

BIBLIOGRAPHY  
OF RESEARCH STUDIES  
IN EDUCATION  
1938-1939

*Prepared in*  
THE LIBRARY DIVISION

*by*  
RUTH A. GRAY

Bulletin, 1940, No. 5

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## INTRODUCTORY NOTE

### SCOPE OF BIBLIOGRAPHY

The Bibliography of Research Studies in Education, 1938-39, covers the school year September 1938 through August 1939 and lists 3,570 theses and studies reported by 174 institutions, several of which had not reported previously. The thirteenth<sup>1</sup> bibliography in the series includes 460 doctors' dissertations; 2,840 masters' theses, and 269 studies reported as faculty research.

Colleges and universities granting graduate degrees in education, institutions carrying on graduate work in music and theology, and some institutions in which only faculty members conduct research in education, have reported the studies listed.

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 and State aid for education, Civilian Conservation Corps, training for the use of leisure time, curriculum making and subjects of the curriculum, the effect of current educational and social conditions on education, 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 U. S. Office of Education publications can be obtained directly from the Superintendent of Documents, Washington, D. C. Unpublished theses are indicated by the abbreviation "ms."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

<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; 1934-35, Bulletin, 1936, No. 6; 1935-36, Bulletin, 1937, No. 6; 1936-37, Bulletin, 1938, No. 5; 1937-38, Bulletin, 1939, No. 5.

in the library of the U. S. Office of Education, and which may be borrowed through the interlibrary loan system. All masters' and doctors' theses received during the period covered by the bibliography have been starred, indicating that they are available for loan, regardless of the date on which the degree was granted, or the date of publication. Except in a few cases where the thesis had not previously been reported to the U. S. Office of Education, theses for years earlier than 1938-39 are given without a descriptive note. Theses not on file in this office may usually be secured through interlibrary loan directly from the institutions under whose supervision they were made.

*Number of research studies in the various fields of education, 1938-39*

Subject	Doc- tors'	Mas- ters'	Theses received	Faculty research	Faculty studies received
1	2	3	4	5	6
1. Education—history and biography	27	132	33	8	6
2. Current educational conditions—United States	10	56	8	20	5
3. Current educational conditions—foreign countries	14	32	12	4	3
4. Educational theories, special methods	21	91	19	5	3
5. Psychology, educational and child study	15	36	12	7	3
6. Testing and research	24	106	13	65	46
7. Curriculum studies, including subjects of the curriculum	140	1,139	131	61	17
8. Elementary education, including preschool	17	63	16	4	1
9. Secondary education and junior college	15	159	19	7	2
10. Higher education	18	84	20	34	8
11. Adult education, including parent education	11	39	22	2	2
12. Teacher training and teachers, status	29	108	23	8	3
13. Administration of schools and school management	64	512	70	21	3
14. School buildings, equipment, and janitors	5	27	9	5	
15. Sociology, educational	10	35	15		
16. Racial groups, education	12	66	13	4	1
17. Exceptional groups	13	86	16	7	1
18. Libraries	6	70	3	7	3
Total	460	2,840	454	269	104

The thesis collection in the library of the U. S. Office of Education now numbers more than 4,000 masters' and doctors' theses which have been deposited by 71 institutions granting the degrees, and in a few cases by the authors of the studies. Several institutions have made this library a depository for all theses in education, in order that they 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 United States. Theses have also been loaned to libraries in foreign countries.

The U. S. Office of Education appreciates the cooperation of authors and institutions of higher education in reporting theses and faculty research, and in depositing copies in the library. In order that the collection may be as complete as possible from 1930 to date, the library will be glad to receive copies of theses, especially doctors', completed within that period, which have not already been deposited.

Copies of the 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 schools of education of the various colleges and universities, all theses dealing with any phase of education will be reported, including those dealing with professional training, personnel problems of the students, personality traits desirable for persons entering professions, various problems of the professional schools, as well as the development of the curricula of the graduate departments of the universities.

It will be appreciated if the library of the U. S. Office of Education can be placed on the mailing list to receive abstracts of theses and of faculty research, for use in the reference work of the library.

RETURN TO—

**EDUCATIONAL RESEARCH STUDY COMPLETED**

(FILL IN ITEMS APPLICABLE)

FEDERAL SECURITY AGENCY  
 U. S. OFFICE OF EDUCATION  
 WASHINGTON, D. C.

DATE \_\_\_\_\_ 19\_\_

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

Title of study \_\_\_\_\_

(Attach copy of study if available)

Institution or agency \_\_\_\_\_ Location \_\_\_\_\_

Under direction of what department \_\_\_\_\_ Year completed \_\_\_\_\_

If thesis, give college and degree \_\_\_\_\_ Number of printed pages \_\_\_\_\_ Number of typed or mimeographed pages \_\_\_\_\_

Publisher and date, if printed \_\_\_\_\_

Scope of study \_\_\_\_\_

Findings \_\_\_\_\_

(USE REVERSE SIDE IF NECESSARY)

This report made by \_\_\_\_\_

## ABBREVIATIONS

The list of abbreviations, with the name and address of the institution to which each refers, is given below: \* indicates institutions from which theses were received during the school year 1938-39.

ABBREVIATION	INSTITUTION
Agnes Scott.....	Agnes Scott College, Decatur, Ga.
Agr. and Mech. Coll. of Texas.....	Agricultural and Mechanical College of Texas, College Station, Tex.
Akron.....	University of Akron, Akron, Ohio.
Alabama.....	University of Alabama, University, Ala.
Alabama College.....	Alabama College, Montevallo, Ala.
Ala. Poly. Inst.....	Alabama Polytechnic Institute, Auburn, Ala.
Albion.....	Albion College, Albion, Mich.
Allegheny.....	Allegheny College, Meadville, Pa.
Arizona.....	University of Arizona, Tucson, Ariz.
Ball St. T. C.....	Ball State Teachers College, Muncie, Ind.
Baylor.....	Baylor University, Waco, Tex.
Biblical Seminary.....	Biblical Seminary in New York, New York, N. Y.
Birmingham-Southern.....	Birmingham-Southern College, Birmingham, Ala.
Boston Coll.....	Boston College, Chestnut Hill, Mass.
*Boston Univ.....	Boston University, Boston, Mass.
*Bowling Green.....	Bowling Green State University, Bowling Green, Ohio.
Bradley Polytechnic.....	Bradley Polytechnic Institute, Peoria, Ill.
Brigham Young.....	Brigham Young University, Provo, Utah.
Brown.....	Brown University, Providence, R. I.
*Buffalo.....	University of Buffalo, Buffalo, N. Y.
*California.....	University of California, Berkeley, Calif.
California, L. A.....	University of California, Los Angeles, Calif.
Carnegie Institute.....	Carnegie Institute of Technology, Pittsburgh, Pa.
*Catholic Univ.....	Catholic University of America, Washington, D. C.
Central St. T. C.....	Central State Teachers College, Mt. Pleasant, Mich.
*Chicago.....	University of Chicago, Chicago, Ill.
Cincinnati.....	University of Cincinnati, Cincinnati, Ohio.
Clark.....	Clark University, Worcester, Mass.
College of Music.....	College of Music of Cincinnati, Cincinnati, Ohio.
Coll. of the Bible.....	College of the Bible, Lexington, Ky.
Coll. of the City of N. Y.....	College of the City of New York, New York, N. Y.
Coll. of the Pacific.....	College of the Pacific, Stockton, Calif.
Colorado.....	University of Colorado, Boulder, Colo.
Colo. St. Coll.....	Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colo.



ABBREVIATION	INSTITUTION
*Colo. St. Coll. of Ed.....	Colorado State College of Education, Greeley, Colo.
*Columbia.....	Columbia University, New York, N. Y.
Cornell.....	Cornell University, Ithaca, N. Y.
Creighton.....	Creighton University, Omaha, Nebr.
Dartmouth.....	Dartmouth University, Hanover, N. H.
Dayton.....	University of Dayton, Dayton, Ohio.
Defiance.....	Defiance College, Defiance, Ohio.
Delta St. T. C.....	Delta State Teachers College, Cleveland, Miss.
Denver.....	University of Denver, Denver, Colo.
DePaul.....	DePaul University, Chicago, Ill.
Drake.....	Drake University, Des Moines, Iowa.
*Duke.....	Duke University, Durham, N. C.
East Texas St. T. C.....	East Texas State Teachers College, Commerce, Tex.
East. Baptist.....	Eastern Baptist Theological Seminary, Philadelphia, Pa.
East. Ill. St. T. C.....	Eastern Illinois State Teachers College, Charleston, Ill.
Elon.....	Elon College, Elon College, N. C.
Emory.....	Emory University, Emory, Ga.
*Florida.....	University of Florida, Gainesville, Fla.
*Florida Southern.....	Florida Southern College, Lakeland, Fla.
Fla. St. Coll.....	Florida State College for Women, Tallahassee, Fla.
*Fordham.....	Fordham University, New York, N. Y.
Franklin and Marshall.....	Franklin and Marshall College, Lancaster, Pa.
*George Washington.....	George Washington University, Washington, D. C.
Hamline.....	Hamline University, St. Paul, Minn.
*Hampton.....	Hampton Institute, Hampton, Va.
*Harvard.....	Harvard University, Cambridge, Mass.
*Hawaii.....	University of Hawaii, Honolulu, Hawaii.
Hiram.....	Hiram College, Hiram, Ohio.
Hobart.....	Hobart College, Geneva, N. Y.
*Idaho.....	University of Idaho, Moscow, Idaho.
*Illinois.....	University of Illinois, Urbana, Ill.
Ill. Coll.....	Illinois College, Jacksonville, 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 State.....	Iowa State College, Ames, Iowa.
Iowa St. T. C.....	Iowa State Teachers College, Cedar Falls, Iowa.
Johns Hopkins.....	Johns Hopkins University, Baltimore, Md.
Jordan Conservatory.....	Arthur Jordan Conservatory of Music, Detroit, Mich.
*Kansas.....	University of Kansas, Lawrence, Kans.
Kans. St. Coll.....	Kansas State College of Agriculture and Applied Science, Manhattan, Kans.
Kans. St. T. C., Emporia....	Kansas State Teachers College, Emporia, Kans.
Kans. St. T. C., Pittsburg...	Kansas State Teachers College, Pittsburg, Kans.
Kentucky.....	University of Kentucky, Lexington, Ky.
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.

ABBREVIATION	INSTITUTION
Marquette.....	Marquette University, Milwaukee, Wis.
*Maryland.....	University of Maryland, College Park, Md.
Mass. St. Coll.....	Massachusetts State College, Amherst, Mass.
Mercer.....	Mercer University, Macon, Ga.
Miami.....	Miami University, Oxford, Ohio.
Michigan.....	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll.....	Michigan State College, Lansing, Mich.
*Minnesota.....	University of Minnesota, Minneapolis, Minn.
*Missouri.....	University of Missouri, Columbia, Mo.
*Montana.....	Montana State University, Missoula, Mont.
Montana St. Coll.....	Montana State College, Bozeman, Mont.
Mount Holyoke.....	Mount Holyoke College, South Hadley, Mass.
Mount Mary.....	Mount Mary College, Milwaukee, Wis.
Muskingum.....	Muskingum College, New Concord, Ohio.
*Nebraska.....	University of Nebraska, Lincoln, Nebr.
N. E. Conservatory.....	New England Conservatory of Music, Boston, Mass.
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 Falls, N. Y.
North Carolina.....	University of North Carolina, Chapel Hill, N. C.
N. C. St. Coll.....	North Carolina State College, Raleigh, N. C.
*North Dakota.....	University of North Dakota, Grand Forks, N. Dak.
North Texas St. T. C.....	North Texas State Teachers College, Denton, Tex.
*Northwestern.....	Northwestern University, Evanston, Ill.
Notre Dame.....	University of Notre Dame, Notre Dame, Ind.
Oberlin.....	Oberlin College, Oberlin, Ohio.
Oglethorp.....	Oglethorp University, Atlanta, Ga.
*Ohio State.....	Ohio State University, Columbus, Ohio.
Ohio Wesleyan.....	Ohio Wesleyan University, Delaware, Ohio.
Oklahoma.....	University of Oklahoma, Norman, Okla.
Okla. A. & M. Coll.....	Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
Omaha.....	University of Omaha, Omaha, Nebr.
Oregon.....	University of Oregon, Eugene, Oreg.
Oregon St.....	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.
Presbyterian Coll.....	Presbyterian College of Christian Education, Chicago, Ill.
Purdue.....	Purdue University, Lafayette, Ind.
Redlands.....	University of Redlands, Redlands, Calif.
Reed.....	Reed College, Portland, Oreg.
Rochester.....	University of Rochester, Rochester, N. Y.
*Rutgers.....	Rutgers University, New Brunswick, N. J.
St. Johns.....	St. Johns University, Brooklyn, N. Y.
Sam Houston St. T. C.....	Sam Houston State Teachers College, Huntsville, Tex.
Smith.....	Smith College, Northampton, Mass.

ABBREVIATION	INSTITUTION
South Dakota.....	University of South Dakota, Vermillion, S. Dak.
S. D. St. Coll.....	South Dakota State College, Brookings, S. Dak.
Southern Baptist.....	Southern Baptist Theological Seminary, Lexington, Ky.
Southern California.....	University of Southern California, Los Angeles, Calif.
South. Methodist.....	Southern Methodist University, Dallas, Tex.
Stanford.....	Stanford University, Stanford University, Calif.
St. Coll. of Wash.....	State College of Washington, Pullman, Wash.
State Normal.....	State Normal University, Normal, Ill.
*St. T. C., Fitchburg.....	State Teachers College, Fitchburg, Mass.
*St. T. C., North Adams.....	Massachusetts State Teachers College, North Adams, Mass.
Stephens.....	Stephens College, Columbia, Mo.
Stetson.....	Stetson University, Deland, Fla.
Stout.....	Stout Institute, Menominee, Wis.
*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 Coll. of Arts and Inds.....	Texas College of Arts and Industries, Kingsville, Tex.
Texas St. Coll. for Women.....	Texas State College for Women, Denton, Tex.
Tex. Tech. Coll.....	Texas Technological College, Lubbock, Tex.
Tufts.....	Tufts College, Medford, Mass.
Tulane.....	Tulane University, New Orleans, La.
Union Theological.....	Union Theological College, New York, N. Y.
Utah.....	University of Utah, Salt Lake City, Utah.
Vanderbilt.....	Vanderbilt University, Nashville, Tenn.
Virginia.....	University of Virginia, Charlottesville, Va.
Va. Poly. Inst.....	Virginia Polytechnic Institute, Blacksburg, Va.
Washington.....	University of Washington, Seattle, Wash.
Wayne.....	Wayne University, Detroit, Mich.
Wellesley.....	Wellesley College, Wellesley, Mass.
West Virginia.....	West Virginia University, Morgantown, W. Va.
West Va. St. Coll.....	West Virginia State College, Institute, W. Va.
West. Ky. St. T. C.....	Western Kentucky State Teachers College, Bowling Green, Ky.
West. St. Coll.....	Western State College, Gunnison, Colo.
Wichita.....	University of Wichita, Wichita, Kans.
William and Mary.....	College of William and Mary, Williamsburg, Va.
*Wisconsin.....	University of Wisconsin, Madison, Wis.
Wittenberg.....	Wittenberg College, Springfield, Ohio.
Woodstock.....	Woodstock College, Woodstock, Md.
*Wyoming.....	University of Wyoming, Laramie, Wyo.
*Yale.....	Yale University, New Haven, Conn.

# BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1938-39

(Entries for masters' and doctors' theses are abbreviated. "Master's, 1938. T. C., Col., Univ." signifies a master's thesis completed in 1938 at Teachers College, Columbia University, New York, N. Y. A complete list of abbreviations may be found on p. XI.)

\*Indicates theses on file in the U. S. Office of Education Library and available for interlibrary loan unless they are printed in periodicals, i. e., Archives of Psychology and Genetic Psychology Monographs. †Indicates faculty research and other studies which are on file in the Library, where they may be consulted.

Unmarked theses and faculty research studies can probably be borrowed on interlibrary loan by writing to the institution in which the study was made.

Entries are included for each of the field studies in the series required in partial fulfillment of the requirements for the doctor's degree, i. e., Colorado State College of Education.

## EDUCATION—HISTORY

1. **Adams, Ione.** History of education in Purcell, Oklahoma. Master's, 1939. Oklahoma. 124 p. ms.

Traces the history of education in Purcell from the establishment of the town in 1887, through the period of the subscription schools in Indian territory, the passing of the Curtis act permitting tax-supported schools, and the development of free schools to the present time.

2. **Alexander, Theron, jr.** The Covenanters come to East Tennessee. Master's, 1939. Tennessee. 80 p. ms.

Covers the period from the settlement of East Tennessee to 1817 when the Synod of Tennessee was formed. Shows that among the early pioneers were well-educated Presbyterian ministers who converted and educated the Indians, preached to the frontiersmen and formed churches, and educated Negroes for ministerial work among their own people; and that they established schools that grew into Washington College, Tusculum College, the University of Tennessee, and Maryville College.

- \*3. **Anderson, Miriam Sylvia.** The history of secondary education in Waldo and Piscataquis counties in Maine. Master's, 1939. Maine. Orono, University press, 1939. 111 p. (Maine Bulletin, vol. 42, no. 4. University of Maine studies, second series, no. 48)

Traces the development of secondary education from its earliest inception to the present time, showing the influence of the historical, social, and political conditions of the various periods upon the educational attitudes and accomplishments of the people of these two sections.

4. **Arceneaux, Olive Isabel.** A brief history of public-school education in Louisiana, 1805-1845. Master's, 1938. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1938: 34-36)

Studies the laws pertaining to education in Louisiana from 1805 to 1845 to determine the reasons for the slow growth of a system of universal education by means of State-supported free public schools.

5. **Ashworth, Robert.** The history of education of Gregg county. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 4-5)

Traces the early history of Gregg county, and education prior to 1803, from 1893 to 1931, and development of public schools in the county since 1931. Shows that the

earliest schools were conducted in many of the homes; that they were later maintained by local communities through subscription and tuition charges; that later there was great demand for schools owned and operated by private individuals. Describes the division of the county into school districts in 1893, the creation of the office of county superintendent of schools in 1906, and the school building program carried on after the discovery of oil in 1931.

6. **Bailey, Elfie Savage.** The education of women in the Middle Atlantic States from 1750-1812. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstract of theses . . . no. 7: 5-6)

Surveys the theories of Martin Luther, Johann Bugenhagen, John Amos Comenius, and George Fox on the education of women. Describes the transplanting of early Protestant education to America and the changes resulting from this new environment. Emphasizes the Quaker schools in Pennsylvania. Describes Deborah Logan as a product of the educational system of the period. Gives the causes leading away from the strictly church schools and relates the growth of the first academies for women. Describes the Young Ladies Academy of Philadelphia as a type of late eighteenth century school for women.

7. **Bailey, Milton A.** A history of the public schools of Knox county. Master's, 1939. Ind. St. T. C. 151 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 139-40, July 1939).

Traces the development of education in Knox County. Shows how the functions of schools shift and how the support and control of education have changed from simple arrangements to centralized and complex arrangements. Discusses educational ideals of the past and describes current educational conditions in the county.

8. **Barnes, Beryl Mary Anna.** The trend in education as indicated by the resolutions of the National education association. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1939: 5-6)

Studies the resolutions of the National education association from 1857 to 1938. Indexes the resolutions and states the position of the association on the educational issues of the period.

9. **Barnes, Richard Alan.** The development of teacher education in Michigan. Doctor's, 1939. Chicago. 208 p. ms.

\*10. **Beck, Walter H.** Lutheran elementary schools in the United States: A history of the development of parochial schools and synodical educational policies and programs. Doctor's, 1939. Temple. St. Louis, Concordia publishing house, 1939. 445 p.

Discusses Lutheran schools in the Colonial and early national period; the organization and administration of the early schools; endeavors to extend and preserve the schools; migration and the extension of church and school to the Middle West; the founding of the major system, the schools in the synod of Missouri, Ohio, and other States; the early educational developments in the German synods of Iowa, Buffalo, Wisconsin, Michigan, and Minnesota; education in the Scandinavian synods; the period of major expansion, 1865-1890—the Ohio and Missouri synods, Wisconsin, Iowa, and the Eastern synods; the first campaign against public interference and control; improvement and standardization of the schools; mission schools for Negroes, Indians, orphans, and defectives; the new Norwegian and the Slovak systems; legal battles for the freedom of Christian schools; and recent developments and the present status of Lutheran elementary schools, including general and district school boards, district superintendents and supervisors, improvements in teacher training and status, the elementary school curriculum, grade organization, enrollments and distribution of schools, and synodical and state distribution.

\*11. **Bell, John Wesley.** The development of the public high school in Chicago. Doctor's, 1939. Chicago. Chicago, University of Chicago libraries, 1939. 210 p.

