458, 1129, 1168-1203, 1303.
- Art—appreciation and interpretation, 1180, 1186, 1201-1202.
- Articulation (educational), 955, 1376, 1818, 1877-1878.
- Assemblies, 1785, 1836, 1862, 1919, 1942, 1965-1966.
- Assignment—recitation plan, 787.
- Assignments, differentiated. *See* Contract plan.



Assignments, lesson, 878, 1228, 1663.  
 Associations, athletic, 35.  
 Associations, educational, 18, 28, 54, 74, 101, 106, 113-115, 117, 131, 2384.  
 Aswell, James Benjamin, 81.  
 Athearn, Walter Scott, 229.  
 Athletes, 390, 1377, 1388, 1398, 1407, 1414.  
 Athletic associations. *See* Associations, athletic.  
 Athletic councils. *See* Councils, athletic.  
 Athletic insurance. *See* Insurance, athletic.  
 Athletics, 178, 315, 1063, 1329, 1363-1366, 2021, 3011. *See also* Physical ability—tests and scales.  
 Athletics, intercollegiate, 2381.  
 Athletics, interscholastic, 2387, 2415.  
 Athletics, intramural, 511, 1448, 1343, 1378, 1390, 1396, 1403, 1405, 1412, 1424, 2441, 2752.  
 Attendance and child accounting, 1540, 1866, 1939, 2132, 2326, 2369, 2443, 2535, 2608-2621, 2967.  
 Attitudes, 163, 323, 391, 395-396, 400-401, 407, 421, 441, 741, 879, 987, 994, 1052, 1091, 1345, 1731, 1744, 1804, 1845, 1884, 1958, 1974, 2604, 2810, 2930, 2964.  
 Atypical children. *See* Exceptional groups.  
 Auditing, 2372.  
 Auditorium activities. *See* Assemblies.  
 Awards. *See* Rewards and prizes.

## B

Backward children. *See* Mentally retarded.  
 Bands, school, 1125, 1127, 1137, 1150, 1157.  
 Baptist church, education, 1726.  
 Barat, St. Madeleine Sophie, 254.  
 Barnard, Henry, 3, 252.  
 Barnard, William Stebbins, 87.  
 Baseball, 498, 1366, 1411.  
 Basedow, Johann B., 212.  
 Basketball, 494, 498, 1367, 1369, 1374, 1379, 1381, 1384, 1386, 1400, 1409, 2415.  
 Batavia plan, 14.  
 Behavior, 338-339, 341, 346-347, 1116, 1119, 1314, 1761, 1767, 1770, 1782, 1794, 1809, 2743, 3009, 3111.  
 Behaviorism, 1078.  
 Requests. *See* Gifts and bequests.  
 Bible, 1722, 1728, 1739, 1752, 2358, 2365.  
 Bibliographies, 305, 308, 713, 767, 1622, 1653, 1658, 1836, 2877, 3157, 3163.  
 Bilingualism, 457, 2992, 3069.  
 Biography, 981, 1024. *See also* Educational biography.  
 Biology, 552, 870, 912-936, 2643, 2646, 2812, 2838, 2885.  
 Blind and partially seeing, 581, 1090, 3045-3053, 3063.  
 Boarding schools. *See* Private schools.  
 Boards of education, 2154, 2238, 2303, 2305-2306, 2308, 2312-2313, 2321, 2323, 2325, 2327, 2832, 2335, 2342, 2345, 2364, 2422, 2604.  
 Bobbitt, Franklin, 240.

Bonds, school, 2405, 2410, 2413, 2456, 2463, 2519.  
 Bookbinding, 1523.  
 Bookkeeping, 2858. *See also* Commercial education.  
 Book lists, 591.  
 Book selection, 2805, 2886, 3151, 3155, 3159, 3166.  
 Books and periodicals, 3158-3166.  
 Botany, 912-936.  
 Bowling, 1387.  
 Boxing, 1412.  
 Boy scouts, 2703, 2709, 2727-2728, 2961.  
 Brightman, E. S., 223.  
 Broadcasting, radio. *See* Radio in education.  
 Broken homes, 1866.  
 Brown, John C., 80.  
 Budgets, school, 2359, 2394, 2397, 2400, 2407, 2433, 2462.  
 Business arithmetic. *See* Arithmetic, commercial.  
 Business depression, 115, 128, 1540, 2017, 2217, 2369, 2926.  
 Business education. *See* Commercial education.  
 Business law. *See* Commercial law.  
 Butler, Samuel, 256.

## C

California, education, 59, 1246, 1537, 1913, 2256, 2312, 2346, 2586, 2754, 3139; Berkeley, 361; Clear Lake, 2539; Kelseyville, 2539; Modesto, 1492; Oakdale, 720; Oakland, 581; Palo Alto, 1069; Redwood City, 1069; San Francisco, 1320, 2283, 2988; San Jose, 1069, Santa Barbara County, 2322; Santa Clara, 2403; Santa Clara County, 1882; Santa Cruz, 1699, 2383; Tracy, 3130; Upper Lake, 2539.  
 Camps and camping, 40, 551, 1135, 1443, 1450, 2139.  
 Campus. *See* College grounds.  
 Canada, education, 150, 169, 178, 196, 2640.  
 Capitalism, 2941.  
 Cardiac cases. *See* Physically handicapped.  
 Careers. *See* Occupations.  
 Case studies, 348, 605, 613, 745, 828, 967, 1015, 1231, 1295, 1400, 1638, 1703, 2194, 2270, 2328, 2960, 3079, 3093, 3103, 3111.  
 Cataloging, 3119, 3144.  
 Catholic education. *See* Roman Catholic church, education.  
 Certification of teachers. *See* Teachers, certification.  
 Character education, 163, 224, 270, 551, 1340, 1688-1715, 1745, 1776, 1816, 1842, 2902, 2976, 3088.  
 Charter schools, 153.  
 Charters, W. W., 240.  
 Chaucer, Geoffrey, 91.  
 Cheating, 1689, 1702.  
 Chemistry, 175, 432, 901, 920, 937-970, 2869, 2880. *See also* Educational measurements, tests and scales.



- Chemistry, college, 940, 950, 955, 965, tests and scales.
- Chemographs, 941.
- Child accounting. *See* Attendance and child accounting.
- Child development, 323.
- Child guidance clinics. *See* Clinics, child guidance.
- Child labor, 2369.
- Child psychology. *See* Child study.
- Child study, 209, 212, 323-348, 354, 361, 397, 419-420, 1081, 1106, 1268. *See also* Exceptional groups. Negroes, education. Preschool education. Psychology.
- Child welfare, 102, 2937, 2980, 3146.
- Children—charities, protection, etc., 2942, 2969.
- China, education, 149, 154-156, 160, 179, 191, 195, 668, 3166.
- Chinese children, education, 2988.
- Choirs, 1138.
- Choral music, 1146, 1148.
- Choral speaking, 1225, 1238.
- Chorus singing, 1235.
- Christian education, 151. *See also* Religious education.
- Church and education, 2358, 2365. *See also* Religious education.
- Church education. *See* Religious education.
- Church schools. *See* Parochial schools. Religious education. Sunday schools. Week-day church schools.
- Cicero, Marcus Tullius, 208.
- Citizenship education. *See* Civics.
- Civics, 483, 1000, 1012, 1043, 1049-1067, 1701, 2790, 2831, 2840, 2857, 2884.
- Civilian conservation corps, 1428, 2124, 2131, 3112.
- Class periods, 566.
- Class periods—length, 262, 1351, 2333-2334.
- Class schedules. *See* Schedules, school.
- Class size, 1350, 2622.
- Classical education, 684.
- Classical languages, 753-758.
- Classification, books, 3119, 3140, 3148.
- Classification and promotion, 2623-2642.
- Clerical work, 1491, 1506, 2299, 2310. *See also* Commercial education.
- Clinics, child guidance, 69, 2970.
- Clinics, eye, 581.
- Clinics, mental hygiene, 1295.
- Clinics, reading, 2177.
- Clinics, speech correction, 1224.
- Clothing and dress, 1178, 1648, 1655, 1657, 1672, 1682.
- Clubs, 2962.
- Clubs, boys, 2712, 2976.
- Clubs, 4H, 1599, 2703, 2716, 2723.
- Clubs, 5-petaled, 156.
- Clubs, Hi-Y, 2703.
- Clubs, home economics, 1645.
- Clubs, Latin, 2725.
- Clubs, literary, 752.
- Clubs, mathematics, 2707.
- Clubs, school, 2704, 2708.
- Clubs, Spanish, 2725.
- Clubs, women's, 2138.
- Coaches and coaching, 1372, 1374, 1384, 1392, 1396-1397, 1417, 2598, 2607.
- Cocurricular activities. *See* Extracurricular activities.
- Coeducation, 1834.
- Colet, John, 83.
- Collateral reading. *See* Reading, supplementary.
- Collectivism, 984.
- College algebra. *See* Algebra, college.
- College chemistry. *See* Chemistry, college.
- College entrance examinations, 1878, 2030, 2638, 2653-2654.
- College entrance requirements. *See* Colleges and universities—entrance requirements.
- College grounds, 2009.
- College libraries. *See* Libraries, college.
- College physics. *See* Physics, college.
- College professors and instructors, 183, 2045, 2089, 2148, 2290-2294.
- Colleges and universities: Alabama, 356; Antioch, 14, 2054; Appalachian state teachers, 322, 2211; Baylor, 2274; Bowie normal, 2167; Bowling Green state, 1446; Brooklyn, 553, 2755; Buffalo, 2031; California, 498, 1913; Canton Union theological, 2109; Carson-Newman, 1082, 2013; Central state teachers, 2172; Chicago, 14, 514, 795, 2077, 3158; College of the City of New York, 759, 3147; Colorado, 2274; Colorado state, 1406, 2071, 2177, 2186, 2268, 2634; Columbia, 2012, 2062, 2072, 2291; Concordia, 2069; Cornell, 2023; Drake, 87; Earlham, 79; Emory, 2000; Franklin and Marshall, 2292; George Peabody, 2294, 2762; Georgia, 2101; Girard, 2693; Gonzales, 2029; Harvard, 239, 2291, 3144; Houston junior, 1991; Hunter, 2042; Illinois, 2153, 2159; Indiana, 1119, 1292; Indiana state teachers, 1586, 1887, 1950, 2173, 2175; Iowa, 973, 1221, 2002, 2020, 2290, 2699; Iowa state, 299, 1666; Iowa state teachers, 460, 498, 2751, 2756, 2779-2780, 2784-2785; Johns Hopkins, 2012, 2291; Kansas, 2057; Kansas state teachers, Emporia, 2169-2170, 2176, 2181, 2184, 2761; Kentucky, 2007, 2066; Lambuth, 2019; Louisiana state normal, 81; Louisville, 2009, 2015; Michigan, 1345, 1440; Michigan state normal, 1124; Minnesota, 758, 917, 1060, 1306, 2039, 2043, 2106; Mississippi, delta state teachers, 2188; Missouri, 95; Muskingum, 2108; New York, 1293; New York state, 2179; North Carolina, 2012; Northwestern, 2291; Oberlin, 1403; Ohio state, 2014; Oswego normal, 2195; Oxford, 182; Pennsylvania, 1224, 2012; Peru state teachers, 2178; Pioneer state teachers, 927; Pittsburgh, 2008, 2116; Ponce, 1339; Prairie View state, 2171; Princeton, 1300; Ripon, 392; River Falls state teachers, 366, 681; Rollins, 14; St. Elizabeth, 50; St. Joseph junior, 1984; San Jose state, 1069; Southern California, 2102; Southern Illinois state teachers, 2164; Southwest Mississippi junior, 1614; Southwestern, 2036;