Discusses the development of an underlying theory of secondary education; the organization of public high schools, including the evening and the summer high school; the administration and supervision of the public high school; the problems of the high-school staff, including in-service problems, policies, and practices, and the high-school principal's administrative and non-teaching staff; the public high-school buildings; the program of studies; and the curriculum during various periods from 1856 to 1939.

12. **Bennett, Hernando Gordon.** History of education in Stephens county, Oklahoma, from the earliest time to the present. Master's, 1939. Okla. A. & M. Coll.

13. **Bonnette, Winsted John.** History of the Jesuit high school of New Orleans, Louisiana. Master's, 1938. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1938:6-8)

Shows that from 1847 to 1881 the school was somewhat patterned after the French schools, but that since that time the school has been typically American; that it is a 4-year high school with a modern physical plant; and that it is primarily a preparatory school for admission to Loyola University.

14. **Bradley, Bertha Jane.** A brief history of teacher training at the University of Alabama, 1831-1910. Master's, 1939. Alabama. 62 p. ms.

15. **Brasch, Irving.** History of secondary education in the parochial schools of Hamilton county, Ohio. Master's, 1938. Cincinnati

16. **Briggs, Ardelle.** Evidences of educational influence of women upon Texas society before 1848. Master's, 1938. Texas St. Coll. for Women. 103 p. ms.

17. **Britton, G. L. Wayne.** History of Kansas state teachers association. Master's, 1939. Kans. St. T. C., Emporia. 54 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17:20)

Studies the history and present trends of the organization in respect to policies, membership, programs, service agencies, and other accomplishments.

18. **Brockwell, Henry Buckius.** History of secondary education in Petersburg, Virginia. Master's, 1939. Virginia. 310 p. ms.

\*19. **Bunce, Edgar F.** The development of a unified program of tax supported, state controlled teacher education in New Jersey. Doctor's, 1939. New York. 66 p. ms.

Studies teacher training in the New Jersey normal schools and teachers colleges from 1900 to 1938. Finds that teacher preparation from 1900 to 1927 was unsatisfactory and resisted change; and that new laws passed in 1927 made unification and coordination with the public schools possible and actual.

20. **Burk, Harry L.** Historical background and early development of the normal school. Master's, 1939. Kans. St. T. C., Emporia. 114 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17:24)

Sketches briefly the educational background of teacher preparation and discusses normal school development in Germany, Switzerland, France, and England, and the origin and growth of the normal school in the United States.

\*21. **Burr, Henry L.** Education in the early Navy. Doctor's, 1939. Temple. Philadelphia, Temple university, 1939. 228 p.

Studies the education of United States naval officers from 1775 to 1845, prior to the founding of the Academy at Annapolis, Md., and comments on that education in terms of philosophy and present-day psychology. Discusses the philosophy of naval education, the education of continental officers, midshipmen in the new navy, educational environment, duties of midshipmen, the social aspect, teachers, education at sea, schools ashore, materials and methods, character training, the need for new education, and the founding of the Academy.

22. **Butler, M. Alene.** A history of the Brockport collegiate institute, 1832-1867. Master's, 1939. Rochester. 194 p. ms.

Presents a fairly typical picture of the privately managed and supported academy in the middle of the nineteenth century.

23. **Caldwell, C. D.** The history of the development of education in the community of Larned and Pawnee county, Kansas. Master's, 1939. Kansas.

24. Canaga, Ruth Hale. A history of West Virginia state teacher's association since 1913. Master's, 1938. Chicago. 109 p. ms.

\*25. Carr, Howard Ernest. Washington college: A study of an attempt to provide higher education in Eastern Tennessee. Doctor's, 1935. Duke. Knoxville, S. B. Newman and company, 1935. 282 p.

Traces the history of Washington college from its founding in 1780 by the Rev. Samuel Doak as Martin Academy, and chartered as a college in 1795; through its merger with Tusculum College in 1816 and the Civil War reconstruction period; through the establishment of a self-help program, the rise of public schools and the decline of Washington College as a classical college, and the separation of Washington and Tusculum Colleges; through the World War period and the reduction of junior college work, the development of the self-help department, and the increase in the permanent endowment. Describes the present administration of the college and its problems, its course of study which corresponds with that of a high ranking Tennessee high school, and its self-help work with boys and girls who could not otherwise receive an education. Shows that no public high school can offer the advantages offered by Washington College.

26. Cato, William Hall. Secondary education in Greensville county, Virginia, 1780-1839. Master's, 1939. Virginia. 168 p. ms.


27. Cervini, Therese Marie. Educational work of the American Jesuits in the Philippine islands. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 77)

28. Clairborn, Lavern. The development of education in Warren county, Illinois. Master's, 1939. Iowa.

29. Clagens, Sister Mary Gonzales. St. Peter Canisius and the founding of Jesuit colleges. Master's, 1939. Boston Coll.

30. Cobb, James L. History of the public schools of Newport, Kentucky. Master's, 1939. Cincinnati. 113 p. ms.

Traces the development of the public-school system from its beginning.

31. Collins, Donnell. The history of secondary education in Oneida county, New York. Master's, 1939. N. Y. St. Coll. for Teach. 187 p. ms. 

†32. Converse, Florence. Wellesley college: a chronicle of the years, 1875-1938. Wellesley, Mass., Hathaway house bookshop, 1939. 311 p. (Wellesley college)

Discusses the founder and his ideals, the presidents and their achievements, the faculty and their methods, the students at work and play, the fire, the alumnae, the World War, the semi-centennial, the summer schools, the emeritus professors and their home, and Ellen Fitz Pendleton.

33. Conway, Mary T. History of education in the City of Newburgh. Master's, 1939. N. Y. St. Coll. for Teach. 85 p. ms.

34. Davis, Daniel I. The growth and development of the nonpublic school. Master's, 1939. Michigan.

35. Dey, John Harry, jr. The history of education in Conecuh county, Alabama, 1818-1838. Master's, 1939. Ala. Poly. Inst.

36. Doran, Young Maurice. The development of special education in the schools of Battle Creek. Master's, 1939. Michigan.

37. Douglas, Nell C. Contributions of philanthropic foundations to the development of secondary education in South Carolina. Master's, 1939. Duke. 96 p. ms.

Studies the contributions of philanthropic foundations to the development of secondary education from 1918 to 1937. Finds that these contributions directly influenced Negro secondary education and indirectly the secondary education program of the entire State.

38. **Edwards, Dorothy Louise.** A history of Transylvania college from 1865 to 1940. Master's, 1939. Kentucky. 148 p. ms.

Gives a brief sketch of the history of Transylvania College from its earliest beginnings to 1865, and a more detailed history from that date to 1940.

39. **Elder, Fred Kingsley.** Freedom in South Carolina as shown by church-state relationships in higher education in South Carolina. Doctor's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 59-60)

Shows that early in the history of the Carolina colony there was cooperation by church and state in establishing means of education, but that higher education was not supported; that South Carolina College, the first State college or university to be completely built and supported by State funds, was chartered in 1801; that in 1850 denominational colleges began to appear; that the question of conflict between science and theology was settled in the courts.

\*40. **Emmert, Beverly Agnes.** The history of the private schools in Washington, D. C., 1795-1845. Master's, 1939. George Washington. 110 p. ms.

Discusses the public and private schools in Washington, D. C., for the period, the kinds of private schools, coeducation, qualifications of private school teachers, types of buildings in which the private schools were held, size of classes, ages of pupils; curriculum, textbooks, religious instruction, tuition fees, length of school year and of school day, theories of education expressed by the teachers, and examinations and reports. Compares the public and private schools. Discusses private schools for Negroes, orphan education, and colleges established in Georgetown and Washington.

\*41. **Evans, Henry Bascom.** History of the organization and administration of Cumberland Presbyterian colleges. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 9 p. (Abstract of Contribution to education, no. 237)

Shows that the Presbyterian church has sponsored 82 educational institutions scattered throughout the central part of the United States, the South and Southwest; that most institutions emphasize the moral and religious leadership, although the Cumberland College in Kentucky initiated experimental agricultural teaching in the South, in 1825.

42. **Ezell, Elbert Monroe.** Educational history of Motley county, Texas. Master's, 1939. Tex. Tech. Coll.

Traces the educational history of the county from 1891 to date.

\*43. **Farrar, Joe.** The development of public secondary education in Louisiana, 1876-1908. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 6 p. (Abstract of Contribution to education, no. 233)

Traces the foundation of education from the Colonial period to 1876, the development of secondary education from 1876 to 1904, and the period of educational awakening in Louisiana from 1904 to 1908.

\*44. **Farrington, Ervin Sylvester.** The history of education in Windsor, Connecticut. Master's, 1938. Maine. 114 p. ms.

Traces 300 years of educational progress from 1614, the date of the earliest found records, through the colonial period, the era of parish control of schools, and the period of town and private control of schools.

45. **Finney, Raymond Alfred.** History of the private educational institutions of Franklin county. Master's, 1939. Tennessee. 101 p. ms.

Shows that Carrick Academy was partially supported by the academy fund which was provided for by the Compact of 1806; and that Mary Sharp College was the first institution of higher learning in the United States to confer a bachelor's degree on a woman.

†46. **Fitzpatrick, Edward A., Mary Dominic, Sister, and others.** The autobiography of a college. Milwaukee, Bruce publishing company, 1939. 271 p. (Mount Mary college)

Traces the history of Mount Mary College from its beginning in 1929 to 1939. Discusses the aims, history and statistics, and the social creed of the college; its physical plant; administration and faculty; the curriculum; its Roman Catholic religious training and philosophy; modern and classical languages and literatures; social sciences; mathe-



atics and natural sciences; music and art; professional and vocational training; physical education; the library; extracurricular activities and athletics; and the graduates of the college.

47. Foster, Lee M. History of Harper county. Master's, 1939. Okla. A. & M. Coll.

Discusses the early development of the county, its natural resources, irrigation, transportation, educational development, and its economic development.

48. Frazier, Chalmer Haynes. The history of education in Floyd county, Kentucky. Master's, 1939. Kentucky. 174 p. ms.

Gives a brief sketch of the history of education in Floyd County from its settlement by white people to the present, and includes a brief statement of its principal geographic features and principal natural resources.

49. Frazier, James M. McKinley high school, Baton Rouge, Louisiana: a 22-year period survey. Master's, 1939. Iowa.

50. Gabbard, Eugene Field. The history of education in Owsley county, Kentucky. Master's, 1939. Kentucky. 165 p. ms.

Gives the historical and geographical background of education in Owsley County; traces the history of education in the county from 1830 to 1939; and presents a constructive program for improving the schools.

51. George, Leonard Franklin. The origin, development, discontinuation, and influence on Oklahoma education of the "Old Willie Halsell college", Craig county, Vinita, Indian Territory. Master's, 1939. Okla. A. & M. Coll.

Finds that the college had a definite influence on the social pattern of the time as well as on education in that region.

52. Gibbs, Clifford LeRoy. Establishment of Texas technological college. Master's, 1939. Tex. Tech. Coll.

53. Gleason, Paul Francis. Schools and schoolmasters in Rhode Island, 1760-1790. Master's, 1939. Brown. 114 p. ms.

\*54. Graeff, Arthur D. The relations between the Pennsylvania Germans and the British authorities (1750-1776). Doctor's, 1939. Temple. Norristown, Pa., Norristown Herald, 1939. 271 p.

Discusses the early German immigrants and factors which led to an attempt to check German influence; the charity school movement; literacy among the Germans; the first schools organized; German attitude toward charity schools; Braddock's expedition; the settlement by Germans on frontiers and lack of protection; relations between the Scotch-Irish and the Indians; Indian attacks; reasons for German support of Quaker policies before 1755; the building of frontier forts; declaration of war against the Indians; the Forbes expedition; the end of the French-Indian war; the Paxton boys and their attempt to involve Germans in the crimes; petition for a royal province; preliminaries of the American Revolution; and the effect of the Germans on the war for independence.

\*55. Griffin, Stephen A. A history of education in the town of Livermore, Maine. Master's, 1939. Maine. 107 p. ms.

Traces the settlement of the original town, 1710-1705; the development of the town and the beginnings of schools, 1795-1820; the effects of state control on education, 1820-1843; the further extension of state control from the division of the town to the abolition of school districts, 1843-1891; and the transition from the town system to the union system of supervision, 1891-1939.

56. Hamrick, Clyde S. A history of education in Jackson county, Missouri, exclusive of Kansas City. Master's, 1939. Kans. St. T. C., Pittsburg. 41 p. ms.

57. Hamrick, Portia Jane. History of elementary education in West Virginia, 1863-1903. Master's, 1938. Cincinnati.

58. Hanson, Richard S. Augustana college, Canton, South Dakota, 1884-1918. Master's, 1939. South Dakota. 48 p. ms.

†59. **Harper, Charles A.** A century of public teacher education. Washington, D. C., National education association, 1939. 175 p. (State normal university, Normal, Ill.)

Traces the beginnings in Massachusetts; the eastern normal schools, 1839-1860; the western normal schools, 1850-1875; the nature and contributions of the normal schools 1860-1900; the transition to the State teachers college, 1900-1926; and the twentieth-century teachers college.

60. **Hart, Casper P.** Founding of the United States Naval academy. Master's, 1938. Columbia.

61. **Hartman, Cecil Lee.** A history of West Central academy, Buckingham county, Virginia. Master's, 1939. Virginia. 158 p. ms.

\*62. **Hartman, Clifford D.** Then and now in Millersburg public education. Master's, 1939. Penn. State. 138 p. ms.

Describes the early history of Millersburg, Pa., and the development of public education in the town. Discusses the present school plant; length of term; teacher personalities; the tenure, number, preparation, certification, and salary of the teachers, school revenues, including State appropriation, tuition and miscellaneous sources of funds; population of the town; school enrollment; school costs; bonded indebtedness; curriculum; organization; extracurricular activities; and the use of the school as a community center.

63. **Hayn, Lloyd F.** The oldest continuous state university in the United States. Master's, 1939. Boston Univ.

64. **Hays, Leslie M.** History of the public schools of Brown county. Master's, 1939. Tex. Tech. Coll.

Covers a 75-year period of the history of public schools of Brown County. Shows that the number of small school districts increased during the first 50 years; the school districts were consolidated and large rural high school districts were recently developed. Indicates that local school support is giving way to State support.

65. **Heery, Chester B.** The development and the educational contributions of the National normal university, Lebanon, Ohio. Master's, 1939. Cincinnati. 97 p. ms.

Attempts to list the educational contributions of the university from its beginning in 1855 to its dissolution in 1917.

66. **Hickman, Mrs. W. P.** Private schools of Houston from 1900 to 1936. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 20-21)

Finds that a total of 112 private schools were listed in the city directories between 1900 and 1936; that of this number 63 were listed only once; 34 were listed from 2 to 10 times; and only 15 seem to have existed more than 10 years; that the number of faculty members in each school ranged from 1 to 28, most of whom had college training and some of whom had degrees; that the enrollment in the schools ranged from a few to 250 students; that boys and girls attended all the schools; that the students as a whole made good records when they left the private schools for schools of higher learning; that many of Houston's prominent business and professional men attended these schools. Concludes that most of the schools closed with the death of the founders.

67. **Houser, J. H.** The history of Wesley college, Greenville, Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 21-22)

Describes Wesley College from its establishment in 1898 in Terrell, Tex., as the Terrell university school to its closing in 1938.

\*68. **Howard, Inez.** The curriculum of the Chautauqua literary and scientific circle, 1878-1898. Master's, 1939. George Washington, 84 p. ms.

Shows the scope of the curriculum of the reading circle, the subject fields offered to its readers, the textbooks and magazine articles in the required reading, and the significant trends evident in the curriculum of the literary and scientific circle.

69. **Humphrey, George Duke.** Public education for whites in Mississippi. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 59-68)

Traces the history of public education in Mississippi from the arrival of the planter class with its slaves and the arrival of the independent but poor farmer class, the early attempts at establishing schools and securing funds for their maintenance; the academies which after 1870 were largely superseded by publicly supported high schools; the different types of secondary schools operating in 1920; vocational education; and the junior college. Discusses the establishment of the University of Mississippi and other colleges and universities. Offers suggestions for reorganizing the school system and raising its standards which would unify the system, give direction to the program of public education from the elementary schools through the higher institutions of learning, enable the State to build more firmly on present foundations, save money by avoidance of duplicated efforts and misdirected energies, and give to the people a school system more adequately adjusted to the educational needs of the day.

\*70. **Hunter, Margaret Adair.** Education in Pennsylvania promoted by the Presbyterian church 1726-1837. Doctor's, 1937. Temple. Philadelphia, Temple university, 1937. 170 p.

71. **Ingle, Wilbert C.** Development of education in Grant county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Traces the development of education in Grant County from 1893 to 1938, stressing the curriculum, salaries of teachers, consolidation of schools, valuation of school buildings, and enrollment of students. Shows that the present tendency is toward a change in the school curriculum from the college-preparatory courses toward a general education for special vocational education. Stresses the need for more consolidation of schools.

\*72. **James, May Hall.** The educational history of Old Lyme, Connecticut, 1635-1935. Doctor's, 1936. Yale. New Haven, Yale university press, 1939. 259 p.

\*73. **Jenkins, Frank Colbert.** The development of the public, white high school in Mississippi. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 6 p. (Abstract of Contribution to education, no. 245)

Traces the development of the public, white high school in Mississippi from its beginning to the close of the school year 1933-34.

74. **Johnson, Lloyd F.** The development of school district units in South Dakota. Master's, 1939. South Dakota. 70 p. ms.

75. **Jones, Lewis Norton.** Ghost colleges on the South plains. Master's, 1939. Tex. Tech. Coll.

Traces the history of nine colleges established since 1880 in west Texas, and which have since closed. Finds that they were denominational colleges, had little or no endowment, and offered a conservative curricula which had a limited appeal.

76. **Keen, Walter S.** The history of Lowville academy. Master's, 1938. Rochester. 349 p. ms.

Gives the history of a private academy from 1813 to 1923 when it was absorbed by the public-school system.

77. **Kepner, Elizabeth Hooper.** Education in Virginia under Dr. Joseph W. Southall, 1896-1906. Master's, 1939. Virginia. 50 p. ms.

\*78. **King, Eleanore Woodward.** Elementary education in Virginia since 1870 with special emphasis on curriculum development. Master's, 1939. George Washington. 146 p. ms.

Traces the growth of elementary education in Virginia from the election of William Henry Ruffner as superintendent of public instruction in 1870, to date.

79. **Klepinger, Gerald Cecil.** A history of the schools of Kingman county, Kansas. Master's, 1939. Wichita. 130 p. ms.

\*80. Kurtz, Dorothy Stockton. A history of the educational developments of Blair county, Pennsylvania. Master's, 1939. George Washington. 55 p. ms.

Traces the development of education in Blair County from 1790 to the present day, describing the cultural background of the early settlers, and the different educational movements which developed through the years.

81. Lecker, George Theodore. 'Lahainaluna, 1831-1877: A study of the history of Hawaii's pioneer educational institution and its socio-economic influence at home and abroad. Master's, 1938. Hawaii.

82. Lovell, Napoleon Broward. History of public-school education in Marion county, Florida. Master's, 1938. Florida.

83. McConnell, Mosey Walker. History and development of education in Crosby county, Texas. Master's, 1939. Tex. Tech. Coll.

Describes the early history of the county and its educational history to 1936. Gives a brief history of the first school on the South plains, which later developed into a junior college and was successfully operated by an early Quaker colony. Recounts the growth of the schools prior to the coming of the railroad and their progress since that time.

\*84. McGrath, Earl James. The evolution of administrative offices in institutions of higher education in the United States from 1860 to 1933. Doctor's, 1936. Chicago. Chicago, University of Chicago libraries, 1938. v. p.

85. McKay, Glenn Elisha. The development of public-school education in Seminole county, Florida. Master's, 1939. Stetson. 118 p. ms.

86. McKelvey, Cecile Bell. A study of the American system of education as conceived by Horace Mann. Master's, 1938. Texas St. Coll. for Women. 67 p. ms.

†87. Meyer, Adolph E. The development of education in the twentieth century. New York, Prentice-Hall, 1939. 406 p. (New York university)

Discusses historical influences affecting progressive education; modernizing educational theory; various experimental schools; modernizing the public school; comparison of the old or traditional and the new or progressive school; outstanding foreign educators and their influence on education abroad; the scientific movement in education; the development of the psychological movement; educating exceptional children; individualizing education through the Dalton plan; the Winnetka plan; the platoon school movement; adult education in the United States and abroad; modernizing the college; education and international relations; systems of education in England, France, Germany, Italy, Russia, and the United States.

\*88. Minton, Hubert Lee. The evolution of Conway, Arkansas. Doctor's, 1937. Chicago. Chicago, University of Chicago libraries, 1939. 68 p.

Traces the history and growth of Conway, and describes the three colleges located there and their contribution to the economic life of the city.

89. Monroe, Winston C. The history of the schools of Harper county, Kansas. Master's, 1939. Wichita. 132 p. ms.

\*90. Morrison, Vera Estelle. A history of higher education under Maryland Protestant denominational auspices, 1780-1860. Doctor's, 1939. George Washington. 389 p. ms.

Discusses political, social, economic, and educational conditions in Maryland related to the establishment of colleges and seminaries; Protestant denominations in Maryland before 1780; efforts of the Methodist Episcopal church, the Protestant Episcopal church, the Presbyterian church, and the Lutheran church to establish institutions of higher education. Compares the organization and control of higher education, objectives of the colleges, requirements for admission, curricula, faculties, physical equipment, finances, and expenses of the colleges.

\*91. Morse, Frank Leander Staples. The history of secondary education in Knox and Lincoln counties in Maine. Master's, 1937. Maine. Orono, University of Maine, 1939. 86 p. (Maine bulletin, vol. 41, no. 12. University of Maine studies, second series, no. 47)

Discusses the social, political, and economic background of Lincoln and Knox counties; the academy from 1800 to 1860; the transition high school, 1860 to 1873; the State-aided high school from 1873 to 1935; the high school of the present century; and the academy from 1860 to 1936.

92. Mosley, Ira Byrd. The "new education": a study of origins and development. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 234-38)

Describes the evolution and development of the progressive education movement, representative schools and their practices, the Progressive Education Association, plans and programs through which progressive education is put into practice, and evaluates progressive education.

\*93. Murphy, Catherine Ann. The Shaker movement in America. Master's 1939. St. T. C., Fitchburg. 104 p. ms.

Traces the growth, development, and decline of the Shaker movement. Analyzes their system of organization, government, and industry. Describes the curriculum of the early Shaker schools, in which the boys were taught for 3 months during the winter by men teachers and the girls were taught for 3 months during the summer by women teachers. Describes the effect of the free public schools on the education of Shaker children. Traces the effects of industrial and economic changes in the United States on the Shaker movement.

94. Neely, Robert Russell. A history of the private secondary schools of Danville, Virginia. Master's, 1939. Virginia. 245 p. ms

95. O'Brien, Timothy A. A history of education in three city school systems in Niagara county, New York: Lockport, Niagara Falls, and North Tonawanda. Master's, 1939. N. Y. St. Coll. for Teach. 95 p. ms.

96. Outland, Ruth M. A history of Haddonfield Friends' school. Master's, 1938. T. C., Col. Univ. 49 p. ms.

Traces the history of the school from 1782 to 1927.

97. Parker, Paul Ephlend. The development of education in Coconino county. Master's, 1939. Arizona. 78 p. ms.

98. Pattison, Vane A. History of education in Chickasaw county, Iowa. Master's, 1939. Iowa.

99. Peters, R. Worth. Secondary-education in Manassas, Virginia, 1860-1935. Master's, 1939. Virginia. 175 p. ms.

100. Petrie, Charles John. The history of education in Christian county. Master's, 1939. Kentucky. 269 p. ms.

Presents facts concerning the history of education in Christian County, Ky., and about its geographic features, material resources, population, roads, railroads, industries and occupations, and cities and towns.

101. Pickett, Louis Fulton. The development of the California State department of education, 1913-1936. Master's, 1939. Stanford.

102. Powell, Mae McPherson. The history of Texas Christian university from 1895 to 1939. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 33-34)

Traces the history of Add-Ran College, which opened in 1873 as a private institution, and continued as such for 17 years; its change of name in 1889 to Add-Ran Christian University when it became the property of the Christian churches in Texas; its removal in 1895 from Thorp Spring to Waco; its change of name in 1902 to Texas Christian University; and its removal in 1910 to Fort Worth.

103. **Price, Leon A.** Development of education in Hancock county, Illinois. Master's, 1939. Iowa.

104. **Pritchett, William McCaddin.** A history of secondary education in Brunswick county, Virginia, 1715-1938. Master's, 1939. Virginia. 215 p. ms.

105. **Quillen, Beveridge Tate.** Secondary education in Dickenson county, 1895-1939. Master's, 1939. Virginia.

106. **Rankin, Mary Elmore.** The historical development of elementary schools in Bailey county, Texas. Master's, 1939. Tex. Tech. Coll.

Studies the development of elementary schools from the establishment of the first school in 1908 to 1939, discussing school legislation, increase in population and enrollment, financial changes, administrative procedures, housing conditions, teaching standards, and local problems influencing progress.

\*107 **Resh, Mary Sherman.** Antecedents of the Smith-Hughes Act, 1862-1917. Master's, 1939. George Washington. 115 p. ms.

Discusses the causes for the development of the industrial education movement in the United States; early private manual training schools in the United States; the Philadelphia Exposition of 1875 and subsequent growth of manual training; methods employed in manual training schools; conflicting views regarding the purpose of manual training; agitation for public support of vocational training; and the Smith-Hughes bill.

108. **Riney, Carrie Saloma.** The origin and development of the Federal industrial institution for women, Alderson, West Virginia. Master's, 1939. Kentucky. 87 p. ms.

Evaluates the rehabilitation work of the institution by a study of the present conditions in comparison with those in other similar institutions.

109. **Rolston, Frances.** History of education in Letcher county, Kentucky. Master's, 1939. Kentucky. 117 p. ms.

Sketches briefly the history of the region of Letcher County from earliest pioneer times to the present; describes the county's main geographic features and its chief natural resources. Traces the development of private and public educational facilities in the county to the present, and offers suggestions for improving these facilities through reorganization and consolidation.

110. **Rummell, Martha Bohart.** A history of the movement for State aid to private and parochial education in Ohio. Master's, 1938. Cincinnati.

111. **Russell, Dean Hamilton.** Secondary education in Warren county, Virginia, 1836-1939. Master's, 1939. Virginia. 128 p. ms.

112. **Schafer, Charles Henry.** The regional development of the American academy. Master's, 1939. Iowa.

113. **Secrest, Frieda Virginia.** Progressive education—its meaning and development. Master's, 1939. Oklahoma. 117 p. ms.

Defines progressive education and discusses the principles of activity, individual differences, growth, social values, and democracy and education. Reveals that the statement of these principles may be recent but that educational leaders in past centuries originated them in different forms, advocated them, and that many educators applied these theories.

114. **Sherman, Maxine Mary.** The development of public secondary education in New Orleans, 1840-1877. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstract of theses, 1939: 9-10)

Traces the development of publicly supported secondary education in New Orleans and shows its relation to the national development of secondary education during this period.

115. **Shutts, Kenneth A.** Albany in the mid-nineteenth century. Master's, 1938. T. C., Col. Univ. 65 p. ms.

Studies the political, economic, educational, and social conditions of Albany during the middle of the nineteenth century.

116. **Simkins, Daniel Caldwell.** The establishment of a school and community museum. Master's, 1939. Kans. St. T. C., Pittsburg.

Discusses the history and aims of school and community museums, and describes methods of collecting, preparing, classifying, labelling, preserving, cataloging, and arranging exhibit materials.

117. **Smith, Clutor Q.** Senior colleges and universities in Texas, 1906 to 1936. Master's, 1939. South. Methodist. (Abstract *in*: Southern Methodist university. Abstracts of theses . . . no. 7: 36-37)

Analyzes data relating to the growth, the status, and the tendencies of the 31 senior colleges and universities in Texas from 1906 to 1936, studying physical facilities, faculty, students, organization and administration, and trends in 1936.

118. **Stansberry, S. M.** History of the development of the school units of Ohio. Master's, 1939. Ohio State.

Surveys legislative histories, school laws, and statistical reports. Shows that the schools started as a part of a decentralized district system; that by legislation creating the township, city and village, and county units, and the State department of education, the administration of schools has been centered in fewer and larger units.

119. **Stevens, Calvin Roy.** Survey and proposed plan of education for Balley county, Texas. Master's, 1939. Tex. Tech. Coll.

Describes the organization of the early school districts in the county, together with improvements and development of the different independent districts and common schools to the present. Recommends the consolidation of the 13 districts of the county into 5 consolidated units, using the county unit plan of organization.

120. **Stevens, Thelma Lee.** History of Balley county. Master's, 1939. Tex. Tech. Coll.

Stresses ranch and farm development, population, schools, and railroads.

121. **Strombo, Philip.** A history of the Lane county high schools to 1938. Master's, 1939. Oregon.

122. **Stuelke, Therón B.** History of public elementary education in the city of Council Bluffs, Iowa. Master's, 1939. Iowa.

123. **Swanson, Glenn G.** Development of public education in Henry county, Illinois. Master's, 1939. Iowa.

124. **Taylor, Mary.** The Memminger normal school, Charleston, S. C. Master's, 1939. Peabody. 107 p. ms.

Traces the history of the school from 1858 to 1932.

\*125. **Terrell, Bernese E.** Historical development of the public schools in Rawlins county. Master's, 1938. Kansas. 99 p. ms.

Describes the development of the public schools in Rawlins County from 1875 to 1937.

126. **Thomasson, Lillian Franklin.** Education in Swain county, North Carolina. Master's, 1939. North Carolina. (Abstract *in*: University of North Carolina record, no. 347: 63-64)

Shows that the period from 1871 to 1900 was one of pioneering; from 1900 to 1910 showed an awakening of interest in education, which resulted in a building program and the introduction of high-school work; from 1910 to 1920 there was evidence of gradual growth with particular interest in high-school work; and from 1920 to 1937 reorganization and consolidation of school districts took place. Indicates that inequality of educational opportunity is still the greatest problem of education in the county. Shows that Swain County gained greatly when the State assumed complete support of its schools.

\*127. **Torgerson, Helen.** Support of common-school education in the South, 1865-1890. Master's, 1939. George Washington. 121 p. ms.

Discusses the condition of the schools at the outbreak of the Civil War, stressing illiteracy; progress of education during the Civil War; reconstruction and hindrances to

educational progress; financial aid to southern schools by philanthropic means, including the Freedmen's bureau, the Peabody and the Slater Funds, the churches and private individuals from 1865 to 1890; support of the common schools by public taxation during this period; revenue for common schools and their expenditures.

128. Walker, Ethel Lee. History of the Sophie B. Wright high school. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1939: 11-12)

Traces the development of the original Girls' high school in New Orleans, in 1845, and its change of name, and studies its present status.

129. Walsh, Anna Kathleen. The history of the Kansas state teachers association, 1863-1938. Master's, 1939. Wichita. 240 p. ms.

130. Walsh, Maurice Keane. A brief history of Bridgewater academy. Master's, 1939. Boston Coll.

131. Ward, Earl Robert. History of the private normal schools in Kansas. Masters, 1939. Kans. St. T. C., Pittsburg. 97 p. ms.

Traces the history of the private normal colleges in Kansas from 1878 to 1919 when the last one went out of existence.

132. Waskiewicz, Leon Stephen. Organized labor in special education in the United States between 1880 and 1938. Doctor's, 1939. Michigan.

133. Weinstein, Jess. A history of the fight for free public tax-supported schools. Master's, 1939. Southern California.

134. Whitney, George S. The history of the Hungerford collegiate institute at Adams, N. Y. Master's, 1939. Rochester. 107 p. ms.

Traces the history of a private academy from its origin in 1855 until it was absorbed into the public-school system in 1926.

135. Williams, Margaret Mary. An outline of public-school politics in Louisiana since the Civil War. Master's, 1938. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1938: 50-52)

Discusses the administrative and financial problems of the schools immediately after the Civil War, the withdrawal of pupils from the schools, and the financial difficulties of the poorly paid teachers. Shows that this period saw the beginnings of a school system, the setting of standards for teachers, and that during the latter part of the period enrollments increased, and the State normal school at Natchitoches was established; that in New Orleans from 1880 to 1900 there was political strife and many school crises. Shows that the development of a real school system in Louisiana took place after 1900; that there was a gradual increase of school buildings until the World War, and a State-wide-high-school system was organized; that the depression brought back many of the early problems, and during the period of political dictatorship school funds were diverted to other purposes, tenure of position became uncertain as political reprisals grew, school terms were shortened; that from 1933 to 1935 schools were operated partly through the assistance of the W. P. A.; and that after 1935 the improved economic status left the schools practically free.

\*136. Wimsatt, Lillian Effie. History of public education in Bishop. Master's, 1939. Texas Coll. of Arts and Inds. 206 p. ms.

Describes all of the educational work carried on in Bishop, Tex., from 1910 to 1938. Discusses the trustees, teachers, janitors, bus drivers, pupils, finance, buildings, curriculum, activities, and graduates under each of the six superintendents.

137. Wylie, Leland J. A history of Orland consolidated school, Lake county, South Dakota. Master's, 1939. South Dakota. 58 p. ms.



## EDUCATIONAL BIOGRAPHY

138. Alexander, Philip Wade. John Eaton, *jr.*, preacher, soldier, and educator. Doctor's, 1939. Peabody. 199 p. ms.

Discusses his part in the establishment of the Department of contrabands; the organization of the Tennessee public-school system; the stabilization of the United States Bureau of Education; and in the improvement of the Puerto Rican school system.

\*139. Antila, Signe. Studies from the professional career of Edwin A. Kirkpatrick. Master's, 1939. St. T. C., Fitchburg. 114 p. ms.

Gives a brief sketch of Kirkpatrick's life, from his birth in 1862 to his death in 1937. Stresses his work as an instructor at the Winona, Minn., State normal school where he published his first book, and where he was secretary of the Minnesota Child Study Association; his work as head of the department of child study at Fitchburg State Normal School, and his publication of his most famous book, the *Fundamentals of Child Study* and a number of others on psychology, economics, and sociology; his work as an exchange teacher at the State Normal School at Bellingham, Wash.; his work in mental hygiene at Fitchburg State Normal School; his courses of lectures at Boston University, and at Rollins College, Florida, after his retirement.

140. Bair, Lawrence Emerson. The life and educational labors of James Pyle Wickersham. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 15-20)

Discusses his life, 1825-1891, his education, and his career as a teacher, principal, county superintendent, founder of the Lancaster County Normal Institute at Millersville, Pa., which was the pattern after which all of the State normal schools in Pennsylvania were fashioned. Discusses his educational theories, his championship of the public schools, and his work as Superintendent of Common Schools of Pennsylvania from 1866-1881. Shows that he advocated greater uniformity of textbooks, compulsory school attendance, the lengthening of the school term, and the establishment of high schools.

141. Bedford, C. A. A study of the educational background of 200 proprietors. Master's, 1939. Iowa.

142. DeJarnette, Reven S. Hollis Ellsworth Dann, music educator. Doctor's, 1939. New York. 155 p. ms.

Evaluates Hollis Dann as a pioneer in music education in America and as a great choral conductor. Shows that to him may be attributed the revival of interest in choral singing following the World War.

143. Dillon, Mary Earhart. The influence of Frances Willard on the woman's movement of the nineteenth century. Doctor's, 1939. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations . . . 7: 88-91)

Includes the advance of women in education, the professions, business, politics, social work, club work, and the manifold activities which opened to them after the Civil War in the definition of the woman's movement. Compares the eastern with the western movement. Shows that Frances Willard was the leading spirit of the western movement.

144. Egan, Brother Charles Ambrose. Patrick H. Pearse, artist, educator, and patriot. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 70-71)

145. Ellman, Shepard S. François Vatable, first professor of Hebrew in the College de France (c. 1495-1547). Master's, 1938. Columbia.

146. Field, Faye Bunch. Influence of Charles William Elliot on education. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 16)

Studies the life and works of Charles William Elliot, his career, his contributions to secondary and to higher education, the value of his philosophy, and the strength of his influence in international fields.

147. **French, William M.** Gideon Hawley, father of New York's common schools. *New York history*, 22: 153-60, April 1939. (Muskingum college)

Describes the educational services of the first superintendent of common schools in the United States.

148. **Hall, Janie E.** Life and work of William Torrey Harris. Master's, 1939. Oglethorp.

Gives a brief insight into Dr. Harris's life and his contributions as an educator, philosopher, and a United States Commissioner of education.

149. **Jordan, Thomas F.** Philipp Emanuel von Fellenberg: Catholic educator and philanthropist. Master's, 1939. Catholic Univ. 65 p. ms.

150. **Keys, John.** The factors in the training and education of Edward Everett accounting for his ability as a speaker. Master's, 1939. Iowa.

\*151. **Kilby, Clyde S.** Horace Walpole as literary critic. Doctor's, 1938. New York. 423 p. ms.

Outlines Walpole's life and discusses him as a critic of the novel, of poetry, of Shakespeare, of the drama, and of historical, epistolary, and other writing. Compares Walpole's comments with those of Samuel Johnson and Thomas Gray.

152. **Lockard, Tilman M.** Calvin Milton Woodward: a biography. Master's, 1939. Ohio State. 218 p. ms.

Stresses his pioneering efforts on behalf of manual training.

†153. **McCallum, James Dow.** Eleazar Wheelock, founder of Dartmouth college. Hanover, New Hampshire, Dartmouth college publications, 1939. 236 p. (Manuscript series no. 4)

Discusses his ancestry, his work as a pastor and revivalist, Wheelock and his parishioners, and as a private citizen in Connecticut, the founding of Moor's charity school, his sending missionaries and school masters to their posts, his consideration of a new site for the school, his loss of his missionary post among the Six nations, the financing of Moor's charity school, the founding of Dartmouth college, and the last decade of his life.

\*154. **McNiff, Alice E.** An intelligent woman's adjustment to modern American life (an appreciation of Dorothy Canfield Fisher). Master's, 1939. Boston Univ. 133 p. ms.

Pictures Dorothy Canfield Fisher's life and discusses her philosophy as shown by her educational articles and by her books.

\*155. **Molster, Jean Lawson.** Daniel Read and higher education in the Mississippi valley, 1805-1878. Master's, 1939. George Washington. 94 p. ms.

Describes briefly Daniel Read's social background, his family, and his life, his undergraduate training at Ohio University, his work as principal of the Preparatory department at Ohio University, his teaching of Ancient languages at Ohio University from 1836 to 1843 when he accepted the chair of Ancient languages at Indiana State University; discusses his work at Indiana State University, at the University of Wisconsin, and at Missouri State University.

156. **Netting, M. Graham.** Frank Nelson Blanchard as he appeared to his students. *Bios*, 10: 131-35, 1939. (University of Pittsburgh)

157. **Pagel, Ruth Elaine.** Factors in speech training and education of Charles Sumner. Master's, 1939. Iowa.

†158. **Parsons, Francis.** Six men of Yale. New Haven, Yale university press, 1939. 145 p.

Discusses Elisha Williams, Ezra Stiles, Benjamin Silliman, Edward J. Phelps, Timothy Dwight, and Henry Augustin Beers, and their contributions to Yale University.

\*159. Schoenschen, Gustav G. Eduard Burger and John Dewey: a comparative study of Burger's *Arbeitschule* and contemporary American activity schools as representative of Dewey's educational philosophy. Doctor's, 1939. New York. 427 p. ms.

Gives a brief biographical sketch of Burger's life. Discusses him as a historian of activity pedagogy and as its critic. Contrasts his philosophy with that of John Dewey.

160. Shaw, Winnie Frances. The contributions of Thomas Henry Briggs to secondary education. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 85-36)

Discusses Thomas Henry Briggs' early life, his preparation for work, and his educational philosophy; his work in connection with the junior high school; his idea of the high-school principal, together with his duties as a supervisor, relations with the superintendent and department heads, school board members, outsiders, and with the teachers. Concludes that Briggs' influence on education is Nation-wide, but that it is impossible at this time to give a final estimate of his work.

\*161. Susseles, Ida Schaffer. Burke Aaron Hinsdale as educator. Doctor's, 1939. New York. 425 p. ms.

162. Taylor, Eugene Jackson. Factors in the early training and speech education of Robert Green Ingersoll accounting for his ability as an orator. Master's, 1939. Iowa.

163. Tripp, Gilbert Allen. James Yarkin Joyner's contributions to education in North Carolina as State superintendent of public instruction. Master's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 64)

Attempts to give an accurate and general history of the period, 1902-1919, with a description of education as it existed in 1900; and shows how the State was transformed into a more progressive educational commonwealth.

164. VanDuyn, Robert G. Educational backgrounds of the signers of the Constitution. Master's, 1939. Ball St. T. C. 434 p. ms.

Concludes that these men had a common educational background, most of them being students of classical literature in the original Greek and Latin; and that the introduction of foreign currents is perceptible in the education of those who studied abroad.

165. Waffle, Eugene Melville. Eben Sperry Stearns: pioneer in American education. Doctor's, 1939. Peabody. 983 p. ms.

Studies the life of Stearns, 1819-1887, stressing his contribution to education from 1841 to 1887.

166. Walker, Viola M. Sophie B. Wright: her life and work. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1939: 12-13)

Studies the life and work of Sophie B. Wright who was a philanthropist, a pioneer in education, and the founder of the first night school in New Orleans.