## Colleges and universities—Continued.

- Springfield, 437, 2046; Stanford, 2053, 2058, 2291; State teachers, Trenton, 1376; Syracuse, 2040, 2051, 2082-2083; Teachers college, Columbia, 1113, 2075; Temple, 411, 1484; Tennessee, 1674, 2055; Vincennes, 2001; Virginia, 2012; Wesleyan female, 2079; West Liberty state teachers, 1308; West Virginia state, 2061; Western Kentucky state teachers, 704, 1758, 2165; Wisconsin state teachers, 379, 1944, 2073, 2182-2183; Yale, 2012, 3144.
- Colleges and universities—administration, 2002, 2032, 2038, 2187-2188.
- Colleges and universities—entrance requirements, 555, 1913, 2017, 2030.
- Colleges and universities—finance, 1983, 1997, 2004, 2010, 2049, 2467.
- Colorado, education, 298, 570, 977, 1418, 2234, 2280, 2397, 2400, 2448, 2458, 2546, 2568, 2767, 3098; Ault, 1514; Bloom, 1490; Boulder county, 2471; Denver, 131, 716, 3088; El Paso county, 2694; Larimer county, 2412; Las Animas county, 2392, 2420; Sterling, 463.
- Commencements, 1870.
- Commercial arithmetic. *See* Arithmetic, commercial.
- Commercial education, 304, 474, 1451-1516, 1880, 1997, 2114, 2149, 2233, 2261-2262, 2280, 3045. *See also* Vocational tests.
- Commercial law, 2087.
- Committee system, 2324.
- Community and school, 118, 135, 1050.
- Community use of school buildings. *See* School buildings—use.
- Composition. *See* English language—grammar and composition.
- Compulsory education, 110, 2361-2363, 2365, 2369, 3003.
- Conference plan, 749, 2156.
- Conferences and conventions, 1382.
- Congregational church, education, 12.
- Conic theory, 774.
- Connecticut, education, 30, 883, 1252, 1780, 1797, 1894, 2356; Old Lyme, 39; Wethersfield, 512.
- Conservation of resources, 918, 2018.
- Conservatories of music. *See* Music schools and conservatories.
- Consolidation, 7, 2529-2552, 2554, 3003. *See also* Administration of schools. Education—laws and legislation. Rural education. School finance. Secondary education.
- Consumer education, 1458, 1488, 1495, 1500, 1512, 1637, 1643-1644, 1651-1652, 1658, 1664, 1676, 2953.
- Contests—Colorado state scholarship, 1853.
- Contests, typewriting, 1463.
- Continuation schools. *See* Education extension.
- Contract plan, 14, 273-279, 668, 679, 690, 863, 907, 953-954, 1030.
- Controversial subjects. *See* Social studies.
- Convents and nunneries, 26, 63.
- Cooperation, 2953.
- Cooperative associations, 2953, 2956.
- Cooperative education, 120, 1457, 1480, 1492, 1511, 1534, 1544, 1550, 1555, 1571, 1584, 2498.
- Cooperative living. *See* Dormitories.
- Corrective teaching. *See* Remedial teaching.
- Correlation of school subjects, 670, 682, 712, 728, 754, 957, 974, 976, 982, 991, 1028, 1035, 1120, 1136, 1190, 1198, 1305, 1311, 1716, 1737, 1751, 1817, 1946, 2511, 2850.
- Correspondence schools and courses, 103, 291, 1555, 1859, 1905, 1910, 1924, 2007.
- Cost per student. *See* Unit cost per student.
- Costume design, 1652, 1655.
- Councils, athletic, 1419.
- Counseling. *See* Educational and vocational guidance.
- Counselors. *See* Student advisers and counselors.
- Country day schools, 27, 1102.
- County unit plan, 24, 1789, 1882. *See also* Rural education.
- Courtesy, 1695.
- Creative education, 147, 923, 1085, 1141, 1177, 1186, 1200, 1815.
- Credit unions, 2953, 2956.
- Credits and credit systems, 1124, 2003, 2039, 2082.
- Crime and criminals, 3098.
- Culture, 1074.
- Current educational conditions, United States, 7, 49, 100-145. Foreign countries, 146-200.
- Current events. *See* Civics.
- Curriculum making, 240, 971, 1180, 1601, 1600, 1723, 2172, 3009.
- Curriculum studies, 75, 107, 125, 142, 198, 550-566, 980. *See also* Curriculum making. Higher education. Subjects of the curriculum.
- Czechoslovakia, education, 186.

## D

- Daily programs. *See* Schedules, school.
- Dairy husbandry, 1606, 1609, 1614, 1631.
- Dalton plan. *See* Contract plan.
- Dances and dancing, 1435, 1441.
- Darwin, Charles R., 219.
- Davidson, Thomas, 216.
- Deaf and hard of hearing, 3051-3062.
- Deans, high school. *See* Student advisers and counselors.
- Deans of women, 2040.
- Debates and debating. *See* Speech education.
- Decorating, 1536.
- Degrees, academic, 1547.
- Degrees, honorary, 2085.
- Delaware, education, 22, 2346, 2425.
- Delinquent children. *See* Socially maladjusted.
- Democracy and education, 107, 134, 220, 1054, 1056, 1058, 2939, 2944, 2974.
- Demonstration method, 296, 885, 953-954, 1574.



- Demonstration schools, 476-477, 827, 1318, 1758, 1767, 2172, 2193, 2195, 2197-2200, 2211, 2511, 2573, 2575.
- Denmark, education, 148.
- Dental hygiene. *See* Teeth—care and hygiene.
- Dentistry, 2107, 2121.
- Denver classroom teachers association, 18.
- Departments of education, 144.
- Dependent children. *See* Children—charities, protection, etc.
- Depression. *See* Business depression.
- Desks and seats, 1260, 2913.
- Dewey, John, 206, 212, 238, 255, 1335.
- Dickens, Charles, 230.
- Dlesterweg, Friedrich A. W., 252.
- Diet. *See* Nutrition.
- Dietetics, 1640.
- Diplomas, 1914.
- Directed teaching. *See* Practice teaching.
- Disabled—rehabilitation, 1533, 1583.
- Disciplinary schools, 2320.
- Discipline, 1757, 2064, 2314, 2320, 2339, 2349.
- Discussion method. *See* Conference plan.
- Dismissal of teachers. *See* Teachers—dismissal.
- Diving, 1368.
- Dormitories, 2064, 2071.
- Dormitories, high school, 1918.
- Drafting. *See* Mechanical drawing.
- Dramatics, 391, 1204-1219, 1222, 1303, 1715.
- Drawing, 1173.
- E**
- Eaton, John, 3.
- Economic depression. *See* Business depression.
- Economics, 978, 1068-1069, 1244, 1494, 2163, 2216, 2647, 2833.
- Ecuador, education, 159.
- Education—aims and objectives, 286, 952, 970, 979, 989, 998, 1002, 1021, 1144, 1161, 1180, 1188-1189, 1197, 1352-1353, 1376, 1535, 1797, 1957.
- Education—history, 1-75, 80, 83, 98, 109, 2653-2654, 2789-2790, 2809, 3006, 3023, 3144, 3147. *See also* Current educational conditions, foreign countries. Elementary education. Higher education. Junior colleges. Normal schools and teachers colleges. Professional education. Secondary education. Subjects of the curriculum. Women—education.
- Education—laws and legislation, 3, 60, 249, 1918, 2010, 2038, 2248, 2315, 2350-2381, 2430, 2459, 2492, 2915, 2918.
- Education—statistics, 126.
- Education—terminology, 105, 1312.
- Education—theories and principles, 0, 148, 152, 201-256, 552, 1721.
- Education, adult. *See* Adult education.
- Education and social trends, 277.
- Education courses. *See* Teacher training.
- Education extension, 885, 1023, 1525, 1554, 1568, 1630, 1637, 1693, 2140, 2142, 2369.
- Education of women. *See* Women—education.
- Education and vocational guidance, 280, 282, 285, 308, 412, 693, 951, 1077, 1123, 1510, 1530, 1534, 1550, 1582, 1594, 1638, 1790, 1816, 1838, 1879, 1943, 1997, 2006, 2045, 2124, 2657-2686, 3041.
- Educational associations. *See* Associations, educational.
- Educational biography, 76-99, 148, 246.
- Educational boards and foundations, 102, 1822.
- Educational measurements—tests and scales, 421-486.
- Educational philosophy. *See* Education—theories and principles.
- Educational psychology. *See* Psychology, educational.
- Educational publicity. *See* Publicity, educational.
- Educational research. *See* Research educational.
- Educational sociology. *See* Sociology, educational.
- Educational surveys. *See* Surveys.
- Edwards, Jonathan, 78.
- Eidetic imagery, 342, 1093.
- Electricity, 1545.
- Elementary education, 2, 20, 29-30, 77, 313, 173-1818, 2692, 2700, 2733, 2716, 2763, 2775, 2777, 2783, 2788. *See also* Adult education. Current educational conditions—foreign countries. School finance. Subjects of the curriculum. Supervision and supervisors. Teachers—status. Textbooks.
- Ellot, Charles William, 211, 215.
- Emergency educational program, 119, 124, 133, 1555, 1769, 1772, 2125, 2139, 2954.
- Employment of students. *See* Student employment.
- Employment offices. *See* Placement.
- Engineering education, 1546, 2096, 2100, 2111.
- England, education, 83, 152, 158, 172, 176-177, 182, 241, 301, 1012, 2320.
- English language—grammar and composition, 96, 196, 265, 289, 292, 316, 422, 454-455, 470-481, 484, 655-728, 974, 976, 996, 1129, 1350, 1478, 1786, 2048, 2207, 2622, 2628, 2797, 2856.
- English literature. *See* Literature.
- Enrollment, 139, 1351, 2021, 2326, 2399, 2499, 2517, 2533, 2535, 2608. *See also* Attendance and child accounting. Class size.
- Entrance requirements. *See* Colleges and universities—entrance requirements.
- Equalization, educational, 60, 528, 2315, 2326, 2370, 2390, 2397, 2409, 2414, 2420, 2430, 2452, 2466, 2474, 2479, 2492, 2496, 2499-2500, 2502, 2509-2510, 2529-2530, 2541-2543, 2547.
- Equalization of educational opportunity. *See* Equalization, educational.
- Evening schools, 1554-1555, 1623, 2031, 2132, 2136-2137.