\*167. Windrow, John Edwin. The life and works of John Berrien Lindsley. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1939. 8 p. (Abstract of Contribution to education, no. 231)

## CURRENT EDUCATIONAL CONDITIONS

### GENERAL AND UNITED STATES

168. Armentrout, W. D. Educational method in a democracy. Social frontier, 5: 275-77, June, 1939. (Colorado state college of education)

Concludes that the only authority a democracy can recognize is that of ideas and meanings.

169. Balise, Elma Guest. A study of problem-solving in education. Master's 1939. Smith. 221 p. ms.

Compares the descriptions of problem-solving given by various authors and describes the essential features and conditions which would serve as a beginning for the study of problem-solving in education.

170. Ballantine, Francis. A follow-up study of 60 pupils of the special class from the Special education school of the Michigan state normal college. Master's, 1939. Michigan.

171. Bardwell, Richard Woleben. Measuring lay attitudes toward public education. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin Summaries of doctoral dissertations . . . vol. 4: 200-201)

Describes an experiment in which a scale of 46 statements concerning the important issues and values in public-school services was administered to 640 people in nine representative groups. Shows that the younger age groups are more liberal than the older age groups; that non-parents are more liberal than parents; that those who had attended public school were more favorable than those who had not.

172. Bayles, Ernest E. The relativity principle as applied to teaching. University of Kansas. Bulletin of education, 4: 3-24, 35, February 1940.

Discusses relativity, the teaching program, developing a competent outlook on life, developing independent learning ability, criteria for choosing and handling teaching units, illustrative teaching units, spelling, grammar in the intermediate grades; a social study for intermediate grade level, plane geometry, high-school bookkeeping, high-school sewing, literature in high school, chemistry, high-school social studies, and testing.

173. Beatty, John D. Personnel enhancement in school and industry. Pittsburgh, Pittsburgh personnel association, 1939. 21 p. (Carnegie institute of technology)

Discusses 10 social-economic goals for individual Americans; the purposes of educational systems; the growth of personnel work in schools; the value of personnel work to schools; the types of organizations used in personnel work; professional and free-lance workers; the salaried worker; follow-up and liaison work with graduates and industry; growth of cooperative attitude between school and industry; relation between unemployment, employment, and progress; and the relation of personnel work to economic progress. Emphasizes the school's responsibility to help its graduates and to establish a cooperative spirit with business.

174. Brooks, Glynn Austin. The Boulder (Colorado) public schools; their development and present status. Doctor's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 31-33)

Gives a brief history of the community and traces the educational development from the first private school in 1860 to the present. Studies the strong and the weak points of the present school system.

175. Brown, Alton Earl. Improving the schools of Earlsboro, Oklahoma. Master's, 1939. Oklahoma. 136 p. ms.

Studies the work of the board of education, their financial resources, ability and effort, the status of the teaching staff, and the ability and achievement of the children in the Earlsboro schools. Finds that the board of education conforms to approved principles of practice; that Earlsboro ranks seventh from the highest among 16 cities in pupil cost; and that the pupils ranked well in achievement as compared with other schools.

176. Carpenter, W. W., and Capps, A. G. Defense against those forces that destroy free peoples. School and community, 23: 270-71, October 1939. (University of Missouri)

Attempts to determine ways of combatting the enemies of democracy. Shows the responsibility of the state to establish a school system in which every boy and girl may receive a satisfactory education.

177. Cooper, Thomas G. Property and other rights affecting the people of California from an educational standpoint. Master's, 1939. Redlands. 90 p. ms.

178. Davis, Mary Emma. An evaluation of pupil progress in the Tuskegee school system. Master's, 1939. Ala. Poly. Inst.

179. Dillon, Catherine Alicia. The scholastic analysis of education. Master's, 1939. Boston Coll.

180. Douglass, Harl B. Education for American life: the report of the New York regents' inquiry. High school journal, 22: 100-107, March 1939. (University of North Carolina)

181. ——— Youth and the schools. High school journal, 21: 201-10, October 1938. (University of North Carolina)

182. Doyle, Margaret Quentin. Reconstruction policies in American education since 1933. Master's, 1939. Boston Coll.

†183. Edwards, Newton. Equal educational opportunity for youth: a national responsibility. A report to the American youth commission. Washington, D. C., American council on education, 1939. 180 p. (University of Chicago)

Discusses the importance of education in the national life; social forces and the expansion of American education; differentials in reproduction and the imbalance in the educational load; differentials in cultural resources and capacity; distribution of child population in relation to income; economic resources and educational task in rural problem areas; relative ability of the farm and nonfarm population to support education; variations in ability of States and regions to finance education; educational implication of differentials in fertility and migration; education in relation to occupational trends; and the national interest in education.

\*184. Fraser, James Anderson. Outcomes of a study excursion: a descriptive study. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 84 p.

Analyzes the outcomes of a study excursion to Tennessee and Georgia in 1938 of 20 boys and 26 girls in the senior class of the Lincoln School. Indicates that the study excursion resulted in a marked gain in information; a change in the group's attitude toward unlimited individual initiative in farming, toward private ownership of utilities, and in ability to generalize on specific items of farm management and of power production. Shows that the study excursion provided for exercise of the ability to think critically, for adjustment in personal relations, and for vitalization of the emotional content of the work.

185. Furney, Lester C. The ranking of the State school system. Master's, 1939. Ohio State. 68 p. ms.

Ranks the States according to five measures of efficiency and to five measures of expenditure. Finds the southern States and rural areas low in ranks for efficiency and expenditures.

186. Garrett, James Francis. The work of the National Catholic educational association as revealed by the annual proceedings. Master's, 1939. Fordham. 125 p. ms.

Finds that the authors of papers in the proceedings were usually in administrative positions and that at least half of them held advanced degrees.

187. Graves, Frederick D. A survey of the district plan of education and the county unit plan of education in West Virginia. Master's, 1939. Michigan.

188. Hall, Russell. The effect of Pittman Center on the community life. Master's, 1939. Tennessee. 97 p. ms.

Studies the religious, recreational, economic, cultural, and educational life of the neighborhoods served by Pittman Center. Finds that the school has affected the lives of the people, but has done little to solve the urgent economic problem.

\*189. Hammond, Maurice Stephen. The development of an educational experiment at Van Hornesville, New York. Doctor's, 1939. New York. 235 p. ms.

Traces the history of Van Hornesville, Herkimer County, N. Y., and the history of the 1-room school which was built in 1850. Discusses the youth of Owen D. Young, his educational ambitions, and his education. Describes his influence in rebuilding the school, in extending its curriculum to include adult education, agricultural courses, and home economics; and his work in rehabilitating the community. Shows the importance of a community-centered school run in a democratic way.

\*190. Harney, Laura B. School and society in Matanuska Valley. Doctor's, 1939. New York. 150 p. ms.

Concludes that the climate of the Valley, the arability and productiveness of the land, and the character of the "colonists" seem to justify the project and portend its ultimate success.

191. Harris, Pickens E. The American school—a delinquent institution. Pittsburgh, University of Pittsburgh, 1939.

192. Harrison, Mary E. Educational activities of Federal agencies under the "New Deal" in North Carolina. Master's, 1939. Duke. 143 p. ms.

Studies aid to school building construction, adult education, education in the Civilian Conservation Corps, aid to students to continue their education, and such other agencies as public forums and local school units. Finds that the educational activities of "New Deal" agencies are based on sound objectives; that the future of the program is uncertain because of its political affiliations; that the first motive of the program is to give employment, while education is secondary. Finds a need for a more efficient reporting system, for long-time planning, and for more cooperation between the various agencies.

193. Hathway, Marion. Education for the public social services. *Compass*, 21: 10-12, November 1939. (University of Pittsburgh)

194. Hoffman, Tennis Ward. A program for the establishment of better community-school relationships of Kiowa, Colorado. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 73)

195. Holsomback, Mary Frank Edmond. An analysis of the children entering the De Pelchin faith home in 1933 and in 1938. Master's, 1939. Sam Houston St. T. C. 154 p. ms.

196. Hutton, James Baxter. The extent of participation in the Kansas improvement of instruction program by the second class cities of Kansas. Master's, 1939. Colo. St. Coll. of Ed.

197. Ivins, Lester S. What parents desire taught in schools. *National education association journal*, 28: 194, October 1939. (Defiance college)

198. Jamieson, Helen Tilleman. A study of economic and social conditions of the Royal school district and their influence on the work of the school. Master's, 1939. Hawaii. 79 p. ms.

199. Kiellinen, Edna M. Instructional practices in schools in the hospitals of Michigan. Master's, 1939. Michigan.

200. Knox, Louis P., jr. A study of youth in lower Prince George's county. Master's, 1939. Maryland. 62 p. ms.

Surveys the educational, vocational, recreational, social, civic, and health status of youth in lower Prince George's County, and compares the economic achievements of out-of-school youth related to length of stay in school, age at leaving school, and course pursued in high school. Concludes that the youth of lower Prince George's County make less use of the educational facilities available to them than do the youth of Maryland or of the United States as a whole; that the health conditions are generally unfavorable in the county; that recreational facilities are adequate in the school, but equivalent facilities are not carried over into community life; that there is a high proportion of unemployment among out-of-school youth; that of youth not in school those who pursued the academic course and remained in school longer are enjoying greater economic achievement.

201. Lee, Eva Hughes. Trends in education as shown by topics discussed in the National education association. Master's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 62-63)

Gives a brief history of the association, and discusses upper schools, industrial education, Negro education, the curriculum, method, rural education, teachers, and new developments in education.

202. Lee, Harold Fletcher. A democratic educational program for a socially backward American cultural region. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 77-84)

Formulates an educational program for Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana. Presents an overview of the region, disclosing assets, problems, and conflicts. Analyzes and evaluates the present status of educational endeavor in these States. Shows that several States are attempting, by means of State minimum schedules, to equalize school support and opportunity in each community of the State which can not be realized by the impotent members of the regional community. Shows the need for a regional-Federal policy in educational finance that will encourage the full development of educational programs throughout the region; that economic and social problems of the area must be solved; that the social institutions and agencies must participate intelligently in the proposed educational program of democratic living. Formulates an educational program which substitutes for the traditional forms of educational boards, individual county and State educational councils federated into a regional council representative of all auxiliary institutionalized agencies.

203. Lee, John J. Special schools and classes. Review of educational research, 9: 180-84, April 1939. (Wayne university)

Enumerates and evaluates major studies on special education in the United States made between 1935 and 1938, inclusive.

204. Leigh, Willie Adicks. A study of the parent-teacher associations connected with the laboratory schools of the Texas state teachers colleges. Master's, 1939. Sam Houston St. T. C. 100 p. ms.

205. L'Eliscu, François. The significance in the declining birthrate and its effect upon education. Master's, 1939. T. C., Col. Univ. 214 p. ms.

Shows that the declining birth rate is affecting curricula, entrance, administration, planning, and teacher training, and that the elementary schools are already affected.

206. Lewis, Richard Byrd. The educational attitudes of a selected group of adults. Master's, 1939. Staunford.

\*207. Lindsey, A. Margaret. A comparative study of the educational achievement and personality development in progressive and traditional schools. Master's, 1939. Penn. State. 51 p. ms.

Describes an experiment conducted with four groups of third-grade children and four groups of fourth-grade children from four selected public elementary schools of Altoona, Pa., to determine how children of the progressive schools compare with those of the traditional schools in such common academic subjects as reading, arithmetic, spelling, and language; in attitude toward school; in initiative; in personality development; and whether one type develops more critical thinking habits than the other. Finds that the progressive groups compare favorably with the traditional groups in achievement in the academic subjects; that the progressive group shows greater variability in achievement, develops a better attitude toward school, and develops more in personality and in critical thinking.

\*208. Lippitt, Ronald. An experimental study of the effect of democratic and authoritarian group atmospheres. Master's, 1938. Iowa. Iowa City, University of Iowa press, 1940. (University of Iowa studies, new series, no. 380. Studies in child welfare, vol. 16, no. 3. Studies in topological and vector psychology, 1: 43-195)

\*209. Low, Ethel Klavans. A program for a local parent-teacher association. Master's, 1939. George Washington. 81 p. ms.

Studies intensively the parent-teacher association of the John Quincy Adams School of Washington, D. C., and formulates a program to meet the needs and interests of that particular group.

\*210. Maure, Raymond. The educational problem of five independent school districts in the town of Hempstead, Nassau county, N. Y. Doctor's, 1937. New York. 104 p. ms.

211. **Monroe, Lynne C.** The present status of cooperative education in America. Doctor's, 1939. Missouri. 214 p. ms.

212. **Murphy, Marian Bunyan.** A comparison of the educational opportunities in rural and city public schools in 10 parishes in northwestern Louisiana. Master's, 1939. Ala. Poly. Inst.

†213. **Newlon, Jesse H.** Education for democracy in our time. New York, McGraw-Hill book company, 1939. 242 p. (Teachers college, Columbia university)

Discusses education in an age of uncertainty; the nature of the social crisis; the promise of American life; means and ends; education for democracy in our time; a social program for the American school; control and administration; equality of opportunity; a social program for the teaching profession; and education for the future of American democracy.

†214. **Norton, T. L.** Public education and economic trends. Cambridge, Harvard university, 1939. 196 p. (University of Buffalo)

Discusses the nature of the modern economy; population trends; the shifting pattern of consumers' wants; the progress of technology; the changing character of employment opportunities; and the mobility of labor. Shows the need of education for consumption and for production.

215. **Parker, Wylie Afton.** The historical development of Texas week from 1931 to 1938. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7 : 32-33)

Describes the part played by the schools of Texas in Texas week, and gives a typical Texas week program. Judged by the benefits to children and adults, and the adaptability of the program to both individual and mass instruction, it appears that Texas week has a permanent place.

216. **Preston, Carleton E.** Objectives and practices. High school Journal, 21: 266-69, 278, November 1938. (University of North Carolina)

217. **Pruitt, Nero, jr.** Drill work in the Nash school, Nash, Texas. Master's, 1939. East Texas St. T. C. 79 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 47-49)

Describes a typical day in the Nash School, and includes some of the ADOWE units experienced by the individual pupils in a single day. Enumerates the advantages of the Nash plan which eliminates numerous drill practices; gives more time for free activity for pupils; creates a more wholesome school attitude; reduces cheating; stimulates individualized learning; and effects economies in State school expenditures.

218. **Reedy, Clyde Everett.** A study of county teachers' associations of Virginia. Master's, 1939. Peabody. 60 p. ms.

Studies 56 county teachers' associations in Virginia.

219. **Rivera, Vicente L.** A comparative study of the educational system of the United States, Germany, and England. Master's, 1939. Michigan.

220. **Roche, Sister Maria Ellenita.** Parochial parent-teacher associations in the dioceses of Trenton and Camden. Master's, 1939. Fordham. 111 p. ms.

Finds that the growth of parent-teacher associations has effected greater development in Roman Catholic education and child welfare; that moneys resulting from their activities have been expended for welfare work and educational projects.

†221. **Sanchez, George I.** The equalization of educational opportunity—some issues and problems. Albuquerque, University of New Mexico press, 1939. 47 p. (University of New Mexico bulletin, whole no. 347. Education series, vol. 10, no. 1)

Discusses education and democracy; the administration of equalization; measuring educational opportunity; the issue of control.



222. Sanders, Harry W. Organizing and using factual data in teaching. Blacksburg, Virginia polytechnic institute, 1939. 40 p. ms.

Shows that factual data should be organized on an enterprise basis, and according to the jobs involved in each enterprise.

223. Smith, Elbridge M. Newspaper publicity as employed in certain village superintendencies in New York state. Master's, 1939. N. Y. St. Coll. for Teach. 45 p. ms.

224. Smith, Mary Elizabeth. The relationship between education and social trends as shown in recent research and literature. Master's, 1939. Michigan.

225. Smith, Phyllis Eugenia. An urban area and its schools. Master's. 1939. Ohio State. 150 p. ms.

226. Spencer, Thomas M. Reorganization of the Thrall independent school district. Master's, 1939. Sam Houston St. T. C. 92 p. ms.

227. Streepy, Ola May. Some guidance techniques used by a selected group of parents in the management of adolescent boy and girl relationships with some implications for teaching. Master's, 1939. Iowa State.

Attempts to discover techniques used by parents in guidance of adolescent boy and girl relationships. Finds that the techniques centered around the need for early and continuous training in decision making and in sex education, development of mutual understanding of parent and adolescent points of view, recreation in the home, group planning, and recognition of individual differences among adolescents.

228. Thoene, Alma Evans. A critical evaluation of the parent-teacher association in Hawaii based on a survey of the movement. Master's, 1938. Hawaii.

229. Thurston, Lee M. Thompson plan. Nation's schools, 23: 64, June 1939. (University of Pittsburgh)

230. Tracy, Sister Mary Loraine. Provisions for individual differences in the schools conducted by the Sisters of St. Benedict. Master's, 1939. Marquette. 190 p. ms.

231. Turney, A. H. Attitudes education. University of Kansas. Bulletin of education, 4: 2-21, April 1939.

232. Twente, J. W. Organization of State departments of education. University of Kansas. Bulletin of education, 4: 25-35, February 1940)

Gives charts showing the organization of departments of education in Kansas, Nebraska, Arkansas, Missouri, Wisconsin, Michigan, California, New Jersey, and Texas.

233. Uhler, Joseph M. A study of representative attitudes of the public on certain pertinent school issues. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 387-96)

Analyzes attitudes of 1,200 laymen as to adult education, amount of training required of teachers, consolidation of schools and merging of school districts, curriculum, employment of home teachers, ethics of teachers, health of school children, married women teachers, salaries of teachers, and teacher tenure.

234. Vickers, Elmer F., jr. A survey of intercollegiate athletic conferences and their contribution to education. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 62)

Attempts to determine the exact plan of administration of the different athletic conferences, and to show how these various regulations protect the educational institutions from forces which endanger their athletes physically and their institutions academically, and to reveal the methods by which conferences have proceeded to realize better educational and social value from intercollegiate athletic competition.

235. **Wahlquist, John T.** An appraisal of progressive education. Utah educational review, 22: 122, 1938. (University of Utah)

236. **Watts, Harmon.** The effect of the industrial growth of Houston on the Aldine independent school district. Master's, 1939. Sam Houston St. T. C. 68 p. ms.

237. **Weaver, Richard Lee.** Conservation education in some Federal and national agencies in the United States. Doctor's, 1938. Cornell. (Abstract in: Cornell university. Abstract of theses . . . 1938: 116-20)

Evaluates the conservation programs of seven Federal agencies and three national youth organizations. Describes the work of the Biological Survey; Extension Service; National Forest Service; Soil Conservation Service; National Park Service; Office of Education; Civilian Conservation Corps; and the National Youth Administration. Shows the need for strengthening the service in the Office of Education, Civilian Conservation Corps, Boy Scouts of America, and Girl Scouts.

238. **Wilson, Martin L.** The status of professional bodies advisory to public-school authorities. Master's, 1938. Columbia.

239. **Wynstra, Stanley Sydney.** A plan of district organization for the common schools of Cowlitz county, Washington. Master's, 1939. Washington. 75 p. ms.

Recommends the reorganization of the county into six districts in order to equalize educational opportunities.

240. **Young, Edgar Cyrus.** An interpretation program for the small school system. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 134)

Surveys the community and school system of Bayard, Nebr., and constructs an interpretative program conforming to the needs of the community.

#### SURVEYS

241. **Bloom, William Howard.** A comprehensive survey of the school system at Fairbanks, Alaska. Master's, 1939. Washington. 99 p. ms.

Finds a number of weaknesses in the system and offers suggestions for improving the quality of instruction.

242. **Cocanougher, Hubert Anderson.** Reorganization of public education in Boyle county, Kentucky. Master's, 1939. Kentucky. 111 p. ms.

Presents a rather complete survey of the present school system and assembles important facts concerning its history, geography, natural resources, industry, transportation, and communication.

\*243. **Eddie, George Alexander.** An inventory survey of the one room rural schools of Polk county, Minnesota. Master's, 1939. North Dakota. 57 p. ms.

Analyzes data received from 154 of the 163 rural schools operating in the county in 1938-39 to show the differences among the schools in equipment and materials used by the rural teachers. Discusses the readers, language textbooks, spelling books, history textbooks, arithmetic texts, geographies, science texts and equipment, and the type of libraries in the rural schools. Describes the training in music appreciation and instruction in instrumental music, and the types of playground equipment used. Recommends that more attention be given to the equipment needs of the rural teachers by the county superintendents and by the teachers, and suggests a system of exchanging materials among nearby schools as a means of improving conditions.

244. **Fellbaum, Earl H.** An educational survey of Roosevelt county, Montana. Master's, 1938. Minnesota. 157 p. ms.

Presents the present weaknesses of the educational system and offers a reorganization plan to remedy many of these weaknesses.