Examinations, 474, 946, 2635-2656, 2742. *See also* College entrance examinations. Educational measurements—tests and scales. Examinations, new type, 2637. Examinations, regents, 2745. Examinations, true-false, 2639-2640. Executives, 398. Exceptional groups, 3036-3118. Excursions, 908, 913. Experimental education. *See* Progressive education. Exploratory courses, 1790, 3177. Extension education. *See* Education extension. Extracurricular activities, 26, 262, 1892, 1900, 2045, 2064, 2129, 2364, 2697-2731. Eye clinics. *See* Clinics, eye. Eye movements, 580, 594.

## F

Fables, 1696. Failures, 655, 1977, 2429, 2732-2741. Family, 1860. Family life, education for, 1641-1642, 1649, 1656, 1670-1671, 1683, 1685-1686, 1842, 2080, 2130, 2270. Farm mechanics, 1612, 1616, 1622, 1628-1630, 1633-1634. Farm schools, 2969. Fascism, 2041. Federal aid to education, 119, 121, 124, 133, 1555, 1772, 2135, 2408, 2411, 2427, 2440, 2520, 3034. Federal emergency relief administration, 119, 124, 133, 1438, 1769, 1772, 2427, 2520, 2922, 3034. Feeble-minded. *See* Mentally retarded. Feet. *See* Foot. daFeltre, Vittorino, 248. Fenelon, Francois, 254. Ferry, Jules, 192. Fiction, 3153, 3161, 3164. Field trips. *See* Excursions. Finland, education, 189. Finney, Ross L., 242. Fire insurance. *See* Insurance, fire. First aid, 1561, 2800. 5-petaled clubs. *See* Clubs, 5-petaled. Florida, education, 1284, 1328, 1517, 2390, 2658, 2746; Dade county, 2407; Gainesville, 3016; Hillsborough county, 3019; Key West, 21; Orlando, 3076; Pinellas county, 1040; Polk county, 2597; Union county, 2462. Foerster, Friedrich Wilhelm, 1688. Folk high schools, 148. Foods, 1637, 1647, 1650, 1652, 1663, 1669, 1673, 1675, 1679, 1681, 1684. Foot, 1283. Football, 505, 508, 1370, 1392-1393, 1425, 2021, 2415. Foreign countries, education, 146-197. Foreign languages, 753-772, 1129. Forums. *See* Open forums. 4-H clubs. *See* Clubs, 4-H. France, education, 146, 157, 192, 222, 235, 2320.

Francis W. Parker school, 14. Freedom in teaching. *See* Academic freedom. French language, 763, 765, 771, 2792, 2815, 2824, 2865, 2870. Friends, Society of, education, 22. Froebel, Friedrich, 212, 252. Fuel, 2904.

## G

Gary plan, 14. Gaudig, Hugo, 166. General science, 875-911. Gentile, Giovanni, 245. Geography, 273, 305, 1000-1015, 2837, 2848, 2868, 2884. Geography, commercial, 304. Geology, 913. Geometry, 260, 293, 444, 453, 584, 777, 820, 848-874, 2651. Georgia, education, 108, 401, 1929, 1988, 2390, 2410, 2447, 2564; Berrien county, 2493; Chattooga county, 13; Crawford county, 1850; Monroe county, 1850; Miller county, 2486; Oglethorpe county, 1923; Peach county, 1850; Stephens county, 2526; Wilkes county, 58. German language, 759, 766, 770, 2825, 2874. Germany, education, 94, 147, 162, 166, 168, 171, 174, 183, 190, 194, 1012, 1317, 2320. Gestalt theory (psychology), 770, 1078, 1095-1096, 1122. Gifted children, 350, 621, 1110, 2374, 3036-3041, 3099. Gifts and bequests, 2038, 2432. Giner, Francisco, 246. Girl reserves, 2703. Golf, 1387. Gotama, 151. Gourds, 1608. Government employes, 2018. Graduate work, 1250, 1547, 2018, 2089, 2095, 2101-2102, 2113. Graduates, college, 2034, 2036, 2053, 2058, 2153, 2182, 2189. Graduates, high school, 1558, 1819, 1825, 1829, 1831-1832, 1837-1838, 1840-1841, 1848, 1852, 1879-1880, 1893, 1917, 1936, 1941, 1944, 2787. Graphic methods, 821. Graphs. *See* Graphic methods. Group instruction. *See* Homogeneous grouping. Grundtvig, N. F. S., 148. Guidance. *See* Educational and vocational guidance. Gymnastics, 1307, 1321.

## H

Handbooks. *See* Manuals and handbooks. Handedness. *See* Left- and right-handedness. Handwriting, 635-638, 668. Hard of hearing. *See* Deaf and hard of hearing.



- Health education, 164, 181, 940, 1248-1291, 2357, 2395.
- Hegel, Georg W. F., 223, 225.
- High schools. *See* Secondary education.
- Higher education, 12, 40, 59-60, 75, 178, 1834, 1998-2038, 2381, 2420, 3041, 3177.  
*See also* College professors and instructors.
- Marks and marking. Professional education. Subjects of the curriculum.
- History, 204, 272, 274, 276, 278, 301, 424, 462, 482, 712, 1000, 1007, 1016-1018, 1350, 1719, 2622, 2654. *See also* Textbooks.
- History of education. *See* Education—history.
- Hi-Y clubs. *See* Clubs, Hi-Y.
- Hobbies, 1387, 1982, 2729, 3179.
- Hobbs, Barnabas C., 79.
- Hockey, 498.
- Hocking, W. E., 206.
- Holley, Horace, 90.
- Home, 384.
- Home economics, 299, 1291, 1530, 1555, 1637-1687, 1840, 2205, 2850, 2985, 3034.
- Home economics clubs. *See* Clubs, home economics.
- Home economics for boys, 1649, 1665.
- Homemaking. *See* Family life, education for.
- Home projects, 1178.
- Home rooms, 260-267, 2703.
- Home study, 710, 1781.
- Home work. *See* Home study.
- Homogeneous grouping, 257-266, 293-294, 470, 815, 2622.
- Homosexuality, 1205.
- Honesty, 1708.
- Honor societies, 1869.
- Honor system, 14.
- Honorary degrees. *See* Degrees, honorary.
- Horn, Paul Whitfield, 86.
- Horticultural education, 1633.
- de la Housaye, Madame Sidonie, 93.
- Hugo, Victor, 730.
- Humanities. *See* Classical education.
- Hungary, education, 232.
- Hygiene, 2644.
- Hygiene, personal, 1278.
- I**
- Idaho, education, 2346, 2466; Bonneville county, 2552.
- Idealism, 1710.
- Illinois, education, 603, 754, 1112, 1260, 1780, 1830, 1848, 1858, 1945, 1953, 2315, 2321, 2333, 2346, 2394, 2470, 2662-2663, 2700; Bureau county, 2313; Chicago, 115, 130, 132, 985, 1434, 1884, 2227, 2324, 2731, 3095; Clay county, 2513; Cook county, 2337; Coles county, 2473; East Lynn, 1819; Effingham county, 11; Macoupin county, 2396; Marion county, 2474; Mercer county, 2482; Naperville, 1577; Peoria, 2345.
- Immigrants in the United States—education, 2995.
- India, education, 165, 185, 197.
- Indiana, education, 55, 79, 623, 754, 760, 796, 926, 1112, 1180, 1832, 2335, 2373, 2449, 2470, 2708, 2894, 2941; Attica, 554; Bloomington, 629; Clinton, 2897; Delaware county, 1512; East Chicago, 3069; Fountain county, 741; Fowler, 1974; Grant county, 2511; Howard county, 2556; Indianapolis, 1465; Jackson county, 2528; Knox county, 2723; Lawrence county, 2528; Liberty, 2667; Martin county, 2528; Montgomery county, 741; Morocco, 1530; Newport, 1495; Parke county, 741, 2770; Pike county, 2528; Richmond, 2774; Ripley county, 2528; South Bend, 2660; Steuben county, 2277; Sullivan county, 741; Terre Haute, 286, 1745, 2279, 3083; Tippecanoe county, 1623; Vigo county, 741, 2279.
- Indiana state teachers association, 28.
- Indians, education, 3, 22, 2986, 2990-2991, 2993-2994, 2996.
- Individual differences, 262, 282, 470, 626, 658, 807, 894, 1076, 1104, 1773, 1908, 2061.
- Individual instruction 265, 288-294, 728, 811, 851, 2009.
- Indoctrination, 234, 984.
- Industrial education, 85, 120, 172, 210, 885, 1245-1246, 1577-1598, 1838, 1879-1880, 1908, 2946, 2993.
- Infant schools. *See* Nursery schools.
- Infants, 327-328, 332, 337, 343.
- Injuries. *See* Accidents.
- Inspectors, school. *See* Supervision and supervisors.
- Institutional schools, 1294.
- Instruction sheet method, 296.
- Insurance, athletic, 1395, 2437.
- Insurance, fire, 2393, 2449, 2451.
- Insurance, life, 2948.
- Integrated curriculum. *See* Correlation of school subjects.
- International education, 198-200.
- Intramural athletics. *See* Athletics—Intramural.
- Iowa, education, 262, 287, 557, 603, 1201, 1223, 1315, 1662, 1835, 1851, 1864, 1875, 1899, 1904, 1956, 2130, 2218, 2346, 2382, 2413, 2465, 2538, 2543, 2766, 2805, 3082, 3086, 3131; Adair county, 408, 2726; Audubon county, 2548; Black Hawk county, 2476; Berner county, 104; Buena Vista county, 2525; Cerro Gordo county, 1330; Clinton county, 2781; Des Moines, 2141; Iowa City, 337, 341, 490, 3100; Leon, 2060; Pocahontas county, 2488.
- Ireland, education, 153.
- Italy, education, 174, 245, 761.
- J**
- Jahn, Friedrich Ludwig, 94.
- James, William, 250.
- Janitors, 2921.
- Japan, education, 151, 173, 175.
- Japanese children, education, 1741.



Jealousy, 344.  
 Jefferson, Thomas, 227.  
 Jesus Christ, 251, 1694, 1749.  
 Job analysis, 1521, 1614.  
 Job sheets, 1521, 1527, 1545, 1578.  
 Jordan, David Starr, 88.  
 Journalism, 1239-1243.  
 Jumping, 1399.  
 Junior colleges, 75, 1983-1997.  
 Junior high schools, 261-262, 266, 281-282, 285, 311, 313, 563, 1847, 1883, 1956-1982, 2932, 3001, 3087.  
 Juvenile delinquency. *See* Socially maladjusted.

## K

Kansas, education, 110, 198, 717, 727, 1059, 1280, 1322, 1356, 1395, 1494, 1613, 1637, 1847, 1869, 1925, 2120, 2208, 2284, 2323, 2362, 2456, 2461, 2537, 2717, 3012; Barber county, 1915, 2713; Beloit, 3102; Butler county, 2531; Coffeyville, 33; Cowley county, 2380; Douglas county, 34; Emporia, 3029; Greeley county, 2371; Hamilton county, 2371; Kansas City, 1665, 2669, 2697, 2732; Nemaha county, 2551; Osborne, 1961; Russell, 1961; Salina, 2637; Salina county, 2498; Scott City, 1854; Scott county, 2371; Wichita, 3170; Wichita county, 2371; Winfield, 2702.  
 Kant, Immanuel, 225.  
 Kentucky, education, 15, 129, 635, 1357, 1464, 1698, 1825, 1919, 1930, 1942, 1970, 2139, 2209, 2355, 2451, 2565, 2571, 2594, 2596, 3020, 3033; Allen county, 2933; Ballard county, 2529; Bourbon county, 2533; Bowling Green, 70; Carroll county, 7; Davless county, 2535; Harlan county, 49, 1872; Knox county, 38; Lawrence county, 24; Louisville, 659, 880, 1190, 1474, 1511, 2625; Meade county, 2536; Muhlenberg county, 1897; Nicholas county, 2509; Owen county, 67; Paducah, 2585; Powell county, 2479; Southgate, 136; Warren county, 1863; Webster county, 2549.  
 Kerschensteiner, George, 147, 166.  
 Kicking, 496.  
 Kindergartens, 1801, 1805.  
 Knapp, Seaman A., 82.  
 Ku Klux Klan, 2952.

## L

Labor and laboring classes, 2657.  
 Laboratories, 642, 884, 949, 958, 2809.  
 Laboratory manuals. *See* Manuals and handbooks.  
 Laboratory method. *See* Contract plan.  
 Lacroase, 1402.  
 Land grants for education, 2891, 2916.  
 Larsson, Gustaf, 85.  
 Latin clubs. *See* Clubs, Latin.  
 Latin language, 99, 721, 2801, 2809, 2821, 2827, 2872. *See also* Classical languages.

Leadership, 409, 1336, 1432, 1788, 2065, 2695, 2951.  
 Leadership training, 2105.  
 Lecture method, 907, 1574.  
 Left- and right-handedness, 326, 328, 637, 1092, 3067.  
 Legal education, 2097, 2106, 2116.  
 Legal liability. *See* Liability, legal.  
 Leisure, 160, 217, 402, 1213, 1293, 1430, 1439, 1444, 1449, 1517, 1661, 1799, 1908, 2192, 2696, 2711, 2717, 2924, 2927, 2950, 2962, 2968, 2977, 3087, 3128, 3173, 3180.  
 Length of class periods. *See* Class periods—length.  
 Length of school day. *See* School day—length.  
 Length of school year. *See* School year—length.  
 Lesson assignments, 996.  
 Letters of recommendation. *See* Recommendations for positions.  
 Liability, legal, 2373.  
 Librarians, training. *See* Library schools and training.  
 Libraries, 1555, 3119-3152.  
 Libraries, college, 95, 3120-3121, 3132, 3144, 3147-3148, 3150, 3155-3156, 3158, 3162, 3166.  
 Libraries, school, 1790, 2094, 2517, 3122-3123, 3125, 3129-3131, 3134-3135, 3137, 3139, 3143, 3149.  
 Libraries, traveling, 3145.  
 Library schools and training, 784, 2094, 2103, 2112, 2115, 2122.  
 Life certificates. *See* Teachers—certification.  
 Life insurance. *See* Insurance, life.  
 Lighting—school buildings, 1260, 2897-2898, 2912.  
 Lincoln school, 14.  
 Literary appreciation. *See* Literature—appreciation and interpretation.  
 Literary clubs. *See* Clubs, literary.  
 Literature, 277, 279, 312, 662, 729-752, 1028, 1304, 1706, 2796, 2849.  
 Literature—appreciation and interpretation, 470, 734, 739.  
 Little theatre. *See* Theatre, little.  
 Live stock, 1007, 1614, 1624, 1633.  
 Locke, John, 204, 241.  
 Louisiana, education, 93, 901, 1182, 1367, 1509, 1603, 1630, 1634, 1769, 2375, 2390, 3006; Acadia parish, 68; Bastrop, 1889; Calcasieu parish, 1813; Church Point, 3176; Colfax, 1845; DeSoto parish, 2550; East Carroll parish, 2250; Franklin parish, 2250; Jefferson Davis parish, 625; Lafayette, 1638; LaSalle parish, 2483; Lincoln parish, 794; Madison parish, 2250; Mangham, 1880; Montgomery, 1145; Ouachita parish, 2389; Pointe Coupee parish, 1883; Richland parish, 2250; Tensas parish, 2250; Ville Platte, 650; West Carroll parish, 2250.  
 Lunchrooms, 2900-2910.  
 Lyly, John, 84.



## M

- Maine, education, 1256, 2158, 2185; Hancock county, 44; Washington county, 44.  
 Maintenon, Françoise d'Aubigne, 254.  
 Mann, Horace, 224, 233, 252.  
 Manual training. *See* Industrial education.  
 Manuals and handbooks, 921, 945, 1149, 1280, 1544, 1739, 1839, 2197.  
 Marine education, 3.  
 Marionettes. *See* Puppets and puppetry.  
 Marks and marking, 629, 667, 794, 872, 1388, 1474, 1794, 1798, 1838, 1873, 1903, 1967, 2007, 2016, 2037, 2132, 2742-2764, 2615, 2994, 3130.  
 Maryland, education, 22, 1068, 2243, 2390, 2716, 3008; Baltimore, 2643, 2810; Prince George county, 3122.  
 Massachusetts, education, 775, 904, 912, 1049, 1062, 1129, 1291, 1396, 1532, 1540, 1981, 2086, 2269, 3061; Berkshire county, 1449; Boston, 85, 675, 1021, 1480, 1874, 3115; Newton, 440; Oxford, 1837; Quincy, 834; Reading, 567; Southbridge, 679; Springfield, 1802, 2714.  
 Mathematics, 214, 427, 442, 450, 712, 773-804, 991, 1129, 2739, 2987, 3039, 3078. *See also* Algebra, geometry, Arithmetic. Educational measurements—tests and scales. Textbooks.  
 Mathematics clubs. *See* Clubs, mathematics.  
 Mathematics, recreational, 796.  
 Mazes, 367, 375, 1099.  
 Mechanic arts. *See* Industrial arts.  
 Mechanical drawing, 1169, 1180, 1187, 1191, 1546, 1559.  
 Mechanics institutes, 1587.  
 Medical education, 1296-1297, 2091, 2118.  
 Medical inspection. *See* School children—medical inspection.  
 Menstruation, 1098, 1273, 1286.  
 Mental hygiene and psychiatry, 1292-1303.  
 Mental hygiene clinics. *See* Clinics, mental hygiene.  
 Mentally retarded, 232, 373, 620-621, 1081, 1083, 1110, 1154, 1161, 1964, 2374, 2926, 3073-3082, 3099.  
 Merchandising. *See* Commercial education.  
 Merit system. *See* Marks and marking.  
 Metal work, 1548, 1565, 1595.  
 Methodist Episcopal church, education, 1741, 2019.  
 Methods of study, 295-296.  
 Methods of teaching. *See* Education—theories and principles.  
 Mexican children, education, 457, 2619, 2989, 2992.  
 Michigan, education, 281, 283, 285, 361, 623, 766, 972, 990, 1146, 1338, 1344, 1493, 1572, 1780, 1799, 2311, 2346, 2386, 2432, 2512, 2697, 2720, 3053, 3113-3114; Antrim county, 2436; Battle Creek, 1366; Bay City, 1958; Berrien Springs, 1868; Birmingham, 1959; Branch county, 2545; Charlevoix, 1909; Detroit, 658, 1126, 1269, 2219, 2735; Flat Rock, 2695; Fordson, Michigan, education—Continued.  
 882; Grosse Pointe, 2680; Highland Park, 3123; Huron county, 2305; Iron county, 2327; Ithaca, 1893; Jackson, 1692, 2676, 2896; Missaukee county, 2540; Muskegon Heights, 1808; Negaunee, 578; New Buffalo, 2615; Port Huron, 1982; Spring Lake, 138.  
 Migratory school children, 1730.  
 Military education, 3, 169, 2026.  
 Militarism, 895.  
 Milton, John, 241.  
 Mining, 1555.  
 Mining schools and education, 3.  
 Ministerial education. *See* Theological education.  
 Minnesota, education, 895, 1311, 2155, 2443; Brainerd, 1509, 2786; Elk River, 1820; International Falls, 1969; Red Lake county, 2452; St. Cloud, 2611; St. Paul, 1856; Stillwater, 1920; Winona, 1952.  
 Mission schools, 59, 149, 187.  
 Missionaries, 1747.  
 Mississippi, education, 1218, 1685, 1987, 2221, 2390; Biloxi, 2618; Meridian, 2783; Neshoba county, 2450; Pike county, 2705; Vicksburg, 2581.  
 Missouri, education, 1150, 1289, 1476, 1869, 2124, 2260, 2441, 2532, 2560, 2700, 3012, 3082, 3138; Joplin, 1205; Kansas City, 37, 1559, 1908, 2681; Livingston county, 2341; St. Joseph, 1779; St. Louis, 1103, 1189, 3014, 3052; St. Louis county, 1017.  
 Modern languages, 759-772.  
 Montana, education, 1884, 2248, 2346; Musselshell county, 2485.  
 Moral education. *See* Character education.  
 Mormon church, education, 6.  
 Morrill, Justin, 89.  
 Morris, William, 97.  
 Morrison, Henry C., 207.  
 Morrison plan, 1030.  
 Mothers, 2959.  
 Motion pictures. *See* Moving pictures.  
 Mountaineers, 2929, 2933, 2955.  
 Moving pictures, 304, 306, 308, 310-317, 833, 1429, 1433.  
 Museums, 899.  
 Museums, school, 2296, 2307.  
 Music education, 423, 458, 1124-1167, 1303, 1794, 1880, 2157, 2254.  
 Music, appreciation and interpretation, 1130, 1136, 1139.  
 Music schools and conservatories, 1133.  
 Mythology, 732.