245. **Freeman, Adam Jefferson.** A school survey of the Balt union high school district. Master's, 1939. Colorado. (Abstract in: *University of Colorado studies*, 28: 57)

Finds the schools poorly equipped, organized, and supervised; that the ability and effort to support schools is near the average for the State. Outlines a program for improving the schools without large increases in expenditures.

246. **Hatchett, Melvin Edgar.** A comparative study of rural and urban schools of Lincoln and Payne counties, Oklahoma, 1936-37. Master's, 1938. Okla. A. & M. Coll.

Studies the equalities of educational opportunity in Lincoln and Payne counties as a sample of conditions in general under the present educational system in Oklahoma. Finds the educational system inadequate and that there are gross inequalities in the rural and urban school districts; that most of the rural schools find it difficult to operate due to lack of finances, whereas other schools have few or no financial troubles and are able to have a full term of school without a noticeable school tax placed on their district; that many of the wealthier districts have excellent equipment and qualified teachers who are well paid; that many of the weaker school districts are operating without sufficient equipment, poor buildings, poorly qualified teachers, and short terms while paying as high a school tax as the law will allow. Points out the need for changing the methods of financing and managing the public schools of Oklahoma.

247. **Irvin, Robert J.** A plan for a survey of a small school system and its practical application to the Barnard, South Dakota, schools. Master's, 1939. South Dakota. 88 p. ms.

\*248. **Johnson, Charles A.** Survey of school districts in Cavalier county, North Dakota with special reference to financial and population aspects and library facilities. Master's, 1939. North Dakota. 151 p. ms.

Discusses the ability of the area to support schools, the enrollment, sources of school income and school expenditures, and library facilities. Finds that current school support was derived from property taxes, the State equalization fund, State and county tuition fund, and Federal aid in one district; that expenditures based on average daily attendance ranged from \$34.98 to \$154.09; that population shifted considerably from the country toward the villages and school enrollment decreased in the open country districts and increased somewhat in the graded, consolidated, and classified schools from 1888 to 1937; that schools were poorly located in many instances with respect to centers of population within the county; that there were extreme variations in teacher load in the various schools; that the classified schools exerted the greatest financial effort to keep their schools operating; that school libraries had grown in size from 1893 to 1937; that the pupils' voluntary reading circle course was a valuable aid to foster a good reading program in school. Recommends that a county library be established.

249. **Knowles, J. Melton.** An educational survey of Carson county, Texas. Master's, 1939. Tex. Tech. Coll.

Surveys the 3 independent school districts and the 10 common school districts of Carson County. Suggests a plan for the consolidation of the schools of the county with the 3 independent school districts.

250. **Litsheim, Theodore J.** A critical survey of the educational system of Butte county, South Dakota. Master's, 1938. Minnesota. 95 p. ms.

Shows the inequality of educational opportunities in the county and offers recommendations for county and State adjustments in order to equalize educational opportunity.

251. **McCarty, Douglas.** A survey of educational opportunities and needs of an area in eastern New York. Master's, 1939. N. Y. St. Coll. for Teach.

252. **Pfister, Emil R.** A survey of Tuscola county for the purpose of reorganization of school districts. Master's, 1939. Michigan.

253. **Smith, Harry C.** A study to determine the advisability of forming a community school at Sandusky, Michigan. Master's, 1939. Michigan.

## FOREIGN COUNTRIES

254. **Albright, Sara Celeste.** Education in the French national assembly, 1789-1791. Master's, 1939. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 39, no. 10: 59)

Describes Talleyrand's plan for education. Shows that the Assembly provided one of the bases for the present French educational system.

255. **Ali-Abadi, Ahmad.** Higher education in Iran, its evolution, its trends, and plans for its improvement. Doctor's, 1939. New York. 155 p. ms.

Traces briefly the political development of the country from the early history of Iran as a factor affecting her educational development. Describes the condition of education in Iran from the period of Zoroastrianism and Islam, showing the influence of the state religions, Zoroastrianism and Islam upon education, especially upon higher education. Points out the deficiencies of the present educational system and proposes remedies. Lists contributions which higher schools can make to the progress of the country.

256. **Baskine, Mrs. Gertrude F.** New France in Canada: abstract of education in the Province of Quebec. Master's, 1939. T. C. Col. Univ. 57 p. ms.

257. **Black, Harriet Mae.** The education of the child of the American national in Venezuela. Master's, 1939. Hawaii. 70 p. ms.

258. **Booth, George Clive.** The philosophy and techniques of indoctrination of the Mexican Socialist school. Doctor's, 1939. Southern California. (Abstract in: University of Southern California. Abstracts of dissertations . . . 1939: 26-31)

Traces the history of Mexico briefly until the revolution of 1910. Discusses the Constitution of 1917 which, among other items, provided for a national system of free, lay public schools; the conflict between the Roman Catholic church and the Mexican people for control of the schools until 1933 when the schools were officially named the Socialist schools of Mexico. Shows that the school is considered a social institution to prepare the younger generations for a new society; that the teacher organizes laborers into guilds and unions so they can work for better laboring conditions; that the children are taught to live and work together cooperatively, without thought of exploiting one another; that academic learning is incidental to learning socially useful techniques; that artistic training is an integral part of the curriculum; that playgrounds are maintained for the enjoyment of citizens of all ages and classes; that the idea of the school is to raise every citizen to the highest plane possible. Describes the elementary schools, and the traveling cultural missions set up to continue and supplement the training of teachers for the rapidly expanding school system, and the work with the Mexican Indians.

259. **Boyles, James R.** A program of adult education for Twante, Burma. Master's, 1938. Denver. (Abstract in: Denver University. Educational research bulletin, 1: 11).

Proposes a program of adult education to be carried out in connection with the Methodist school at Twante, Burma, comprising lectures of general interest followed by evening classes, special courses, and a type of opportunity school during the vacation period.

260. **Burr, Winnie A.** An analysis of the teachings found in selected government-approved textbooks on ethics used in Dora academy and suggestions for a program of worship. Master's, 1939. Presbyterian Coll. 90 p. ms.

Analyzes the teachings found in the basic textbooks on ethics used in grades 3 to 11 in Dora Academy for the Sick in Chiengmai, Siam, and the chapters on discipline and methods of teaching ethics in one teacher-training book in the normal-training department. Finds that all of the areas of experience of children and youth, except in the fields of aesthetics and sex education, were fairly well covered by the teachings; shows the need for motivation.

261. **Campbell, Edward.** Civil service for teachers in New Zealand and the implications for such a system for Oregon. Master's, 1939. Oregon.

\*262. **Chey, Soon Ju.** A suggested commercial curriculum for the Chosen Christian college in Korea. Doctor's, 1930. New York. 271 p. ms.

263. Childs, Gladwyn Murray. Bantu kinship and character: being a description of the social structure and individual development of the Ovimbundu, with observations concerning the importance for the enterprise of Christian missions of certain phases of the life and culture described. Doctor's, 1939. T. C., Col. Univ.

Studies the development and social structure of the Ovimbundu, a Bantu-speaking group living in Portuguese West Africa. Describes the life of the village and the kinship groupings in detail; evaluates the mission program; describes the individual development and education from birth until adulthood.

264. Clayton, Helen Teresa. The influence of the arts and education on Ireland and its people. Master's, 1939. Boston Coll.

265. Cleveland, Marion Elinor. Lay leadership training for rural women of the China inland mission in West Szechwan. Master's, 1939. Biblical Seminary.

266. Currie, Anne Elizabeth. Standards for short term schools for Christian women of the villages of the Punjab province, India. Master's, 1939. Washington.

Shows that the staff should be specialists as far as possible; that living quarters should be considered an integral part of the program; that the schools should be located at mission compounds; that cooking arrangements should be considered an integral part of the program; that sessions should be about 2 weeks long, with classes held in May, June, or the early part of July; that women and older girls should be preferred to other combinations of student body personnel; that their needs can be cared for by a program containing: Devotions, reading, writing, arithmetic, Bible study, hygiene, sewing and knitting, handicrafts, and recreation; that finances are an individual problem; that uniform records be kept; and that the schools have a central organization.

267. Dunn, Eric John. Prediction of freshman success in the University of British Columbia. Master's, 1939. Washington, 50 p. ms.

Indicates that no basis of prediction is satisfactory, but that the high-school record is the best single index and intelligence the worst.

\*268. Edwards, Seth J. An educational program of physical education for schools and colleges of the United Provinces, Agra and Oudh, India. Doctor's, 1931. New York. 161 p. ms.

269. Freeman, William F. Public education in France during the Revolution. Master's, 1939. T. C., Col. Univ. 26 p. ms.

270. Furie, William B. A history of Jewish education in Poland before 1765. Doctor's, 1939. Boston Univ.

271. Halim, Belkis. Nasıl Yazarız tabiat bilgisi sınıf 4: a course of study in science for the fourth grade of Turkish schools. Master's, 1939. Smith. 397 p. ms.

\*272. Holbrook, Sara VanVleck. The new education in Italy: a social study. Master's, 1938. New York. 33 p. ms.

Discusses the government and education, and the church in education under the old regime from 1859 to 1907; the Corrodini survey in 1907 and changes in educational policy prior to 1922; the new education under Mussolini, including the Gentile reform in elementary, secondary, physical, and higher education and the rise in adult education; extra-curricular activities, clubs, and boys' and girls' activities. Studies the reactions in some localities upon Italian-Americans.

273. Hooshemand, Fatoollah Amir. An analysis of child welfare and training in Iran with proposals for their development. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 120-24)

Gives a brief history of education in Iran and discusses new trends in education; child protection and the importance of the pre-school period; modern concepts of child welfare and training; and public-school responsibilities for child development in Iran. Offers specific recommendations for improving education in that country.

274. **Hubbard, Mabel Ellis.** An experiment in teaching the Christian religion by life situations in Fan Village, China. Master's, 1938. Oberlin. 87 p. ms.

Evaluates an experiment in teaching the Christian religion by life situations in a village of 242 families in North China. Finds that Christianity can best be taught by life situations; that one learns to live the Christian life by living it; and the teacher of religion can teach it best through every-day experience in living.

\*275. **Hull, Fern Lane.** Rural education in Cuba. Master's, 1939. George Washington. 71 p. ms.

Sets forth the drastic changes made in rural education in Cuba since 1936. Describes the Republic of Cuba; the Cuban people and their socio-economic status; the historical background of education; the period of American intervention; the period of independence to 1930; the period of political unrest, 1930-1936; and current educational conditions. Discusses rural education and the civic-military schools. Evaluates the changes in rural education since 1936.

276. **Kani, Ali.** The reconstruction of Persian education. Doctor's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 60-61)

Describes Persia and the efforts being made to reconstruct Persian education in the light of the Iranian conditions and needs. Gives a brief history of education and discusses the State and local systems of education, the curriculum, education of women, extracurricular activities, health education, coeducation, adult education, and other means of reducing illiteracy.

277. **Lien, Marie.** The Scandinavian organizations for the promotion of home industries in arts and crafts. Doctor's, 1939. T. C., Col. Univ.

Studies the activities of the home craft organizations in towns and cities of Norway, Sweden, and Denmark; their headquarters and sales shops; their special schools, courses, and exhibitions. Shows that the gradual development of an organized educational program to cultivate handicraft appreciation and activity began with the forming of local State-subsidized home craft societies which directed their energies towards providing opportunities for the training of people of all ages and all levels of society.

\*278. **Lindsey, Elizabeth Prentiss.** Education in India: a study of secondary and higher education for women. Master's, 1939. George Washington. 77 p. ms.

Describes the chief problems which condition the education of women in India and the way in which these problems have been met by educators during the last 90 years.

279. **Lunden, W. A.** The organization and control of higher education in Sweden. Pittsburgh, University of Pittsburgh, 1939.

\*280. **Mack, Edward C.** Public schools and British opinion, 1780 to 1860: an examination of the relationship between contemporary ideas and the evolution of an English institution. Doctor's, 1938. Columbia. London, Methuen and company, 1938. 432 p.

281. **McKay, William Calvin.** The new education in Mexico. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 29-30)

Discusses the purpose and operation of the Mexican government's new program of education. Finds that the school readers contain selections and stories teaching the dignity of labor, the sacredness of the home, the folly of superstitions, sanitary living, and patriotic devotion to the fatherland. Shows that all schools which are now allowed to function in the Republic of Mexico are forced to conform to the regulations applying to government schools; that no religious denomination is allowed to control or exert any influence toward the maintenance of any educational institution in Mexico; that teachers in the government schools are protected from arbitrary removal from their positions by a tenure law. Concludes that the Mexican people as a whole have accepted the new educational program.

282. **Makris, John A.** A program in agricultural education for young farmers in Macedonia, Greece. Master's, 1939. Rutgers.

Presents courses of study for the first six grades, and for young farmer groups 14-17 and 17-20 years of age for the village of Ano Copanos.

\*283. Miller, Ernest Edgar. The problem of literacy in Central Provinces and Berar, India. Doctor's, 1939. New York. 210 p. ms.

Attempts to determine the reason that only 6 percent of the population is literate.

284. Muchmore, Shirley McLaughlin. A program of trade and industrial training for Winnipeg, Manitoba, Canada. Master's, 1939. Colo. St. Coll. 240 p. ms.

Studies trade and industrial training needs for Winnipeg. Finds that the youth of the city were not receiving training adequate to the needs of the city.

285. Nichols, Edward Genung. Religious education in rural churches in South India. Master's, 1939. Union Theological.

286. Boniger, Mother Stella Maris. Contributions of the missionary Sisters of the Sacred Heart to education in Italy and the United States. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 68)

287. Schaefer, Charlotte Skilling. Education in Canada. Master's, 1939. Indiana. 168 p. ms.

288. Schreiber, Morris. The schoolmaster in English literature of the nineteenth century. Master's, 1939. Coll. of the City of N. Y. 135 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 108)

Surveys the British educational methods and personalities as reflected in the novel, short story, biography, and personal essay of the nineteenth century. Concludes that too often the schoolmaster of the nineteenth century lacked self-discipline as well as discipline over others; had little knowledge of educational principles; resorted to excessive flogging; had little regard for the individual needs of his students; had an economic rather than a professional interest in teaching; and was but little interested in the social, political, and educational problems of the day.

289. Shipton, Charles Morgan. An analytical study of the schools of Baca county, Colorado. Master's, 1939. West. St. Coll. 70 p. ms.

\*290. Singh, Ram Karan. Communal educational institutions in India and their influence. Doctor's, 1939. Harvard. 482 p. ms.

Shows the need for education in India to bridge the differences between the different races and peoples of the country so as to enable them to face their common problems as a group. Discusses the purpose of education in India; the problem of Indian nationality, including diversities in Indian life, geographical unity, unity of race, language and politics, the problems of caste, and of Hindu-Muslim relationships; the development of educational policy; communal educational institutions in India and their growth; and questions whether there is a case for the communal institutions.

291. Stewart, Carl D. An educational survey of the Isle of Pines and a comparison of its schools with those of Cuba and Denver. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1: 21)

Finds that the Isle of Pines is a cosmopolitan, though isolated, community whose population is made up of Anglo-Saxons, Negroes, and Cubans; that there are private, army, and public schools on the island; that there is no unifying control over the schools. Shows that the schools compare favorably with those of Cuba, but are inferior in every way to those of Denver; and that it is difficult to develop rapidly an up-to-date school system on the Isle of Pines because of the different racial groups comprising the population, health conditions, economic circumstances, the scattered population, climatic influences, and language difficulties.

292. Sung, Ke. The development of a more effective type of rural education in Kankoo county, Kansu Province, China. Master's, 1938. Cornell.

† 293. Swift, Fletcher, Harper. European policies of financing public educational institutions: IV. Germany. Berkeley, University of California press, 1939. (University of California publications in education, vol. 8, no. 4, p. 345-604)

Discusses political and social factors conditioning educational policies; the organization and administration of Prussian educational institutions under the Weimar con-

stitution; education as a national and state expenditure; the financing of elementary schools in Prussia; the financing of middle schools; the financing of secondary schools; secondary school expenditures and sources of revenue; the financing of institutions of higher instruction; the expenditures and sources of revenue of German institutions of higher learning.

\*294. ——— European policies of financing public educational institutions; V. The financing of grant-aided education in England and Wales. Berkeley, University of California press, 1939. (University of California publications in education, vol. 8, no. 5: 695-972)

Discusses the organization and administration of educational institutions in England and Wales—origins of the present system; present system of national grants for education; education as a national and local public expenditure—sources of revenue; financing the costs of elementary education; financing higher education under the board of education—secondary education, technical and further education; the financing of university and agricultural education; policies of financing accumulations and financial obligations, teachers' pensions, capital outlay, and loans.

\*295. Taylor, William Septimus. Education in England. Lexington, University of Kentucky, 1939. 138 p. (Bulletin of the Bureau of school service, vol. 11, no. 4)

Discusses the national board of education, local education authorities, the examination system in England, primary education, post-primary education, secondary schools, vocational education, special schools for the physically and mentally handicapped, the education of teachers in England, and the universities of England.

296. Timmons, Herman P. An analysis of the religio-cultural aspects of the Nova Scotia adult education movement. Master's, 1939. Catholic Univ. 49 p. ms.

\*297. Turner, Ivan Stewart. The training of mathematics teachers for secondary schools in England and Wales and in the United States. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 231 p.

Studies, for each country, the chief characteristics of secondary education; the emphasis given to mathematics as a secondary school subject; the academic training in mathematics which prospective mathematics teachers receive; and the professional training in education and special methods which prospective mathematics teachers receive. Finds that in England and Wales a selected group relatively homogeneous in ability gains admission to secondary schools, while the composition of the corresponding group in the United States is heterogeneous in ability; that in England and Wales virtually no election of subjects is granted while in the United States the practice seems to be to offer the widest possible election of subjects; that mathematics occupies a much more important place in the curriculum of secondary schools in England and Wales than in the United States; that training of prospective mathematics teachers in England and Wales is more intensive and covers more aspects of advanced mathematics than in the United States; that more courses in methods of teaching and in professional subjects are offered in teacher-training institutions in the United States, but more opportunity for a variety of experience in practice teaching is offered in England and Wales.

298. Varney, W. Drew. Enriching the program of the American Baptist mission training school, Bapatla, India. Master's, 1938. Columbia.

\*299. Wade, Newman Atkinson. Post-primary education in the primary schools of Scotland, 1872-1936. Doctor's, 1938. T. C., Col. Univ. London, University of London press, 1939. 275 p.

300. Walker, T. Ashley. The philosophy of character education in English public schools as portrayed in some representative English novels. Master's, 1938. Columbia.

#### INTERNATIONAL EDUCATION

\*301. Bracken, John J. Activities of the League of nations' committee. Master's, 1938. New York. 86 p. ms.

Discusses the background of the League of Nations; its mechanics; the financial and economic committees, international transit and communications, health, intellectual cooperation, permanent mandates, opium, social questions, international justice, committees, and the international labour organization.



302. Hedges, Mary Frances. Education for internationalism in the elementary schools of the United States. Master's, 1938. Chicago. 75 p. ms.

303. Senstius, Julia Taylor. Student rapprochement as a means of better international understanding. Master's, 1939. Michigan.

### EDUCATION—THEORIES AND PRINCIPLES

304. Almodovar, Lorenzo D. Some philosophical implications of the concept of growth in education: a search for the educational meanings and values of growth. Master's, 1939. Iowa.

\*305. Baldauf, Violet M. The religious implications of the philosophy of John Dewey. Master's, 1938. New York. 70 p. ms.

\*306 Bixby, Herbert Dallas. Some concepts of individual differences with instances of modern educational procedure. Doctor's, 1939. New York. 348 p. ms.

Studies concepts of individual differences as held by some of the early and some of the later philosophers; the modern concept of individual differences; and consistencies and inconsistencies between these concepts and educational procedures in schools of today calculated to provide for individual differences.

†307. Brubacher, John S. Modern philosophies of education. New York, McGraw-Hill book company, 1939. 300 p. (Yale university)

308. Byles, W. Esdaile. The educational philosophy of Louis Agassiz. Doctor's, 1939. New York. 155 p. ms.

Compares his educational views with those of Elliot, Spencer, Huxley, Dewey, Whitehead, and Hutchins. Finds that science is taught much more generally in the schools, but that the definite educational aim on which Agassiz insisted is lacking, and much of what he considered essential in general education has been sacrificed.

309. Chinnock, A. Eugenie. Plato's educational views: a comparative study of *The Republic* and *The Laws*. Doctor's, 1939. New York. 202 p. ms.

310. Chisholm, Hilda Hepperle. Wilhelm von Humboldt's ideal of humanity and its relation to American education. Doctor's, 1939. Washington. 175 p. ms.

Discusses Humboldt's philosophy and his reorganization of the Prussian educational system. Shows that the office of State superintendent of public instruction is based on the Prussian model; that the University of Berlin was the model for American graduate schools; and that Humboldt's philosophy of education has much in common with progressive education.