## N

- National education association, 114.  
 National recovery act, 1043.  
 National recovery administration, 2369.  
 National youth administration, 2945.  
 Nationalism and nationality, 3, 123.  
 Naturalism, 236.  
 Nature study, 912-936, 1740, 2968.  
 Naval education, 31.



- Nebraska, education, 120, 198, 935, 1051-1052, 1198, 1433, 1680-1681, 1790, 1916, 1935, 1947, 2247, 2257, 2334, 2376, 2463, 2678, 2683, 2891, 2895; Cass county 2542; Fairbury, 670; Hitchcock county, 2494; Lincoln, 897, 2026; North Platte, 3107; Omaha, 2161, 2673.
- Negroes, education, 22, 423, 511, 551, 574, 1034, 1176, 1426, 1451, 1517-1518, 1605, 1618, 1670, 1714, 1764, 1822, 2167, 2193, 2208, 2619, 2658, 2728, 2740, 2982, 2997-3035, 3093, 3108, 3121.
- Nevada, education, 2460, 2576.
- New Hampshire, education, 1620, 1922, 2147; Manchester, 62.
- New Jersey, education, 40, 1350, 1378, 1901, 2457, 2904, 2942, 3021, 3112, 3126; Camden, 3094; Elizabeth, 1881; Jersey City, 1788; Millburn, 2711; Newark, 65; Verona, 2763; West New York, 2665.
- New Mexico, education, 2882; Albuquerque, 294; Clovis, 1558; Curry county, 2393; San Jose, 2612; Union county, 652.
- New type examinations. *See* Examinations, new type.
- New York, education, 994, 1535, 1780, 1914, 1983, 2202, 2264, 2316, 2401, 2459, 2503, 2505, 2561-2562, 2600, 2606, 2613, 2691, 2824, 2903, 2905, 3091; Albany, 871, 889, 2233; Albany county, 1271, 2478; Brooklyn, 1725, 2903; Broome county, 2442; Buffalo, 964, 1838; East Greenbush, 141; Hornell, 843; Hudson Falls, 1886; New Rochelle, 2278; New York, 29, 132, 258, 401, 510, 559, 893, 913, 1070, 1546, 1781, 1786, 1816, 2132, 2231, 2641, 2644, 2666, 2728, 2970, 3057, 3062, 3080, 3104, 3108; Ontario county, 1976, 2621; Rochester, 1534, 2233, 2421; Rockland county, 2530; Saratoga county, 1976, 2490; Seneca county, 2621; Syracuse, 512, 1164, 2233; Tompkins county, 2924; Utica, 2233; Van Hornesville, 1601; Westchester county, 563; Yates county, 1976; Yonkers, 2233.
- Newspapers, 2822.
- North Carolina, education, 22, 1533, 2326, 2390, 2395, 2716, 2721; Bladen county, 3032; Durham, 569; Raleigh, 569; Roanoke Rapids, 1960; St. Pauls, 143; Statesville, 602.
- North Dakota, education, 69, 2005, 2267, 2408, 2430, 2444; Garretson, 2519; Grand Forks, 1162; Grand Forks county, 2517; Jamestown, 1471; McLean county, 2453; Mott, 2995; Palermo, 1907; Sargent county, 2492; Towner county, 2499; Ward county, 2913; Williams county, 2502.
- Normal schools and teachers colleges, 1000, 1048, 1133, 1165, 1319, 1454, 2160, 2164-2168.
- Novels. *See* Fiction.
- Nursery schools, 341, 1757-1764, 1767-1772.
- Nursing education, 2092-2093, 2110, 2119-2120.
- Nutrition, 329, 345, 1641, 1673, 1675, 1684, 2089, 2110.
- O
- Occupations, 120, 609, 1179, 1388, 1455, 1514, 1516, 1518, 1542, 1558, 1562, 1577, 1819, 1823-1825, 1835, 1838, 1840-1841, 1879-1880, 1888-1889, 1936, 1941, 1990, 2053, 2058, 2086, 2182, 2660-2670, 2685, 2690, 2694, 2696, 2922, 2924, 2926, 2946-2947, 2950, 2971, 3007, 3010, 3015.
- Office of education, 3.
- Office work. *See* Clerical work.
- Ohio, education, 85, 754, 1143, 1168, 1684, 1780, 1928, 2131, 2263, 2286, 2368, 2399, 2405, 2422, 2469, 2603, 3013, 3017, 3145; Alexandria, 220; Alliance, 46; Ashley, 1827; Bedford, 1679; Cincinnati, 1134, 1933, 2308, 2818; Cleveland, 470, 1411, 1504, 1598, 2308; Clinton county, 1063; Columbus, 1518, 2347; Crawford county, 3169; Defiance, 2206; Euclid, 139; Franklin county, 1570, 1590; Glendale, 269; Guthrie, 2402; Hamilton county, 1933; Jefferson county, 2484, 3096; Knox county, 1891; Lakewood, 1411; Lorain county, 2367; Malvern, 1940; Marlon, 1861; Mercer county, 1955; Painesville, 1826; Port Clinton, 1253; Springfield, 1142; Toledo, 2136; Van Wert county, 1824; Youngstown, 1563.
- Oil, 1519.
- Oklahoma, education, 1127, 1150, 1227, 1277, 1387, 1392, 1444, 1583, 1772, 1869, 1884, 2146, 2288, 2366, 2567, 2703, 2993; Beckham county, 2496; Caddo county, 2496; Clinton, 1262; Creek county, 2281; Dewey county, 72; Elk City, 1326; Ellis county, 73; Guthrie, 1523; Jackson county, 2496; Mayes county, 2614; Norman, 370, 1361; Oklahoma City, 3001; Pawnee county, 2491; Payne county, 2491; Roger Mills county, 2496; Rogers county, 1798; Stillwater, 329; Tulsa, 1219, 1305, 1525, 1973; Washington county, 64; Washita county, 2496, 2521; Weleetka, 2438.
- One hundred percent plan, 814, 834.
- One teacher schools. *See* Rural education.
- Open forums, 2141.
- Opera, 1210.
- Orchestras, school, 1137.
- Oregon, education, 118, 915, 919, 1293, 1579, 1876, 2125, 2285, 2601; Lebanon, 1949; Marion county, 1258; Oregon City, 41; Portland, 2659, 3044.
- Orientation courses, 1341, 1360, 1594, 1800, 1992, 2045, 2113, 2673, 2678.
- Orphans and orphan asylums, 15, 1766, 2034, 2949, 2960, 2962.
- Orthopedia, 1270.
- Ozanam, Frederic, 205.



## P

- Pacifism, 395.  
 Pageants, 1209.  
 Painting, 1170, 1173, 1536.  
 Paleography, 638.  
 Palmer, George Herbert, 239.  
 Parent-child relationships, 339-340, 1082, 2964.  
 Parent education, 113, 1764, 2145.  
 Parent-teacher associations, 113, 130-131.  
 Parks, 2908.  
 Parochial schools, 29, 50, 59, 62, 1707, 1780, 2764.  
 Part-time education, 1457, 1492, 1525, 1544, 1550, 1554-1555, 2983.  
 Peabody, Elizabeth Palmer, 76.  
 Pence, 2930.  
 Pennsylvania, education, 22, 47, 66, 113, 881, 1216, 1240, 1354, 1413, 1555, 1629, 1780, 2038, 2135, 2245, 2297, 2299, 2338, 2360, 2457, 2464, 2574, 2608, 2952; Allegheny county, 2033; Altoona, 949; Ambridge, 867; Armstrong county, 2500; Berks county, 1207, 2539; Bucks county, 1207; Chester county, 1207; Delaware county, 1207; DuBois, 667; Green county, 2510; Haverford, 1101; Huntingdon county, 2652; Jefferson county, 3143; Lebanon, 1921; Lebanon county, 1524, 2559; Merion, 1829; Montgomery county, 1207; Northumberland county, 2636; Philadelphia, 1207, 1703, 1865, 1871, 2048, 3107; Philadelphia county, 1207; Pittsburgh, 1539, 2033, 2132, 2137; Rimersburg, 2329; Snyder county, 2472, 2489; Wayne county, 2590; Westmoreland county, 2258, 2777; Wyoming, 1582.  
 Periodicals. *See* Books and periodicals.  
 Personal hygiene. *See* Hygiene, personal.  
 Personality traits, 343, 388-390, 393-394, 403, 406, 410, 413-414, 1096-1097, 1213, 1242, 1292, 1327, 1409, 1414, 1742, 1757, 1780, 1816, 1854, 1986, 2016, 2065, 2068, 2081, 2192, 2212, 2698, 2718, 2738, 2741, 2750, 2763, 2940, 2951, 2962, 2977, 2984, 3016, 3047-3048, 3055, 3057, 3083, 3098, 3118.  
 Personnel administrators, training, 2113.  
 Pestalozzi, Johann-H., 212, 252.  
 Peters, C. C., 240.  
 Philately. *See* Postage stamps.  
 Philippine Islands, education, 2, 10, 36, 2686.  
 Phillips, John Herbert, 98.  
 Philosophy of education. *See* Education—theories and principles.  
 Phonetics, 569, 642, 645, 763.  
 Photoplays. *See* Moving pictures.  
 Photosynthesis, 929.  
 Physical ability—tests and scales, 487-511, 1339.  
 Physical education, 94, 171, 178, 186, 194-195, 940, 1129, 1305-1362, 1449, 2081, 2225, 2395, 3027, 3042. *See also* Health education. Physical ability—tests and scales.  
 Physical therapy, 1326.  
 Physically handicapped, 510, 701, 1583, 3042-3044.  
 Physics, 436, 467, 920, 937-970, 2804, 2817, 2836, 2871.  
 Physics, college, 940, 959, 962.  
 Physiology, 933.  
 Plano, 1155.  
 Placement, 1550, 2064; teachers, 2245.  
 Placement service, 2670.  
 Plato, 243.  
 Platoon plan, 297, 1197.  
 Play and recreation, 1387, 1427-1456, 1765, 3032.  
 Playgrounds and equipment, 1434, 1448, 3094.  
 Playgrounds, supervision, 1442, 1448.  
 Poetry, 441, 729, 733, 736-738, 741, 744-745, 769, 2834.  
 Poetry, appreciation and interpretation, 743.  
 Poland, education, 181.  
 Politics, 978, 1062.  
 Postage stamps, 2729.  
 Post-graduate work. *See* Graduate work. Graduates, high school.  
 Posture, 1255, 1327.  
 Poultry, 1599, 1633.  
 Practice teaching, 561, 1454, 1646, 1758-1759, 2157, 2189-2202, 2272.  
 Premonstratensians, education, 40.  
 Presbyterian church, education, 12, 1728.  
 Preschool education, 1757-1772, 3049.  
 Primary education. *See* Elementary education.  
 Principals, 2583, 2592-2607; certification, 2376; salaries, 2285.  
 Printing. *See* Industrial education.  
 Primers. *See* Textbooks.  
 Prisons; and prisoners, 3090.  
 Private schools, 32, 43, 52, 59, 555, 1248, 1770, 1780, 1906, 1952, 2208, 2365. *See also* Country day schools.  
 Problem method, 1515.  
 Problem solving, 625, 813, 816, 825-826, 839-840, 846.  
 Professional education, 75, 2087-2122.  
 Prognosis of success, 362, 366, 378, 440, 443, 473, 515, 517, 519, 524, 560, 872-873, 939, 959, 1474, 1481, 1498, 1838, 1857, 1898, 1950, 1998, 2030, 2035, 2042, 2047-2048, 2753.  
 Programs. *See* Assemblies.  
 Progress in schools, 1484, 1777, 2609. *See also* Classification and promotion; Student achievements.  
 Progressive education, 14, 76, 109, 162, 202, 220, 230, 232, 248, 1102, 1721.  
 Promotion, 1700, 1798, 1874. *See also* Classification and promotion.  
 Psychiatry. *See* Mental hygiene and psychiatry.



- Psychoanalysis, 1078.  
 Psychological tests, 349-381.  
 Psychology, 232, 552, 807, 811, 827, 933, 1070-1123, 2102, 2643.  
 Psychology, educational, 125, 219, 319-322.  
 Psychology, religious, 78.  
 Public libraries. *See* Libraries.  
 Public relations program. *See* Community and school.  
 Public speaking. *See* Speech education.  
 Publicity, 1485, 1621, 2331, 2338.  
 Publicity, educational, 116, 118, 2297, 2368.  
 Puerto Rico, education, 2987.  
 Punctuality, 392.  
 Punctuation, 659, 665, 687.  
 Punishment, 1118, 2317.  
 Pupil load. *See* Student load.  
 Pupil progress. *See* Progress in schools. Student achievements.  
 Puppets and puppetry, 1206, 1212, 2719.
- Q**
- Quakers, education. *See* Friends, Society of education.
- R**
- Race prejudice, 2982.  
 Racial groups, education, 1735, 2985-2996, 3136. *See also* Negroes, education.  
 Radio in education, 298-303.  
 Rank of states. *See* Education—statistics.  
 Ranschburg, Paul, 232.  
 Ratings. *See* Teachers, rating.  
 Readers. *See* Textbooks.  
 Reading, 232, 271, 294, 306, 383, 431, 440, 445, 481, 486, 567-631, 829, 871, 1807, 1847, 2048, 2797, 3003, 3130, 3141.  
 Reading clinics. *See* Clinics, reading.  
 Reading difficulties. *See* Reading.  
 Reading habits and skills, 3058, 3142. *See also* Reading.  
 Reading interests, 888, 3149, 3167-3182.  
 Reading lists. *See* Book lists.  
 Reading, supplementary, 3176. *See also* Reading interests.  
 Recitation method, 690, 787, 863, 1515, 1786.  
 Recommendations for positions, 2242.  
 Records. *See* Reports and records.  
 Reference books, 3166.  
 Reforestation, 1633.  
 Reform schools and reformatories, 290, 388, 410, 1052, 2971, 3090, 3096, 3098, 3102, 3113.  
 Regents examinations. *See* Examinations, regents.  
 Registrars, college and university, 1995.  
 Rehabilitation of the disabled. *See* Disabled—rehabilitation.  
 Religious education, 22, 173, 197, 222, 253, 421, 1166, 1709, 1776-1756, 1760, 2358, 3032.  
 Remedial teaching, 571, 573, 580, 585, 589, 606, 649, 655, 786, 797, 814, 817, 828, 834, 841, 848, 869, 911, 1222, 1320, 1776, 1779, 3157.  
 Reports and records, 790, 1051, 1590, 1628, 1703, 2064, 2354, 2765-2771.  
 Research, educational, 112. Reports, 431-529. Techniques, 525-539.  
 Retardation and elimination, 1484, 1951, 2116, 2132, 2611, 2694, 2772-2787, 2967, 3005.  
 Rewards and prizes, 1070, 1118, 1786, 1971, 2317.  
 Rhode Island, education. Providence, 2269.  
 Richardson, Samuel, 247.  
 Riddles, 364.  
 Roerich, Nicholas, 238.  
 Roman Catholic church, education, 19, 26, 29-30, 46, 50, 59, 61-63, 152, 204-205, 212-213, 218, 226, 236, 253, 1188, 1257, 1334, 1694, 1707, 1716, 1718, 1731, 1734, 1776, 1834, 1881, 2080, 2088, 2154, 2161, 2523, 2572, 2700, 2996, 3140.  
 Rousseau, Jean Jacques, 254.  
 Rules and regulations, 1404.  
 Running, 1373, 1420, 1422.  
 Rural education, 24, 220, 262, 689, 789, 819, 884, 888, 906, 1280, 1449, 1708, 1798, 1872, 1885, 2160, 2207, 2212, 2323, 2337, 2371, 2435, 2470, 2471-2528, 2613-2614, 2624, 2629, 2661, 2668, 2697, 2717, 2894, 2896, 2902, 2907, 2980, 2998, 3003, 3023, 3031, 3149, 3169. *See also*: Administration of schools. Consolidation. Education—history. Elementary education. Secondary education. Supervision and supervisors.  
 Russell, Bertrand, 209, 214.  
 Russia, education. *See* Union of Socialist Soviet Republics, education.
- S**
- Safety education, 1245-1247, 1323, 1442, 2357.  
 Salaries. *See* Teachers, salaries.  
 Salary schedules. *See* Schedules, salary.  
 Salesmanship, 307, 1480, 1489, 1511.  
 de la Salle, St. Jean Baptiste, 254.  
 Sanitation. *See* School buildings—sanitation.  
 Santayana, George, 203.  
 Sarmiento, Domingo Faustino, 193.  
 Schedules, salary, 2248, 2276, 2278, 2283, 2285.  
 Schedules, school, 1575, 2491, 2608.  
 Scholarships and fellowships, 2052, 2075, 2077, 2429.  
 School administration. *See* Administration of schools.  
 School bands. *See* Bands, school.  
 School boards. *See* Boards of education.  
 School bonds. *See* Bonds, school.  
 School budgets. *See* Budgets, school.  
 School buildings and equipment, 130, 142, 233, 925, 980, 1351, 1902, 2326, 2371, 2404, 2416, 2434, 2444, 2472, 2479, 2509, 2530, 2533, 2535, 2550, 2891-2892, 3009, 3022.  
 School buildings—sanitation, 2898, 2902, 2918.  
 School buildings—use, 2894-2895, 2908.  
 School children—adjustment, 1950, 1977.