311. Courtney, Margaretta. Bronson Alcott as an educator. Master's, 1939. Michigan.

312. Crockett, Cora M. Didacticism in educational theory and in children's literature. Master's, 1939. Duke. 97 p. ms.

Finds that didacticism has certain fundamental principles applicable to both education and children's literature.

\*313. Dangler, Edward. The educational philosophy of F. W. Parker: Its origins, contents, and consequences. Doctor's, 1939. New York. 258 p. ms.

Shows that the activity movement originates from a philosophy of idealism as well as of pragmatism.

314. Dudley, Fred Adair. Matthew Arnold and science. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Shows that Matthew Arnold's attitude toward science was on the whole friendly but complex and somewhat patronizing; that in the field of education and general culture, he held that the schoolboy must know something of the physical world, and that the intelligent modern man must be informed of great scientific advances.

315. **Fenton, Rev. Ezra J.** Educational theories in the *De Regimine Principum* of Aegidius Colonna. Master's, 1939. Catholic Univ. 97 p. ms.

316. **Gabbert, M. B.** The philosophy of education of President R. N. Hutchins. Pittsburgh, University of Pittsburgh, 1939.

\*317. **Gaudin, Albert Charles.** The educational views of Charles Rollin. Doctor's, 1939. T. C., Col. Univ. New York city, 1939. 151 p.

Studies Rollin's educational views; shows how they were conditioned by his life and character and by the educational trends of his time, 1661-1741. Determines the significance of his work in the development of secondary education in France during the eighteenth and nineteenth centuries.

\*318. **Gunkel, Natalie L.** The origin and content of the pedagogy of Georg Kerschensteiner in relation to contemporary experimental and progressive education. Doctor's, 1939. New York, 399 p. ms.

Discusses the origin of his ideas, the influence of earlier educators on his ideas, and his influence on modern education. Compares Kerschensteiner's ideas with those of John Dewey, Ernst Meumann, Wilhelm A. Lay, and Julius Wagner.

\*319. **Hall, Mary Ross.** Children can see life whole: a study of some progressive schools in action. Doctor's, 1937. T. C., Col. Univ. New York, Association press, 1940. 158 p.

\*320. **Hipp, Frederick L.** An application of democratic principles to American education. Doctor's, 1939. Syracuse. 165 p. ms.

Defines an ideal democracy and shows the need for a clearer understanding of the meaning and implications of democracy as applied to teaching school; that democracy is educationally meaningful to the extent that teachers live and work with a consciousness that they are living in a social order which allows the greatest amount of participation for each individual towards the interests and purposes of himself and others. Discusses change as a challenge to American education; democracy as a challenge to education in a changing world; the democratic ideal as a way of life; curriculum and method; and the democratic teacher.

\*321. **Hoban, James Henry.** The Thomistic concept of person and some of its social implications. Doctor's, 1939. Catholic Univ. Washington, Catholic university of America press, 1939. 97 p. (Catholic university of America philosophical studies, vol. 43)

Discusses the principle of individuation in material substances; the concept of person according to St. Thomas Aquinas; the position of the person in the universe; the social aspect of man; principles governing the relation of the person to the state; the person in the theories of individualism and collectivism; and the person in the philosophy of education.

322. **Hobbs, Nicholas.** Determinants of ideology: a psychological interpretation. Master's, 1939. Ohio State. 170 p. ms.

323. **Holden, Jessie Fern.** The educational views of Domingo Faustino Sarmiento in relation to his life and times. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 73)

Shows that Sarmiento implanted in South America all the fundamental trends of modern education; that in the administration of schools, he forced education from the lowest stage to a higher level; and that in the long run, his extraordinary activity had effects far beyond the boundaries of the particular localities in which he worked.

324. **Hope, Richard.** Gorgias: or the purpose of education. Personalist, 20: 384, 1939. (University of Pittsburgh)

325. **Judd, Adah Richard.** Mr. H. G. Wells' views on education since the World War. Master's, 1938. Smith. 63 p. ms.

Discusses the means advocated by Mr. Wells for evolving a World State through education.

326. **Kantz, Paul T.** A survey of some of the works of Edward Lee Thorndike with special emphasis upon those that pertain directly to certain problems of the school administrator. Master's, 1939. East Texas St. T. C. 301 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 27-29)

327. **Klein, Milton M.** William Livingston: exponent of public education. Master's, 1939. Coll. of the City of N. Y. 225 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 107)

Reviews educational developments in the province of New York to about 1750; and analyzes Livingston's educational views in relation to his political and religious ideas.

328. **Lemmer, Helen H.** Henry David Thoreau: his views on education. Master's, 1939. Michigan.

329. **McElroy, Howard C.** Bentham's educational policies. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 216-23)

Describes Jeremy Bentham's life, 1748-1832, and his intellectual background; his general theories on education; his plans for the education of the poor and for the education of the wealthy. Discusses his influence on education in England.

330. **O'Hara, Sister M. Jane Frances.** The educational philosophy and methodology of Henry Clinton Morrison. Master's, 1939. Catholic Univ. 79 p. ms.

331. **Purtell, Mother Aileen.** The teacher ideal of St. Madeleine Sophie Barat. Master's, 1939. Marquette. 81 p. ms.

332. **Rathbun, Lois M.** The Dalcroze theory of eurhythmics in education. Master's, 1938. Smith. 140 p. ms.

Presents a brief history of the inception of Dalcroze eurhythmics, the growth and spread of the method, an explanation of rhythm as the basis of life, and the relation of this principle to bodily movement to art and to education in general. Discusses the application of the Dalcroze theory of eurhythmics to education, with the psychological and physiological principles which are involved.

333. **Redick, Joseph Pierce.** French literature and the literary theories of Domingo Faustino Sarmiento. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 109)

Shows that Sarmiento thought it necessary for the South American states to accept literary as well as political and educational ideas from abroad, particularly from France and that his knowledge of French literature was astonishingly broad.

334. **Roberts, John Palmer.** A philosophical evaluation of the aesthetics of Hegel and Bernard Bosanquet. Master's, 1938. Columbia.

335. **Robinson, Jane Mollie.** The education of the prince: a comparative study of Machiavelli, Fénelon, and Wieland. Doctor's, 1938. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 60-65)

Examines the ideas of the three men on the methods and goals of the education of the prince, compares their theories showing the historical relationships, and suggests possible applications of these ideas to current affairs.

336. **Shea, Daniel J.** Development of educational philosophy of public education in New York City. Doctor's, 1939. Fordham.

Analyzes the development of public educational philosophy with reference to aims, methods, and teacher training as compared with that of a sound philosophy of education.

337. **Silva, William Hirsh.** A critical interpretation of Herbert Spencer's *Synthetic Philosophy*. Master's, 1939. Tennessee.

\*338. Singer, Fanny K. The contribution of Cecil Reddie to the new school movement. Doctor's, 1939. New York. 358 p. ms.

Investigates Reddie's educational philosophy, its sources and its influences. Its application to the organization and administration of his school, Abbotsholme.

†339. Smith, Martin. John Dewey and moral education. Washington, D. C., Guthrie lithograph company, 1939. v. p. (Woodstock college)

Studies the philosophical bases of John Dewey's theory of moral education. Concludes that John Dewey offers an inadequate foundation for a system of moral education due to his exaggerated social theory of education combined with a naturalistic philosophy of life, an experimentalist view of knowledge, and a pragmatic concept of morality.

340. Strong, Georgia Leora. The contribution of Walter Scott Athearn to the philosophy of religious education. Master's, 1939. Pacific School. 177 p. ms.

341. Wieland, Clara Madaline. The contribution of Henry Barnard to modern education. Master's, 1939. Southern California.

\*342. Williamson, Miriam. Evidences of progressive tendencies in theory and practice in American education before 1888. Master's, 1939. George Washington. 74 p. ms.

Attempts to show by questions from educational periodicals of the nineteenth century, that progressive thought and action have been a part of the American educational program for more than a century.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

### HOMOGENEOUS GROUPING

343. Alexander, Paul. Survey of classification methods in the elementary schools. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 28: 20)

Discusses the development of homogeneous grouping in the elementary schools. Recommends a heterogeneous grouping arrangement, with short-time ability groups within the larger class groups.

344. Bryant, Charles N. Study of literature on homogeneous grouping. Master's, 1939. Cornell. 145 p. ms.

345. Hyde, McFreeman. Ability grouping—a device for the supervision of instruction. Doctor's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 36-46, February 1940)

Compares the achievement of two groups of eighth-grade pupils, alike in all respects except the system of grouping, one group divided homogeneously into three sections and the other groups divided heterogeneously into the same number of sections. Represents the first attempt to adapt the program of instruction to all ability levels of pupils in the school population and to compare achievement after a period of instruction. Indicates that ability sectioning tends to produce better results in teaching academic subjects to junior high school pupils.

346. Lindly, Edith Bicks. Is homogeneous grouping of elementary school pupils possible? Master's, 1939. Okla. A. & M. Coll.

Studies children in the fourth, fifth, and sixth grades of an elementary school in Stillwater, Okla. Finds that groups are homogeneous in only one characteristic at a time; that groups which are homogeneous according to one characteristic are heterogeneous when other characteristics are considered; that the need of pupil adjustment differs little in the heterogeneous and hypothetically selected homogeneous groups. Indicates that attempts at homogeneous grouping have little value.

## ACTIVITY PROGRAM

347. **Bock, Dan Allen.** The activity program in the elementary school. Master's, 1939. Washington. 145 p. ms.

Describes an experiment conducted in the first grade of three elementary schools in which the Cole-Vincent school entrance tests were given to the first-grade pupils, and in which an activity program in reading was carried on in one school while the other two schools carried on the regular reading program, and the Devault primary reading test was given to pupils in the three schools in the spring to check the reading ability of the pupils. Shows that pupils taught by the activity plan made as much progress in reading as those taught by the more traditional methods, and that the activity plan could be used successfully with large groups. Indicates that the greatest gains were made in the social relationships and that in developing leadership, initiative, creative ability, and cooperation, the activity program was superior to the traditional method.

348. **Brownlee, Irene Jeanette.** Evolution and evaluation of activity teaching. Master's, 1939. Michigan.

349. **Riggs, Sally W.** A qualitative study of teachers' verbal directions to children during free activity indoors. Master's, 1939. Michigan.

350. **Robinson, Margaret.** An experiment in an activity program. Master's, 1939. Tennessee.

Describes an experiment with an activity program in English and reading in the seventh grade of an elementary school in the realm of the TVA, and its relation to rural life, including trips, problems in science, survey, construction work, creative expression in oral and written language, appreciation study of literature, social studies, and moral issues. Finds that the children did not suffer in language skills and abilities, but made more progress than the national norms exhibit in a six and one-half-month period; that they enjoyed their work; that they developed an interest in reading and an understanding of the relation of government to local problems; and developed a greater appreciation of their county, State, and country.

351. **Rovner, Ruth.** Study of the activity programs used in summer playgrounds situated in metropolitan areas. Master's, 1939. New York. 38 p. ms.

Studies activity programs for boys and girls ranging in age from 2 to 15. Finds that each age group has its favorite activities; that the programs offered by the various cities do not differ greatly except in the amount of emphasis placed on a particular type of activity; that each age group has individual differences; and that these differences must be considered when planning an activity program.

352. **Stanford, T. Sherman.** The effectiveness of the activity unit procedure versus the textbook recitation method in teaching. Master's, 1939. Penn. State. 56 p. ms.

Describes an experiment conducted with equated groups of pupils in the chemistry classes of the Ridgway, Pa., senior high school, in which the experimental group was taught by the activity unit method, and the control group by the textbook recitation method. Indicates that the students taught by the textbook recitation method surpassed those taught by the activity unit method; that the interests and attitudes of the experimental group had a greater range than those of the control group and that the experimental group outdistanced the control group in the number and variety of outside class activities.

353. **Story, Mildred.** To develop an activities program for the early months of first grade with a view to achieving a more effective transition from the free spontaneous activity of home life to the more orderly program of the school. Master's, 1938. Ala. Poly. Inst.

## CONTRACT PLAN

354. **Rasch, William Edward.** The contract plan applied to mathematics for electrical workers. Master's, 1938. Chicago.

355. **Stein, Gordon R.** An experimental comparison of the relative effectiveness of a modified contract plan and a recite-study plan of supervised study. Master's, 1938. Minnesota. 75 p. ms.

Studies classes in English, civics, home economics, and agriculture in one school, and sometimes indicates superiority for the contract plan.

#### HOME ROOMS

356. **Arburn, C. Mildred.** Activities and programs of the home room for the junior high school grades. Master's, 1939. Iowa.

357. **Barnhardt, William Homer.** Home room guidance organizations and practices in Indiana. Master's, 1939. Indiana. 125 p. ms.

358. **Book, Adrian C.** Survey of home room programs in cities of 25,000 to 50,000 population. Master's, 1939. Iowa.

\*359. **Clifford, Mark Russell.** Civic guidance in the home room period. Master's, 1939. Boston Univ. 55 p. ms.

Discusses the meaning and origin of the home room and the place of guidance in the home room. Proposes a plan for utilizing certain objectives for guidance in school and offers a sample unit for choosing the best qualified candidates for the different positions in an election.

360. **Roehl, Marie Antoinette.** A study of the home room in the four-year Texas high schools. Master's, 1939. Sam Houston St. T. C. 97 p. ms.

361. **Stoaks, Mary Elizabeth.** Attitudes of high school teachers toward home rooms. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 119-20)

Analyzes 110 replies to questionnaires sent to home-room sponsors in Iowa high schools. Finds that they considered the home room a vital part of the school organization; that through group and individual guidance much can be done to make the home room a school home for every student; that the home room overemphasizes the administrative function; and that it should be organized on the basis of personality and character development to meet the needs of each pupil. Suggests that the home-room period be lengthened to make individual guidance possible; that home-room programs be more uniform; that a home-room director be provided; and that the size of the home-room group be decreased.

362. **Sughris, Nellie.** A home-room manual for junior high school. Master's, 1939. George Washington. 100 p. ms.

363. **Wilson, Mary Althea.** Current home-room practices in 131 high schools in Missouri and Oklahoma. Master's, 1939. Oklahoma. 99 p. ms.

Finds that most of the schools had about 10 years' experience with home rooms; that there was a wide variety of activities carried on in these rooms; and that a defensible regularity prevails in most systems.

#### INDIVIDUAL INSTRUCTION

\*364. **Mason, Carleton D.** Adaptations of instruction to individual differences in the preparation of teachers in normal schools and teachers colleges. Doctor's, 1939. T. C. Col. Univ. New York, Teachers College, Columbia university, 1940. 279 p.

Finds that liberal arts colleges have made determined attempts to develop their superior students and to free them from the restrictions of the more formal course-credit system; that the liberal arts colleges have given their plans institutional emphasis while the techniques in the teachers colleges have been of a fragmentary type; that size of conference groups, cost, selection of staff members, and the type of students must be considered in the development of an institutional plan leading to individualization of instruction; that no one plan can specifically be advocated for a particular college; that students in teachers colleges are more limited in choice of subjects than are students in liberal arts colleges with a more ambitious study plan.

## METHODS OF STUDY

365. Fargason, John Hugh. No home-study in public schools. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 14-15)

Studies the history of home study; the practices and attitudes of pupils and their parents to home study; case studies of individual programs; and tries to determine whether the no home study plan is sound in theory and practice. Surveys the home study conditions of the elementary pupils of the Millsap school, Millsap, Tex.; and surveys 20 Texas schools using the no home study plan. Finds that supervised study in the schools is preferable to home study in many instances; that pupils like the no home study plan; their teachers respond satisfactorily to its use; and parents are easily educated to appreciate its use.

366. Gruener, Mila Beatrice. Methods and devices used by superior high-school students in studying. Master's, 1939. Chicago. 74 p. ms.

\*367. Keneally, Katherine G. The relative order of difficulty of several types of study skills in the intermediate grades. Master's, 1939. Boston Univ. 71 p. ms.

Describes an experiment in which 30 tests were constructed, 6 tests for each of 5 topics chosen as being of interest to children at the fourth-grade level, and administered to 438 children in grades 4, 5, and 6. Indicates that teachers of intermediate grades must teach all 6 study skills in their classes to provide for individual differences at the 5 levels of reading ability.

368. Van Dyke, Elke Harry. The value of how to study course in junior high schools. Master's, 1938. Chicago. 82 p. ms.

## RADIO IN EDUCATION

369. Chappell, Jack Roy. The development of radio as a supplement to education. Master's, 1939. Stanford.

370. Davis, Florence Pearl. Radio homemaking programs: comparison of programs with information available through other sources. Master's, 1939. Iowa State.

Attempts to determine the sources of homemaking information women used and preferred, using the reactions of 171 homemakers in a small city in Iowa as a basis for study. Finds that more than 95 percent received help from magazines, newspapers and the radio; and that they felt the best information came from magazines and the radio.

371. DeBoer, John James. The emotional responses of children to radio drama. Doctor's, 1938. Chicago. 255 p. ms.

372. Foth, Edith Elizabeth. An examination of the relation of the fundamental concepts of drama to the writing of radio drama. Master's, 1939. Iowa.

373. Graves, Thelma Estelle. Radio homemaking programs: homemakers' half-hour at Iowa state college as a source of information. Master's, 1939. Iowa State.

Attempts to determine the extent to which homemakers of one community of Iowa listen to the program. Finds that the listeners discriminated little between advertising and non-advertising programs; and that this particular program had a limited number of listeners in the community studied.

374. Landmark, Nora. A study to determine a technique for writing the radio drama. Master's, 1938. Louisiana State. (Abstract in: Louisiana state university. Abstracts of theses, session of 1937-38. Bulletin, 31: 162-63)

Sets up accepted standards of technique for writing the stage play; analyzes a stage play to see the extent to which it conformed to these standards; analyzes the radio adaptation of the same play to ascertain what techniques of the stage play were adaptable to the radio

medium; and analyzes successful radio plays to discover the means by which the authors compensated for the limitations of the radio medium. Finds that the careful radio dramatist depends on descriptive dialog and a discreet use of sound effects to suggest the things which the stage dramatist indicates through sight.

375. **Lowdermilk, Ronald Redvers.** Attitude shifts from reading and from radio program listening. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 29: 190-206)

Attempts to determine the comparative effectiveness of listening to the phonographic reproductions of two radio programs on freedom of speech and on right of assembly, and of reading similar verbal content in printed form, in strengthening attitudes favorable to the two respective principles, on the part of a selected sampling of high-school sophomores and juniors, using 801 sophomores and 387 juniors representing 11 Ohio high schools, divided into parallel groups on the basis of pupil-for-pupil matching on seven items. Indicates that reading the printed program adaptations proved more effective in intensifying attitudes favorable to the two principles than did listening to the phonographic reproductions of the same programs; that listening followed by reading surpassed reading followed by listening in intensifying the attitudes favorable to the rights of free speech and assembly.

376. **Lowry, Antoinette.** The evaluation of the Ohio school of the air broadcast "Play time." Master's, 1939. Ohio State. 245 p. ms.

Finds that this program was beneficial to thousands of boys and girls in Ohio.

377. **McHugh, Olive Eleanor.** Both sides of the microphone in American public schools. Master's, 1939. Michigan.

378. **Oshel, Ervin K.** Radio listening habits of students in the University preparatory school and junior college, Tonkawa, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Studies the number of accessible radios, amount of leisure time used for radio listening, best time periods for listening, types of programs preferred, and the effect of radio programs on students' knowledge of music, their character development, and their philosophy of life. Finds that most of the students have access to radios to which they listen from 15 minutes to 10 hours; that they listen evenings, Saturdays, and Sundays; that they do not care for educational programs, but prefer emotional programs given by the best artists; that they prefer popular orchestras to educational music and many of them have started studying music because of their interest in musical programs; that motion pictures and outdoor sports are preferred to radio programs; and that radio listening influences the students to change their views on some points and aids in developing a philosophy of life.

379. **Purkey, Ray Delbert.** Radio broadcasting in large Illinois high schools. Master's, 1939. Iowa.

380. **Reid, Seerley.** Some effects of school broadcasts on literature. Master's, 1939. Ohio State. 83 p. ms.

Compares the reading interests, amount of reading, and the writing ability pupils in the seventh and eighth grades in 12 Chicago schools, some of whom had listened to selected series of school literature radio programs. Concludes that this series of radio programs and the teachers' utilization of them, failed to increase the number of reading interests of the pupils who listened to them; that the series of broadcasts stimulated the pupils to read more books and to write more effective English; that the broadcasts of particular stories stimulated the pupils to read only those stories that were already well known; that the boys had more reading interests but read fewer books than the girls, and were inferior in writing ability; and that boys and girls indicated that they enjoyed mystery stories most, and had the least interest in stories of famous people and of other countries.

381. **Stallings, Roscoe Arnold.** The place of radio in modern education. Master's, 1939. Mercer. 97 p. ms.

382. **Swinebroad, Jeff Davis.** Education by radio and television: a survey of current trends. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 121-22)

Finds that the radio movement in education has become definitely established and radio, supplemented by television, will become increasingly valuable as an instrument of instruction.



383. Taylor, D. L. A study of the radio as a teaching instrument in the social studies in secondary schools. Master's, 1939. Duke. 131 p. ms.

Presents the historical background of educational broadcasting; the present status of the radio in teaching the social studies in the United States; and the use of radio as a teaching instrument in the social studies. Finds that the radio is a contributory teaching device and is steadily increasing in use.

384. Young, W. V. The installation of sound reproduction equipment and its use in the school program. Master's, 1939. Duke. 133 p. ms.

Finds that many schools are unaware of the possibilities of using sound reproduction equipment, and offers suggestions for the installation and use of radio in the school program.

385. Ziegler, Irene Alice. A survey of what Akron public-school children voluntarily listen to on the radio outside of school hours. Master's, 1939. Akron. 40 p. ms.

#### VISUAL INSTRUCTION

386. Annis, Albert David. The cartoon and editorial as propaganda media. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Studies the influence of the cartoon and editorial in modifying attitudes of college and high-school students in order to compare the effectiveness of indirect pictorial suggestion with that of direct suggestion in written form. Finds a reliable shift in attitude in both the college and high-school groups reading militaristic cartoons or editorials, but not in the groups reading pacifistic materials; that the cartoons were not more effective than the editorials for the total groups; that when cartoons were read, no shift in attitude was found if the subjects correctly identified the object of the propaganda; that when editorials were read, a reliable shift was obtained both with and without identification.

387. Barefoot, Guy Olin. Audio-visual aids in public schools. Master's, 1939. Okla. A. & M. Coll.

Studies the use of motion pictures in high-school English classes.

388. Blewett, Asher Eugene. Policies in the administration of a 16-mm motion picture program for Florida public schools. Master's, 1938. Florida.

389. Blom, Veda Blanche. The utilization of visual aids in the teaching of salesmanship. Master's, 1939. Iowa.

390. Bowman, Leon F. The projection of science demonstrations. Master's, 1939. Ohio State. 137 p. ms.

Studies the development of equipment making possible the projection of science demonstrations by means of the lantern slide projector. Shows that chemical reactions, wave motions, and pieces of small apparatus may be projected easily and effectively as an aid in science teaching.

391. Brady, Lawrence D. The effect of visual aids on achievement. Master's, 1939. Mass. St. Coll. 109 p. ms.

\*392. Brown, Kenneth G. A study of the conditions, problems, and needs of Pennsylvania public schools in the use of educational motion pictures. Master's, 1939. Penn. State. 67 p. ms.

Indicates that on the whole the use of educational motion pictures in the public schools of Pennsylvania is still disorganized and inadequately adapted to the curricular needs of public education; that they are often not available to teachers at the times when and places where the motion picture would be the most useful aid to correct learning; that the motion picture should be used chiefly in presenting information having to do with action and sound; that few districts have sound projection equipment; that in more than half of the districts teachers were only moderately interested in making films functional in the schoolroom. Offers suggestions for the collection of films in State film libraries, and for financing film services which would eventuate in greater use of educational films.

393. **Burkard, Sister M. Wendeline.** Primary school children's interest in the content of pictures. Master's, 1939. Notre Dame. 58 p. ms.

394. **Calef, Ernest Paine.** Visual education through projection devices in the Oregon high schools. Master's, 1939. Washington. 89 p. ms.

Studies the administration and use of projection devices as visual education in 83 Oregon high schools. Finds that most directors of visual instruction were administrative heads in small schools or instructors in large schools; that many schools did not own a projector; that about one-third of the schools budgeted money for visual education; that most schools rented films and slides; that many schools had not worked out their programs effectively; and that nearly one-third of the schools used films and slides purely as entertainment.

395. **Carr, Arthur Marsh.** A study of visual-auditory motion picture films and equipment in modern educational procedure. Master's, 1939. Stanford.

396. **Cherry, Joseph R.** Motion pictures in the teaching of chemistry in the secondary schools of the City of New York. Master's, 1939. Coll. of the City of N. Y. 66 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 106-107)

Lists the 16-mm. silent and sound films which are available to the secondary schools, which can be used in the classroom, and which can be integrated with the chemistry courses of instruction. Concludes that there is available for use by the high-school chemistry departments a large number of motion pictures dealing with most of the topics in the chemistry syllabi, many of which are now used regularly by most of the high-school chemistry departments for depicting material not presented adequately by the regular methods of classroom instruction; and that the most significant reason for not using motion pictures regularly in many of the high schools is the difficulty in obtaining the films when they are needed for class use.

397. **Cochran, J. Richard.** The efficacy of motion pictures in teaching certain units of commercial geography. Master's, 1939. Iowa.

398. **Deeter, Raymond C.** A handbook of audio-visual aids. Master's, 1939. Ohio State. 147 p. ms.

Presents a compilation of the practice information of value to the teacher, administrator, and supervisor of audio-visual instruction.

399. **Elstner, Leonard Stuart.** Visual aids in teaching physical education in high school. Master's, 1938. Okla. A. & M. Coll.

Studies the various visual aids that have been and are being used in the various teaching fields in education, and selects those which may be usable in physical education. Finds that the motion picture is outstanding in the physical education field since it is through slow motion pictures that a time-movement analysis is possible. Shows that it is possible to plan and operate a complete program from grade 7 to grade 12 in physical education, using various visual aid materials in practically all parts of the program.

\*400. **Foy, M. June.** A preliminary evaluation of controlled reading exercises projected upon motion picture films. Master's, 1939. Syracuse. 80 p. ms.

Attempts to evaluate experimentally the effectiveness of controlled reading exercises in which the students read from the screen, stories presented in tachistoscopic manner by means of a motion picture projector. Describes an experiment conducted with an experimental and a control group of sixth grade children in four classes in two elementary schools in Syracuse, N. Y. Shows the film procedure to have been of value in remedial reading.

401. **Fulton, William R.** Problems in administration of projected visual aids based on industrial data. Master's, 1939. Okla. A. & M. Coll.

Finds that only a few schools in Oklahoma own and use visual aid materials; that the number of schools borrowing and renting visual aid materials increased during the last 3 years; that the lack of interest in this type of instruction is probably due to the fact that colleges have not promoted a program of visual aid instruction, and to the absence of a central agency for disseminating noncommercial information to the schools. Shows that film subjects are available in all fields of the curriculum for school use; that the general trend is toward the miniature type of materials which are within the range of a school budget. Indicates that as soon as budget limitations can be removed the extended use of projected visual aids will be evidenced.

402. **Gunderson, S. L.** A study of visual aids and their use in teaching industrial education in the secondary school. Master's, 1939. Okla. A. & M. Coll.

Studies the value and limitations of visual aids in teaching industrial education. Finds that industrial education lends itself to the use of visual aids; that the motion picture, the film slide and the opaque projector are the most satisfactory projected visual aids; that in many situations the blackboard illustration, the chart, or the model are superior; and that field trips are effective forms of visual education.

403. **Hacker, Clifford S.** County unit of production and administration of visual aids. Master's, 1939. Okla. A. & M. Coll.

Studies methods of financing the program, transporting and selecting adequate material for the projection or the production of pictures. Points out the advantages of a county unit plan and gives ways of securing a unified program throughout a county.

404. **Huetson, Faye Burr.** A feasible program for the use of motion pictures in the intermediate grades. Master's, 1939. Arizona. 50 p. ms.

405. **Langerak, Albert William.** Selected visual aids for biological topics. Master's, 1939. Iowa.

406. **LeFavour, Helen S.** Standards for selection of visual aids. Master's, 1939. Wayne.

Summarizes the elements in teaching success due to visual aids selection.

407. **Long, John J.** The use of sound films in ninth grade science to improve thinking ability. Master's, 1939. Ohio State. 88 p. ms.

Describes an experiment conducted with two general science classes of 30 members each, in which the experimental group saw the films and the control group did not see them. Finds that there was little difference between the two groups as shown by test results at the end of the experiment; and indicates that the film techniques were as effective and sometimes more effective than the regular classroom techniques of teaching for the given objectives.

408. **Miller, Earl B.** Status and trends of visual instruction in Indiana schools. Master's, 1938. Ball St. T. C. 82 p. ms.

Finds a definite trend toward a visual instruction program.

409. **Molyneaux, Mary Louise.** Content evaluation of motion picture films for use in the teaching of elementary science. Master's, 1939. Pittsburgh.

410. **Murphy, Asilee M.** A study of audio-visual aids in the primary grades of Texas. Master's, 1939. East Texas St. T. C. 164 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 38-39)

Discusses 40 practical visual aids, grouped under the headings, visual aids, sound aids, and audio-visual aids; and applies them to the Texas primary course of study and to activities suitable for the first three grades.

†411. **North Carolina. University.** Audio-visual aids to schools, colleges, churches, and adult study groups. Educational film library and lantern slide loan service. Chapel Hill, 1939. 94 p. (University of North Carolina extension bulletin, vol. 19, no. 1)

412. **Perkins, Leonard Norman.** A study of teaching rote songs with the use of visual aids as compared to the method now used. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the value of teaching rote songs with the use of visual aids to children in the second grade. Finds that the method of teaching rote songs to children on the primary level with the use of visual aids is superior to the methods of teaching rote songs without these aids.

\*413. **Platt, Hyman Henry.** Sources and content of United States government motion picture films. Master's, 1938. Boston Univ. 261 p. ms.

Gives rules for borrowing and ordering United States Government motion-picture films, and lists them in accordance with the Dewey Decimal System of library classification.

414. **Stilwell, Robert R.** The effects of motion pictures on the attitudes of seventh-grade students. Master's, 1939. Ohio State. 69 p. ms.

Studies the effects of selected motion pictures on the attitudes of seventh-grade pupils towards economic security, militarism, nationalism, and internationalism. Finds the greatest changes in items relating to economic security and militarism.

415. **Super, Nina Beeks.** The use of motion pictures in teaching psychology. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 59-60)

Reviews the history and development of the motion-picture method of instruction, together with the development of other visual agents used in teaching; and the outstanding films in the fields of sense perception and child and comparative psychology. Classifies the films according to subject matter, with the price and source of distribution, and the instructional value of the film. Lists the minimum motion-picture equipment for a psychological laboratory with estimated costs and suggestions for financing and operating such a laboratory.

416. **Wagner, William S.** School-made motion pictures in public-school relations in Ohio. Master's, 1939. Ohio State. 55 p. ms.

417. **Welch, W. Harold.** Using the motion picture as an effective high-school teaching aid. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 28: 127)

Applies the use of motion pictures to units in American history, biology, geography, agriculture, economics, and physiology. Points out the limitations of the motion picture and dangers in its use.

418. **Whitcomb, Elton Carl.** The value of visual aids to secondary education with special reference to science teaching. Master's, 1939. Ohio State. 121 p. ms.

Investigates the status of visual aids in the secondary schools of the United States. Finds that visual aids are not being used in proportion to their value as teaching aid; that in 1936 only 12 percent of the schools had a moving-picture projector and 20 percent had slide projectors.

419. **Wilson, Gertrude.** The educational effectiveness of specially designed motion pictures in selected areas of child development. Master's, 1939. Iowa.

\*420. **Wise, Harry Arthur.** Motion pictures as an aid in teaching American history. Doctor's, 1937. Yale. New Haven, Yale university press, 1939. 187 p.

## PSYCHOLOGY—EDUCATIONAL

421. **Callane, Russell D.** Pupil self-induced attitude changes. Master's, 1939. Purdue. 29 p. ms.

Describes an experiment in which attitude scales were given to a group of 121 pupils to determine whether or not high-school pupils' attitudes varied after the pupils found out for themselves all they could about certain proposed social actions. Finds that their attitudes change between the pre-tests and the post-tests, and that they were thinking more individually in the post-tests.

422. **Connor, William M.** A study of the relationship between intelligence, achievement, adjustment, and interest as they are related to growth. Master's, 1939. Michigan.

423. **Courts, Frederick Adelbert.** Relations between experimentally induced muscular tension and memorization. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 189-92)

Attempts to determine the level of performance under normal conditions; the degree of tension normally maintained by the subject during memorization; and the degree of tension resulting from the synthesis of the experimentally induced tension and the tension normally accompanying memorization, using 60 male college students as subjects.

424. **Davis, Mount Ervin.** The effect of an obstacle in right responses upon learning efficiency. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 46)

Describes an experiment conducted with two groups of University of Colorado students in which one group learned a maze without an obstacle, and the second group learned the same maze with an obstacle interposed. Finds that the obstacle group learned the maze in about half the number of trials and without as many errors as made by the control group.

425. **DiMichael, Salvatore.** The effect of deserved praise and reproof upon classroom performance. Master's, 1939. Fordham. 46 p. ms.

Describes an experiment in which 374 children were given 15 minutes of arithmetic practice on each of 3 days with appropriate praise or reproof on the last 2 days and their performance compared with those of an equal number of control cases who received no special incentives. Finds that neither praise nor blame affected performance to a degree significantly different from the changes attributable to mere practice by the control groups.

426. **Donovan, Sister Mary Helen.** The psychology of attention and its educational significance. Master's, 1939. Notre Dame. 76 p. ms.

\*427. **Gentry, John Robert.** Immediate effects of interpolated rest periods on learning performance. Doctor's, 1939. T. C., Col. Univ. New York, Teachers College, Columbia university, 1940. 57 p.

Describes an experiment conducted with college students in lecture periods of classes in psychology, journalism, education, history, and geography. Shows that in practicing skills and memorizing, work and rest periods should be alternated at not too frequent intervals.

\*428. **Houlahan, Rev. Francis John.** Retroactive inhibition as affected by the temporal position of interpolated learning activities in elementary school children. Doctor's, 1937. Catholic Univ. Washington, Catholic university of America, 1937. 27 p.

429. **Hurley, Myrtis.** A study of laterality in relation to the school learning of the child. Master's, 1939. Duke. 110 p. ms.

Studies the relation of handedness and eyedness to school progress. Finds that the problem is not a matter of handedness alone, but of side dominance.

430. **Jackson, Hazel Miriam.** Practice and variability in three learning tasks (amount-limit tasks). Master's, 1938. Columbia.

431. **Lambert, Joe P.** Results of a definite instructional program in the basic study skills. Master's, 1939. Iowa.

432. **Luce, R.** Effect in pre-testing and post-testing upon learning. Master's, 1939. Iowa.

\*433. **Matousek, Sister Mary Adelbert.** Reproductive and retroactive inhibition as a function of similarity in the recall and recognition of paired associates. Doctor's, 1938. Catholic Univ. Washington, Catholic education press, 1939. 42 p. (Catholic university of America. Educational research monographs, vol. 12, no. 1)

Describes an experiment in which eight different booklets were used, two with the control groups and six with the experimental groups comprising children in the fifth and sixth grades of schools in the Toledo Diocese, to determine the effect of similarity or disparity of the stimulus and response in paired associates of names and dates. Finds that retroactive inhibition affects both recall and recognition; that retention as measured by recognition is higher in every instance than retention as measured by recall; that there is a marked drop in retroaction as the similarity of the paired associates differs from the original; and that there is a slight but consistent decrease in retroaction with increase in chronological age, with levels of brightness and with M. A.

434. **Meyendorff, Alexandra.** A critical review of the literature of 1928-1938 on emotion in its relation to education. Master's, 1939. Smith. 214 p. ms.

Presents an annotated bibliography of the part played by emotions in classroom education, and analyzes the material in order to outline the present status of the subject, and to point out any needs in the field for further elucidation of the questions.

435. **Miller, Eleanor Olmstead.** Creative imagination. New York, Kingsway press, 1939. (Illinois college)

\*436. **Mitrano, Anthony J.** Principles of conditioning in human goal behavior. Doctor's, 1939. Yale. Columbus, American psychological association, 1939. 70 p. [Psychological monographs, vol. 51, no. 4; whole no. 230, 1939]

437. **Moffitt, Joseph M.** The comparative effects of general and specific knowledge of results in a learning situation involving the higher mental processes. Master's, 1939. Fordham. 41 p. ms.

Describes an experiment in which 52 college students solved 120 problems involving abstract relations, one-half of the group working with immediate and specific knowledge of the adequacy of their solutions and the other half operating under a condition of general knowledge of results in which they were told after each 10 problems how many of their judgments were correct. Shows that both groups improved with practice; that the group of subjects who were given specific knowledge of results was consistently superior in score to the group of subjects who were given general knowledge of results; and that the differences were not statistically significant.

438. **Napoletano, Gerard S.** An experimental study of the relative influence of immediate and delayed knowledge of results on learning. Master's, 1939. Fordham. 44 p. ms.

Compares the learning of Italian-English vocabulary in situations where after effects were delayed from three to six seconds, with learning where the after effects were applied immediately. Indicates that with increasing delay in the application of after effects, learning becomes slightly less efficient.

439. **Simmermon, Edward T.** What influence has pupil planning of procedure on learning? Master's, 1939. Miami. 51 p. ms.

Investigates the relationship between pupil-planned procedure and learning as shown by tests and experiments in English and history, with the pupils of the sixth, seventh, and eighth grades of Fairfax School, Hamilton County, Ohio, and with those in the same grades in Deer Park School, Hamilton County, Ohio. Shows improvement in learning in history by the group which planned their assignments.

†440. **Smith, Henry Lester, and Eaton, Merrill Thomas.** The relation of retention to speed of learning. Bloomington, Bureau of cooperative research, Indiana university, 1939. 105 p. (Bulletin of the School of education, vol. 15, no. 3)

Studies the relation of retention to speed of learning in partial learning, complete learning, and overlearning, using as learning materials nonsense syllables, words, names and dates, geometric figures, symbols, and poetry, using as subjects an unselected group of 24 college freshmen, 8 of whom were girls and 16 were boys, ranging in age from 18 to 21 years. Finds no significant relation between retention and speed of learning, but that the relation between retention and speed of learning is positive; that retention is more closely related to other aspects of learning than to speed; and that the relation between retention and speed of learning is an individual phenomenon rather than a group phenomenon.

\*441. **Swensen, Walter John.** Changes in muscular tension in learning. Doctor's, 1939. North Dakota. 54 p. ms.

Studies the changes in muscular tension which occur during a typical sensori-motor learning process, using mirror drawing as the learning problem to be studied and the tension measured was that exerted by the subject on the stylus while making the drawing, using as subjects adults and high-school and elementary school pupils. Checks 100 runs of each of the 25 subjects. Indicates that the organism responds as a whole to any problem, whether mental or physical, by an increase in muscular tension when a solution of that problem is attempted, and that the accompanying increase in muscular tension is essential to the learning of the act or the performance of the task.

442. Trout, David M. Standards and goals in learning. Mt. Pleasant, Mich., Central state teachers college, 1939. 15 p. ms.

Shows the need for formulations of learning in terms of standards and goals.

443. Vandell, Roland A. The function of mental practice in the acquisition of motor skills. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 123)

Attempts to determine the effect of directed daily mental practice of a simple motor skill on the later performance of that particular skill, using as subjects 12 pupils in three grade level classes, junior high school, senior high school, and college freshmen. Indicates that when there is no related definite practice of any kind there is no improvement in the later actual performance of that motor skill; that daily physical practice of a motor skill results in definite improvement over a period of time; that daily mental practice of a motor skill tends to improve its later actual performance; and that mental practice, as a means of improvement, appears to be approximately 50 to 100 percent as effective as physical practice.

444. Wentworth-Rohr, Ralph John. A study of three techniques of teaching educational psychology. Master's, 1939. Hawaii. 209 p. ms.

445. Wittick, Eugene C. The promotion of thinking habits in the Power laboratory course of the Chicago university high school. Master's, 1939. Colo. St. Coll. 100 p. ms.

### CHILD STUDY

446. Arrington, Ruth E. Time-sampling studies of child behavior. Columbus, Ohio state university, 1939. 193 p. (Psychological monographs, vol. 51, no. 2; whole no. 228, 1939) (Yale university)

Discusses the time-sampling method of controlled observation. Presents a program of time-sampling studies of child behavior, discussing the program; social contact and work patterns; reliability of the records; and the representativeness of the samples.

447. Brown, Evelyn Beth Christy. A survey of child care services in the County of San Diego. Master's, 1939. Southern California.

448. Davis, Dorothy M. The relation between repetitions in the speech of young children and certain measures of language maturity and situational factors. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Studies the speech of 62 young children between 24 and 62 months of age by recording the speech of each for 1 hour, and analyzing these data for syllable, word, or phrase repetitions. Shows that for the entire group approximately 24 percent of all words used figured in either syllable, word, or phrase repetitions; that syllable repetitions served to discriminate among children more clearly than did any other measure of repetition.

449. Davis, Ellodee Rodgers. A study of the relationship between a child's position in the family group and his development of independence. Master's, 1939. Tennessee. 55 p. ms.