- School children—medical inspection, 1271, 2379.
- School clerks. *See* Clerical work.
- School clubs. *See* Clubs, school.
- School day—length, 2319, 2330.
- School discipline. *See* Discipline, school.
- School finance, 60, 139, 142, 233, 1127, 1216, 1252, 1262, 1328, 1395, 1590, 1902, 2277, 2298, 2302, 2315, 2356, 2359, 2365, 2370, 2372, 2375, 2380, 2385-2470, 2472-2474, 2489, 2492, 2496, 2499, 2502, 2510, 2517, 2519, 2524, 2530, 2533, 2535, 2542-2543, 2721, 2735, 2805. *See also*: Teachers, salaries. Transportation.
- School lands. *See* Land grants for education.
- School libraries. *See* Libraries, school.
- School museums. *See* Museums, school.
- School newspapers. *See* Student newspapers and publications.
- School orchestras. *See* Orchestras, school.
- School session. *See* School day—length.
- School year—length.
- School trips. *See* Excursions.
- School year—length, 2319, 2326, 2399.
- Schopenhauer, Arthur, 225.
- Schwenkenfelders, education, 60.
- Science education, 317, 433, 471, 375-911, 901, 990, 1129, 2634, 2639, 2648, 2655, 2799, 2806, 2808, 2816, 2832, 2839, 2847, 2870.
- Score cards, 2568.
- Scotland, education, 2820.
- Seats. *See* Desks and seats.
- Secondary education, 114, 137, 203, 283, 286-287, 291, 295, 302, 313, 1783, 1789, 1819-1955, 2060, 2789-2790, 3104, 3130, 3139. *See also*: Administration of schools. Attendance and child accounting. Current educational conditions—foreign countries. Education—history. Educational and vocational guidance. Extracurricular activities. Failures. Marks and marking. Negroes, education. Retardation and elimination. School finance. Sex differences. Subjects of the curriculum. Tests and testing. Textbooks.
- Secretarial training. *See* Commercial education.
- Secularism. *See* Church and education.
- Segregation of races, 2988, 3021.
- Selection of students. *See* Student selection.
- Seminar method, 2015.
- Sex differences, 339, 404, 872, 880, 1082, 1084, 1103, 1350, 1707, 1853, 1890, 2645, 2722, 2732, 3086, 3170, 3177, 3181.
- Sex education, 1257, 1288.
- Shoe repairing, 1528.
- Shops, home, 1579.
- Shops, school, 1525, 1561, 1581, 2093.
- Short stories, 734.
- Shorthand, 304, 520, 2656. *See also* Commercial education.
- Shot put, 1391.
- Sigm, education, 200.
- Sight-saving classes, 3052-3053.
- Singing. *See* Songs and singing.
- Sisters of Charity, 50.
- Six year high schools. *See* Secondary education.
- Sloyd, 85.
- Small high schools. *See* Secondary education.
- Smith, William Benjamin, 95.
- Smith-Hughes act, 1002.
- Smoking, 1979.
- Soccer, 498, 1411.
- Social directors, 2051.
- Social hygiene, 919.
- Social intelligence—tests and scales, 382-420, 1816, 2067, 2059, 3055.
- Social service. *See* Sociology, educational.
- Social studies, 579, 971-999, 1129, 1136, 2797. *See also* Civics. Economics. Educational measurements—tests and scales. Geography. History. Textbooks.
- Social work. *See* Sociology, educational.
- Social workers—training, 2018, 2090, 2117.
- Socialism, 2041.
- Socialized education. *See* Education and social trends.
- Socially maladjusted, 232, 290, 359, 405, 1292, 2228, 2610, 2676, 2909, 2976, 3014, 3017-3018, 3083-3118, 3146, 3164.
- Sociology, 978.
- Sociology, educational, 123, 125, 145, 205, 217, 253, 1023, 1331, 1355, 2018, 2124, 2523-2524, 2922-2984.
- Songs and singing, 1131, 1158, 1436.
- Sororities, 3002.
- South Carolina, education, 896, 1526, 1611, 2390, 2399, 2592; Aiken county, 3003; Columbia, 432; Darlington county, 48; Florence county, 1672; Greenwood county, 2547; Lexington county, 2409, 2417; Newberry county, 2541; Saluda county, 9; Spartanburg, 1571; Union county, 2520.
- South Dakota, education, 1036, 1147, 1900, 2149, 2282, 2414, 2674, 2701, 2722, 2935, 2996; Sully county, 2480.
- Spain, education, 161, 184, 243, 246.
- Spanish language, 457, 762, 764, 768-769, 772, 2835, 2860.
- Special education, 871, 2344, 3080.
- Speech correction clinics. *See* Clinics, speech correction.
- Speech defectives, 3063-3072.
- Speech education, 660, 664, 1220-1238, 3060.
- Speedball, 1304-1365.
- Spellers, 2852.
- Spelling, 264, 567, 639-654, 659, 1478, 1786, 1847, 2852.
- Spenser, Edmund, 1095.
- Standards, educational, 137.
- State aid for education, 2388, 2390, 2396, 2399, 2401, 2420, 2425, 2427, 2430, 2436, 2442, 2452, 2460, 2469.
- State departments of education. *See* Departments of education.
- State rank. *See* Education—statistics.
- Statistics, 778, 781, 783-784, 795, 803-804, 2385.
- Stenography, 519-520. *See also* Commercial education.



- Student achievements, 103, 356, 366, 384, 392, 472, 719, 794, 829, 854, 866, 882, 910-911, 937, 1060, 1103, 1126, 1294, 1339, 1377, 1407, 1504, 1808, 1810, 1816, 1823, 2116, 2174-2175, 2181, 2470, 2612, 2615, 2722, 2995, 2999, 3016, 3099, 3130. *See also:* Higher education. Junior colleges. Marks and marking. Rural education. Secondary education.
- Student advisers and counselors, 1932, 2124, 2295, 2311, 2340.
- Student aid, 2004, 2045, 2064, 2075. *See also:* Student loans and loan funds.
- Student councils. *See* Student self-government.
- Student employment, 2063, 2074, 2077.
- Student government. *See* Student self-government.
- Student load, 1866-1867.
- Student loans and loan funds, 2066, 2075, 2077.
- Student mortality. *See* Retardation and elimination.
- Student newspapers and publications, 1240, 1705, 2338.
- Student personnel problems, 418, 2049, 2059-2078.
- Student selection, 1254.
- Student self-government, 217, 1933, 2082-2083, 2703, 2788-2790.
- Study habits, 631, 1847.
- Stuttering. *See* Speech defectives.
- Summer schools, 40, 182, 231, 1792, 1814, 1874, 1897, 1908.
- Sunday schools, 1725, 1733, 1748.
- Superintendents. *See* Supervision and supervisors.
- Superstitions, 1112, 1284.
- Supervised study, 710, 719, 749, 1907.
- Supervised study plan, 863.
- Supervised teaching. *See* Practice teaching.
- Supervision and supervisors, 62, 139, 634, 1009, 1152, 1006, 1727, 1790, 2205, 2345, 2376, 2472, 2568-2591, 2600, 2606.
- Supervision of playgrounds. *See* Playgrounds, supervision.
- Supplementary reading. *See* Reading, supplementary.
- Survey courses. *See* Exploratory courses. Orientation courses.
- Surveys, 136-135, 1882, 2322, 2480, 2486, 2492, 2494-2495, 2497, 2499, 2502-2504, 2507, 2513-2514, 2516-2517, 2519, 2524, 2527, 2529, 2531, 2533, 2535, 2542, 2545, 2549, 2552, 2911.
- Swimming, 498, 1363, 1387, 1401, 1421.
- T**
- Tardiness, 392, 2621.
- Taxation for education, 2401, 2408-2409, 2442, 2446, 2450, 2467-2468.
- Teacher efficiency. *See* Teachers, rating.
- Teacher-librarians, 2094, 2103.
- Teacher placement. *See* Placement—teachers.
- Teacher tenure. *See* Teachers, appointment and tenure.
- Teacher training, 55, 75, 134, 150, 161, 185, 233, 309, 672, 881, 883, 895, 901, 910, 929, 972, 989, 1048, 1057, 1133, 1165, 1182, 1194, 1357, 1454, 1450, 1505, 1535, 1635, 1774, 1797, 1922, 2146-2163, 2250, 2431, 2491, 2538, 2662, 2670. *See also* Normal schools and teachers colleges.
- Teacher training in service, 2168, 2203-2206.
- Teacher turnover. *See* Teachers, appointment and tenure.
- Teachers associations. *See* Associations, education.
- Teachers colleges. *See* Normal schools and teachers colleges.
- Teachers contracts, 2221.
- Teachers meetings, 2223.
- Teachers, appointment and tenure, 1351, 1774, 1922, 2209, 2216, 2241-2253, 2288, 2350, 2360, 2377, 2538.
- Teachers, certification, 1194, 2148, 2158, 2226, 2250, 2254-2263, 2284, 2326, 2378, 2572, 2636.
- Teachers, dismissal, 2360, 2377.
- Teachers, leaves of absence, 2219, 2227.
- Teachers, married women, 2235, 2250, 2270, 2281.
- Teachers, pensions and retirement, 2267-2269, 2284, 2355.
- Teachers, qualifications, 204.
- Teachers, rating, 714, 2268-2275; by students, 2268, 2273-2274.
- Teachers, salaries, 926, 1351, 1544, 1922, 2146, 2149, 2209, 2216, 2250, 2276-2280, 2288, 2371, 2436, 2491, 2509, 2998.
- Teachers, selection, 2253.
- Teachers, status, 881, 883, 926, 972, 1182, 1351, 1453, 1922, 2146, 2149, 2192, 2206, 2240, 2509.
- Teachers, substitutes, 2289.
- Teachers, supply and demand, 2148, 2286, 2288.
- Teaching, aids and devices, 609, 800, 904, 921, 936, 941, 944, 989, 1581, 1722, 2863, 2876. *See also:* Radio in education. Visual instruction.
- Teaching combinations. *See* Teaching load.
- Teaching experience, 883, 926, 1774, 1922.
- Teaching load, 883, 926, 972, 1289, 1338, 1343, 1351, 1354, 1453, 1902, 1904, 1922, 2216, 2218, 2234, 2240, 2499, 2756, 2998.
- Teaching methods. *See* Education—theories and principles. Prognosis of success. Special methods of instruction and organization.
- Teeth—care and hygiene, 1274.
- Tennessee, education, 22-23, 80, 116, 401, 1355, 1394, 1428, 1436, 1658, 1661, 1895, 1937, 2207, 2225, 2361, 2390, 2411, 2503, 2631; Bedford county, 1810; Bledsoe county, 2495; Carter county, 2507, 3089; Chattanooga, 1554, 2759; Jefferson county, 2778; Knox county, 2104; Knoxville, 1264, 1388, 1591, 1979, 2946; Memphis,



- Tennessee, education—Continued.  
 1792; Nashville, 1110, 2892; Shelby county, 1642; Sullivan county, 1, 3089; Unicoi county, 4; Washington county, 3089.  
 Tennessee valley authority, 1043.  
 Tennis, 498, 1383, 1387.  
 Terminology. *See* Education—terminology.  
 Tests and scales: Abbott-Trabue poetry, 470; Achievement, 434, 443-444, 447, 450, 477; Algebra placement, 2111; Allport-Vernon, 394, 402, 521; Alpha, 357; American council on education psychological, 381; Aptitude, 427, 458; Army alpha, 2111; Bell adjustment, 406; Bernreuter personality, 385, 388, 390, 399, 404, 410-413, 416, 2111, 2984; Brace-type, 508-509, 511; Carroll prose appreciation, 470; Columbia research bureau, 872; Co-operative, 446, 460, 2030; Cornell-Coxe performance, 452; Detroit alpha, 1162; Detroit first grade intelligence, 629; Douglas diagnostic, 850; English language, 464; Gates primary reading, 478; Gates-Strang health knowledge, 437; Haggarty delta, 1162; Indiana state Latin, 757; Intelligence, 355, 357, 370, 372, 376, 2023; Iowa, 354; Iowa every pupil, 424, 433, 445, 448, 453, 462, 466-467, 471, 480-484; Iowa silent reading, 580; Johnson-type, 502, 509; Kent-Rosnoff, 425, 469; Kibbe tachistoscope, 440; Kohs, 350; Kuhlmann-Anderson, 357, 376, 440, 478, 1162; Kwalwasser-Dykema, 423, 1162; Lee-Clark reading readiness, 629; Los Angeles elementary, 616; McAdory art, 1186; McAdory art appreciation, 449; McCloy classification index, 494; Mechanical aptitude, 522, 2638; Merrill-Palmer, 1757; Metropolitan, 629; Miller analogies, 365; Miller mental ability, 1162; Minnesota law aptitude, 2100; Motor, 349; Munson shorthand, 520; National Intelligence 357; New-south achievement, 439; New Stanford, 2775; Newton reading readiness, 440; Objective, 1708; Ohio state university, 378; Otis intelligence, 2992; Otis self-administering, 872, 2775; Pintner-Cunningham, 377, 440; Pintner-Patterson, 359; Political interest, 1062; Proofreading, 422, 430, 454-455; Purdue, 2268; Rating, 2272; Rogers, 3055; Rogers personality, 2775; Rogers physical capacity, 495; Rorschach, 469; Schrammel-Bernnan, 372; Science, 906; Social studies, 986; Stanford achievement, 476, 567, 1973; Stanford-Binet, 350, 355, 359, 452, 457, 1300; Stanford literature, 470; Stanford personal rating, 389; Stanford reading, 486; Stanford scientific aptitude, 2111; Stenography, 519; Strong vocational interest, 398, 516, 521; Teachers college personnel association, 443, 1000; Terman, 357; Thorndike-McCall, 431; Thurstone personality, 406; Verbal intelligence, 522; Vocabulary, 435, 451.
- Tests and scales—Continued.  
 472; Wilson language error, 675; Woodworth-House mental hygiene, 406.  
 Texas, education, 16, 60, 86, 119, 302, 699, 728, 780, 812, 1050, 1150, 1196, 1245, 1325, 1397, 1726, 1884, 1926, 1989, 1994, 2162, 2252, 2275, 2306, 2363, 2385, 2390, 2427, 2468, 2477, 2558, 2598, 2609, 2616, 2619, 2670, 2737, 2765, 2803, 2819, 2949; 3034, 3121; Atascosa county, 25, 2518; Beaumont, 288; Brady, 911; Brownsville, 2229, 2985; Caldwell, 1931; Childress, 1843; Collingsworth county, 51; Corpus Christi, 909; Denison, 2739; El Paso, 56; Ennis, 2534; Falls county, 57, 2481; Fort Worth, 983; Freeport, 595; 2143; Gregg county, 3116; Hardin county, 2515; Hill county, 1803; Houston, 1419, 2692, 3015; Irion county, 2455; Jasper county, 2445; McLennan county, 2506; Madison county, 2527; Median county, 2475; Paris, 2739; San Antonio, 117, 284, 457, 1455, 2900, 3125; San Patricio county, 2514; Sherman, 2739; Taylor county, 2487; Vidor, 2516; Wood county, 2439, 2501; Yoakum, 1650.  
 Textbooks, 99, 765, 2353, 2404, 2426, 2434, 2791-2890.  
 Textiles, 1052, 1678.  
 Textile schools, 2307.  
 Theatre, little, 1206.  
 Theological education, 2088, 2104, 2108-2109.  
 Thrift education, 1244.  
 Time allotment, 2491.  
 Time budgets, 1646, 1659, 1662, 1890.  
 Tolerance. *See* Toleration.  
 Toleration, 2932.  
 Touch football. *See* Football.  
 Tournaments, 1213.  
 Trade education. *See* Industrial education.  
 Trade schools, 524, 597, 1534, 1554-1555, 1685.  
 Transfer of students. *See* Credits and credit systems.  
 Transients, 3715.  
 Transportation, 1918, 2472, 2492, 2502, 2517, 2553-2567.  
 Travelling libraries. *See* Libraries, traveling.  
 Trial promotion. *See* Classification and promotion.  
 Truancy, 2610, 3095.  
 True-false tests. *See* Examinations, true-false.  
 Trustees, education, 2335.  
 Tuition fees, 1908, 1918, 2351, 2380, 2421.  
 Turnvereine, 1317.  
 Tutorial system, 14.  
 Twins, 375.  
 Two year high schools. *See* Secondary education.  
 Typewriting, 304, 515, 517, 523, 726. *See also* Commercial education.  
 Typewriting contests. *See* Contests, typewriting.



## U

- Unamuno, Miguel, 243.  
 Underprivileged children. *See* Child welfare.  
 Ungraded classes, 808, 2320.  
 Union of Socialist Soviet Republics, education, 163-164, 180, 188, 238.  
 Unit costs per school subject, 2402, 2428, 2438.  
 Unit costs per student, 2389, 2397, 2438, 2443, 2457, 2464-2465, 2470, 2474, 2499, 2533.  
 Unit plan. *See* Contract plan.  
 Units of work, 943, 1031-1032, 1037, 1039, 1043, 1058, 1065, 1141, 1218, 1239, 1519, 1719.  
 Utah, education, 6, 1424, 1580, 2287, 2319, 2560, 2689.

## V

- Vacations, 627, 1783, 1980.  
 Vaux, Robert, 47.  
 Vegetables, 1617, 1625, 1627, 1632.  
 Vermont, education, 52, 3106.  
 Verse speaking choir. *See* Choral speaking.  
 Violin, 1153, 1156.  
 Virginia, education, 8, 22, 564-565, 1605, 2232, 2390, 2398, 2433, 2575, 2716, 2954, 2998; Arlington county, 3171; Charlottesville, 1220, 1906; Fauquier county, 2554; Goochland county, 1852; Grayson county, 1917; Loudoun county, 2911; Newport News, 3022; Norfolk, 3005; Page county, 2497; Westmoreland county, 2524.  
 Visiting teachers, 2220, 2228-2229, 2231.  
 Visual instruction, 179, 304-318, 833, 1743, 2837, 2864.  
 Vocabulary studies, 154, 257, 451, 472, 574, 599, 603, 643-645, 660, 663, 681, 689, 695, 705, 721, 764, 771-772, 864, 876-877, 905, 922, 937, 1004, 1502, 1615, 1766, 2749, 2794, 2799, 2803-2804, 2806, 2808, 2812-2818, 2815-2817, 2819, 2821, 2825, 2832, 2836, 2838-2839, 2843, 2851, 2854, 2857, 2860, 2869, 2871, 2874, 2880, 2885.  
 Vocational guidance. *See* Educational and vocational guidance.  
 Vocational rehabilitation. *See* Disabled—rehabilitation.

- Vocational tests, 515-521.  
 Volleyball, 493, 498, 1385, 1411.  
 Voltaire, Jean Francois M. A., 235.

## W

- War, 2930.  
 Washington, education, 1128, 1416, 1821, 2259, 2289, 2418, 2435, 2602; Bellingham, 376, 477-478; Everett, 1652; Seattle, 1831; Skagit county, 2544.  
 Washington, D. C., education, 929, 1451, 1675, 1714, 1809, 1815, 2320, 3105.  
 Webster, Noah, 96.  
 Weekday church schools, 1736.  
 West Virginia, education, 993, 1372, 1389, 2387, 2553, 2841, 3152; Curry, 2428; Huntington, 1777.  
 Winnetka plan, 14.  
 Wisconsin, education, 2240, 2431; Milwaukee, 2308.  
 Withdrawals. *See* Retardation and elimination.  
 Women—education, 75, 403, 488, 498, 514, 1306, 1359-1361, 1755, 2067, 2070, 2079-2086, 3004.  
 Womens clubs. *See* Clubs, womens.  
 Woodworking. *See* Industrial education.  
 Workbooks, 680, 805, 852, 857, 1025, 2863, 2879.  
 Workers' education, 231, 1555.  
 Works progress administration, 119.  
 Wrestling, 1423.  
 Wyoming, education, 101, 824, 1849, 2238, 2331, 2454, 2563, 2829; Campbell county, 1602; Sweetwater county, 2504.  
 Wyoming education association, 101.

## Y

- Yenni, Dominic, 99.  
 Young citizens league, 2965.  
 Young Men's Christian Association, 1251, 2923.  
 Young Women's Christian Association, 2931, 2973, 2982.  
 Youth education, 121, 164, 191.  
 Youth movement, 171, 1729, 1746.  
 Youth welfare, 194.

## Z

- Zoology, 3046.