Studies the degree of independence in habits of personal responsibilities, resourcefulness, industry, and social and emotional situations of the oldest, youngest, and only children in a 6-year-old group. Finds that children may develop self-reliance in several types of independence and lack it in others; that oldest children show a tendency to be superior in habits of personal responsibility, industriousness, and resourcefulness; that only children were superior in controlling tears; girls tended to develop independence earlier than boys; children from the upper occupational groups were slightly more independent than those from the lower groups; and that there was a great difference in home practices in permitting and encouraging children to become self-reliant.

450. Forrest, Russell John. Verbalization as a factor in the delayed reaction of children. Master's, 1938. Columbia.

451. Gutteridge, **Mary V.** The duration of attention in young children. Master's, 1938. Columbia.

\*452. Halleran, **Margaret Mary.** The effect of rickets on the mental development of young children. Doctor's, 1938. Columbia. New York, 1938. 68 p. (Archives of psychology, no. 229)

\*453. Jones, **Theresa Dower.** The development of certain motor skills and play activities in young children: a genetic study of the motor development of preschool children as revealed by their use of wheel play materials. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 180 p. (Child development monographs. Monograph no. 26)

Studies 21 children who were 21 months old when the study started and 48 months old at the end of the study. Indicates that maturation is the most important influence in the development of the abilities underlying effective use of wheel play materials, but that practice was necessary for the development of the basic skills into graceful, coordinated performances.

454. Kearns, **Mary Elizabeth.** Behavior problems of children between the ages of four and six years. Master's, 1939. Penn. State. 368 p. ms.

Studies behavior of 185 problem children from 59 families of varying social and economic status.

455. Keithly, **Rowlen B.** The relationship between physiological age and motor and physical development. Master's, 1939. Iowa.

456. Kick **Gertrude E.** Studies of iron metabolism in young children. Master's, 1939. Iowa.

457. Lahiff, **Alyce Mary.** Use of grip strength to determine the time of day children become the most fatigued. Master's, 1939. Boston Univ.

458. Lane, **George Gorham.** An introduction to an investigation of the development of vocalization in the neonate. Master's, 1939. Ohio State. 67 p. ms.

Presents a technique for recording and analyzing vocalization of infants.

\*459. Lederer, **Ruth Klein.** An exploratory investigation of handed status in the first two years of life. Doctor's, 1938. Iowa. Iowa City, 1939. (University of Iowa studies, new series no. 376: 1-103.) Studies in child welfare, vol. 16, no. 2. Studies in infant behavior 5)

460. Ling, **Bing-Chung.** Form discrimination as a learning cue in infants. Doctor's, 1939. Michigan. (Abstract in: University microfilms. Microfilm abstracts, vol. 2, no. 1: 39)

Describes an experiment conducted with 44 infants, 6 to 12 months old to determine their powers of discrimination between geometric form blocks, variable in position, number, size, pattern, orientation, and function, but constant in color and distance. Finds that they had finer form discrimination and learning ability than hitherto demonstrated.

461. McConnell, **Anna Bliss.** Problems of children suffering from "affect hunger." Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 142-43)

Studies case histories of 30 children who had no experience of maternal love in infancy to determine whether or not they suffered from "affect hunger." Finds that the behavior shown by the pathology-of-affect cases was one of passive reactions; and that their problems were speech difficulties, problems of response to discipline limitations, undesirable school attitudes, especially truancy and inattention, and indifference to affection and inability to form lasting emotional attachments. Shows that the relationship-difficulty group more frequently had active reactions, and that their problems were sleeping, attention-getting, hyperactivity, elimination, lack of coordination, fears, and various affectional problems.



\*462. **McFarland, Margaret Beall.** Relationships between young sisters as revealed in their overt responses. Doctor's, 1937. T. C., Col. Univ. New York. Teachers college, Columbia university, 1938. 230 p. (Child development monographs. Monograph no. 23)

463. **McLean, Flora.** A study of children's problems concerned with eating. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 9: 143-45)

Studies the case records of 50 child guidance patients who had problems in regard to food and eating.

464. **Martin, Edwin Lester.** A review of research on children's interests. Master's, 1939. Yale.

465. **Merville, Gladys.** A study of the development of relationships in a group of young children. Master's, 1939. William and Mary.

466. **O'Reilly, Sheila.** A study of the functional value of children's concepts. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 98-99)

Describes an experiment involving 12 situations in which the child was obliged to identify correctly various common objects actually different though identical in appearance. Finds that the ability to discriminate increases with age, the most rapid increase appearing between the ages of 5 and 6, and a plateau appearing during the ages of 6, 7, and 8.

467. **Pack, Frank.** The dependent child in Tennessee. Master's, 1939. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 39, no. 10: 79)

Analyzes the extent of dependency, race, age, sex, place of residence, the reasons for dependency in the form of broken homes and physical and mental incapacity of the wage-earning parent, and administrative factors relevant to the granting of aid. Finds that death of the parent or parents was the factor causing dependency in 43 percent of the cases, followed by absence, physical incapacity, or mental incapacity. Shows that the amount of grant was inadequate to meet the needs of dependent children, especially those in one and two-children families.

\*468. **Redfield, Janet.** The light sense in newborn infants. Doctor's, 1938. Iowa. Iowa City, 1939. (University of Iowa studies, new series no. 376: 105-57. Studies in child welfare, vol. 16, no. 2. Studies in infant behavior 5)

\*469. **Rogers, Martin.** A study of the differential rates of growth of the body with respect to intelligence, physical attainment, and scholastic attainment. Master's, 1937. New York. 30 p. ms.

470. **Rigg, Melvin G.** The international kindergarten union word list compared with eight spoken vocabularies. Child development, 9: 303-64, December 1938. (Oklahoma agricultural and mechanical college)

Compares the vocabularies collected from five children at ages from 2 to 4, with the international kindergarten union word list. Concludes that the children were most familiar with the words of greatest frequency in the union word list; and that these children were familiar with many words not on the union word list.

471. ——— A superior child who would not talk. Child development, 9: 361-62, December 1938. (Oklahoma agricultural and mechanical college)

Reports the vocabulary development of a little girl from 2 to 8 years. Concludes that an extreme deficiency of vocabulary development at 2 years of ages does not necessarily indicate deficiency of intelligence; and that it does not indicate a relative vocabulary deficiency in later years.

472. **Seeleman, Virginia Goldman.** A study of generalized attitudes in six preschool children in six behavior situations. Master's, 1938. Columbia.

473. **Shafer, Garfield, jr.** The growth of responsibility in children. Master's, 1939. William and Mary.

474. **Symonds, Percival M.** The psychology of parent-child relationships. New York, D. Appleton-Century company, 1939. 228 p. (Teachers college, Columbia university)

Discusses basic concepts in parent-child relationships; parental acceptance and rejection; parental dominance and submission; parent-child relationships as revealed in clinical case studies reported in literature; varieties and etiology of parent-child relations; pupil-teacher relationships; counselor-client relationships.

475. **Tenenbaum, Ruth.** The reasons for which Jewish parents referred their children to a child guidance clinic: a cultural interpretation. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 148-49)

Compares 30 Jewish children referred by parents with the same number of non-Jewish children referred by their parents. Indicates that the Jewish children were of higher intelligence than the non-Jewish children, were more likely to come from families in the upper economic levels, and were referred mainly for personality problems, whereas the non-Jewish children were apt to have been referred for conduct problems.

476. **Thompson, Elinor.** Motor achievements as a factor in social acceptability of the preschool child. Master's, 1939. Iowa.

\*477. **Troup, Evelyn.** A comparative study by means of the Rorschach method of personality development in 20 pairs of identical twins. Doctor's, 1937. T. C., Col. Univ. Provincetown, Journal press, 1938. (Genetic psychology monographs, 20: 461-566)

478. **Young, Florence M.** An analysis of certain variables in a developmental study of language. Doctor's, 1938. Peabody. 300 p. ms.

Analyzes 444 hours of language records for 74 children of 30-65 months of age. Finds that subjects from superior socio-economic status tended to surpass the less fortunate cases in the amount and quality of language used, and in the length of response; and that girls surpassed boys in many respects.

## TESTS AND TESTING

### PSYCHOLOGICAL TESTS

479. **Benezet, Louis T.** A study of mental types as indicated by the American council on education psychological examination for 1938. Master's, 1939. Reed. 73 p. ms.

480. **Berrien, Frederick Kenneth.** A study of finger movements as indicators of emotion. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, 20: 13-18).

Attempts to determine the effectiveness of the digitalgraph as a research tool and as an instrument for detecting the emotional concomitants of deception.

481. **Bickley, Aubrey W.** Intelligence diagnostics of certain animal problems adapted to human subjects. Doctor's, 1939. Peabody. 119 p. ms.

Compares data obtained from administering adaptations of the Tolman Honzik multiple T maze, Yerkes multiple choice problem, Maier reasoning test, and three standard intelligence tests.

482. **Collins, Elizabeth Mary.** The measurement of visual-visual and visual-auditory association. Master's, 1939. Fordham. 39 p. ms.

Investigates the reliability of the measures yielded by the tests of associative learning included in the Gates reading diagnosis tests. Constructs and analyzes parallel forms of these tests. Finds the Gates tests of visual-visual and visual-auditory associative learning to be too unreliable to warrant their use in individual diagnosis; and that in order to secure satisfactorily reliable measures of these types of learning it was necessary to employ tests four or five times as long as the Gates tests.

483. **DeForrest, Ruth E.** A study of the prognostic value of the Merrill-Palmer scale of mental tests and the Minnesota preschool scale. Master's, 1939. Pittsburgh.

484. **Foust, Judson W.** The construction of a standardized test in functional thinking. Doctor's, 1938. Michigan. 193 p. ms.

Considers the history, nature, and place of the function concept in the teaching of mathematics. Shows a high correlation between ability to do functional thinking and success in mathematics.

485. **Garrison, K. C.** The use of psychological tests in the selection of student nurses. *Journal of American psychology*, 23: 461-72, August 1939. (North Carolina state college).

Describes an experiment conducted in 1937-38 with student-nurses in the Rex Hospital, Raleigh, N. C., to whom were given the Bernreuter personality inventory, the Otis self-administering tests of mental ability, the Iowa reading tests, and the Detroit mechanical aptitude tests for girls. Finds that psychological test scores relate more closely to the nursing arts grades than to the academic grades. Indicates that the use of the results of all three tests (except for reading rate) for prognosis of academic work, and the use of all the tests for the prognosis of efficiency in nursing arts should prove valuable in selecting student-nurses.

486. **Godard, Russell H.** An empirical study of the effect of heterogeneous within-groups variance upon the F test in analysis of variance. Master's, 1939. Iowa.

\*487. **Goodman, Charles M.** A study of the Thurstone primary mental abilities test. Master's, 1939. Penn. State. 48 p. ms.

Describes an experiment in which the Thurstone primary mental abilities tests were administered to 170 freshmen engineers at the Pennsylvania State College. Indicates that the Thurstone primary abilities tests sample normal ranges of each of the abilities, and that the seven primary abilities can be reported by means of a single index.

488. **Gray, Susan Walton.** The influence of methodology upon the measurement of reminiscence. Master's, 1939. Peabody. 90 p. ms.

Describes an experiment in which 88 children were given delayed tests of retention of three types of verbal material. Finds that studies which have used a double recall technique of measuring reminiscence are invalidated by the functioning of an immediate recall as an extension of the learning period.

\*489. **Griffin, Charles H.** An empirical study of the validity of the Thurstone multiple factor analysis technique. Master's, 1939. Penn. State. 22 p. ms.

Constructs hypothetical scores on a battery of 15 tests, and applies mathematical techniques to these made scores.

490. **Grove, William R.** Modification of the Kent-Shakow formboard series. *Journal of psychology*, 7: 385-97, April 1939 (University of Pittsburgh)

491. **Held, Omar C.** A comparative study of the performance of Jewish and Gentile college students on the American council psychological examination. Pittsburgh, University of Pittsburgh, 1939.

492. ——— Psychological rating of University of Pittsburgh honor graduates. *Journal of applied psychology*, 23: 527-28, August 1939. (University of Pittsburgh)

493. **King, Mary L.** A study of the relationships existing between home economics students, employed dietitians, and adult women in general on a battery of psychological tests. Master's, 1939. Penn. State. 25 p. ms.

Compares the three groups on intelligence, personality, and aptitude tests. Finds the dietitians superior to college freshmen in the dexterity test and in social dominance, but only slightly superior to seniors on these items.

494. Neal, Leonard Leroy. Some of the misuses and misinterpretations of intelligence tests. Master's, 1939. Okla. A. & M. Coll.

Analyzes replies to a questionnaire sent in by 154 teachers, and intelligence test scores of 419 pupils in the Tulsa schools. Concludes that many teachers and authorities believe that environment affects intelligence as measured by these tests; that tests are sometimes improperly administered; that intelligence tests discriminate against some people; that the tests are not accurate measurements; that intelligence tests have some detrimental effects; that other tests can be substituted for intelligence tests; and that too much emphasis has been put on the IQ. Recommends that more than one test be given a child and his mental ratings be interpreted and used in the light of these findings.

495. Odgers, John G., jr. An attempt to broaden the bases of prognosis for marginal students in the College of education. Master's, 1939. Ohio State. 94 p. ms.

Compares the Ohio College Association psychological examination with the Troyer index to determine their value in selecting marginal cases in terms of total competency. Concludes that if the College of Education of Ohio State University is to use a first-quarter selection program, the Troyer index should be included as it has a slightly greater prognostic value than the Ohio College Association psychological examination alone.

496. Peebles, Ruth. Validating an instrument for the measurement of superior ability. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 104)

Applies Bentley's analytical profile chart to 10 musicians generally conceded to be superior in an attempt to determine whether or not the superiority of these people could have been detected by using such an instrument. Studies the childhood and adolescence of Handel, Bach, Haydn, Mozart, Beethoven, Rossini, Schubert, Mendelssohn, Chopin, and Liszt. Finds that they were above average in their physical, mental, social, moral, and educational characteristics; that they were interested in many fields of endeavor, preferring subjects that required a high degree of thinking. Indicates that the chart is a practical instrument for classroom teachers in discovering children of superior ability.

497. Bautman, Arthur Louis. The human electroencephalogram under various normal and experimental conditions. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 213-15)

Studies aspects of the human electroencephalogram under various conditions of sensory stimulation and mental activity, using data from 131 individuals ranging from 5 years of age through adulthood, showing the change in the average alpha frequency with age. Finds a definite increase in the frequency of the rhythm with an increase in age. Evaluates changes shown by 16 subjects during a period of oral reading and a period of silent reading. Concludes that different levels or intensities of cortical functioning are involved in silent and oral reading.

498. Rose, Mildred W. The effect of benzedine sulfate upon intelligence as tested by the Ohio state psychological examination. Master's, 1939. Ohio State. 32 p. ms.

Describes an experiment conducted with 66 pairs of university students who were given retests on the psychological examination after one-half of them were given 5 mg. benzedine sulfate and the other half a placebo pill. Finds no statistically significant difference in the scores as the result of the benzedine sulfate.

499. Schloemer, Emilie Durschang. An evaluation of the Viennese tests. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 101)

Describes an experiment in which 15 children each in the third, fourth, and fifth grades were given a Viennese test series and a Terman-Merrill new revised Stanford-Binet test of intelligence, form L. Finds that the two systems measure developmental changes in about the same way, but that they are concerned with different fields of development.

500. Tenney, Ashton M. The use of psychological tests and measurements by greater Boston social agencies. Master's, 1939. Boston Univ. 58 p. ms.

\*501. Thornton, George R. A factor analysis of tests designed to measure persistence. Doctor's, 1938. Nebraska. Columbus, American psychological association, 1939. 42 p. (Psychological monographs, vol. 51, no. 3, whole no. 229, 1939)

Describes an experiment in which a battery of representative tests of persistence was administered to a large group of subjects, and the interrelationships analyzed by factor analysis. Finds that the tests which purport to measure persistence do not all measure the same thing; nor did the analysis reveal a factor common to the self-estimates of persistence and any of the performance tests.

†502. Wechsler, David. The measurement of adult intelligence. Baltimore, Williams and Wilkins company, 1939. 239 p. (New York university)

Discusses the nature of intelligence, the need for an adult intelligence scale, concept of M. A. and IQ, classification of intelligence, concept of mental deficiency, the problem of mental deterioration; the Bellevue intelligence scales, the selection and description of test, population used in standardizing the tests, standardization and results, and limitations and special merits; and manual of Bellevue intelligence tests.

503. Wyatt, Thomas Farlow. Administering a program of standardized testing in a small school system. Master's, 1939. Oklahoma. 148 p. ms.

Describes the administration of a testing program to 170 elementary school children in Ocheleta, Okla. Finds the average IQ in grades 2 to 8, inclusive, 99.7; that in subject-matter tests the children are below standard in most grades; but that in comparison with similar schools, the children in this school did fairly well

#### SOCIAL INTELLIGENCE—TESTS AND SCALES

504. Bonham, Charles A. An experimental investigation of pupil honesty on pupil scored tests. Master's, 1939. East Texas St. T. C. 50 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 10-11)

Measures pupil honesty as revealed by experimental tests in the classroom in an attempt to show the relationship of honesty to grade placement, age, sex, intelligence and stress applied to tests. Describes an experiment in which tests were administered to two classes of seventh-grade mathematics pupils made up of 27 boys and 25 girls, and to three classes of eighth-grade general science pupils made up of 31 boys and 27 girls. Finds that the seventh-grade pupils were slightly more honest than the eighth-grade pupils; that there is a positive relation between the age of the pupils and their honesty on scoring the tests; that girls are slightly more honest than boys; that there is a positive relation between the honesty of the pupils tested and the mental ability of these same pupils; and that there is a direct relation between the amount of cheating on a single test and the importance attached to that test by the teacher.

505. Champney, Horace. Measurement of parent behavior as part of the child's environment. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 29: 159-63)

Constructs a scale for measuring parent behavior and evaluating the homes of children, and evaluates it on the basis of 7,000 individual ratings. Finds that direct rating of the significant variables of parent behavior by a home visitor has proved to be a feasible substitute for the diary record; that the complex judgments and subtle "intuitions" of the human observer can be successfully exploited to provide quantitative measurements of psychological variables, with results which compare not unfavorably with those of the more "objective" of the techniques of psychometrics; and that the rating instrument is sufficiently precise to capture the fine discriminations of which the expert human judge is capable, providing home-visit ratings with pool-criterion validity coefficients of about .70, and rerating reliability coefficients of about .85.

506. Granger, Rocheleau Zephirin, jr. A study of four character tests, their interrelations and their relations to certain other factors. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 153-55)

Analyzes results of resistance to distraction test, keenness of observation test, carefulness test, and cheating test administered to a group of unselected high-school students who took part in the Clark University guidance service program.

507. **Henry, Max.** A study of the predictive validity of certain keys of the Bernreuter personality inventory. Master's, 1939. Penn. State. 78 p. ms.

Describes an experiment in which the neurotic tendency, dominance, and sociability keys of the Bernreuter personality inventory were administered to 168 students of St. Joseph's College for Women, Brooklyn, N. Y., and their answers checked by students and faculty members who knew them well. Indicates that the raters do not agree with the inventory scores and that the keys fail to predict later ratings.

508. **Hunsicker, Albert L.** The theory and validation of the University of Kansas personality scale. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 61-62, February 1940)

Presents a method of scoring and validating Form 1 of the University of Kansas personality scale, and attempts to justify the use of such a questionnaire as an instrument capable of indicating particular trait patterns.

509. **Hunt, Edward Lester.** The predictive value of attitude and other factors. Master's, 1939. Akron. 35 p. ms.

Describes the construction and administration of a rating scale for attitudes of freshmen at the University of Akron, and shows the relationship between this and other factors.

510. **Jackson, Maude.** Changes in social attitudes of junior and senior high school students. Master's, 1939. Kans. St. T. C., Emporia. 50 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 9)

Analyzes results of four attitude scales administered to 600 seventh, ninth, and twelfth-grade pupils in Emporia, Kans., secondary schools to determine the extent to which attitudes toward war, patriotism, law, and the national constitution are changed by education. Discusses sex differences in the attitudes expressed.

511. **Jackson, Virgil Davis.** The measurement of social proficiency. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 200-10)

Describes two studies conducted at the University of Wisconsin, and one conducted at the Wisconsin State Teachers College at LaCrosse for the purpose of devising a test of social proficiency. Finds that this test indicates that social proficiency increases with maturity; that females are better adapted socially than the males of the same age; that there is no consistency in the way in which any one item differentiates between males and females or between graduates and undergraduates; and that there is no consistency in the variability of males and females or of graduates and undergraduates for any item.

512. **Kaplon, Martin David.** An experimental test of the validity of Thurstone's substitution of the method of equal appearing intervals for the method of paired comparison in the construction of attitude scales. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1939: 43-44)

Describes an experiment conducted with 114 subjects, students of the Tulane and Louisiana State University summer session, using 20 statements about the church, ranging from the most favorable to the least favorable statements to test method of paired comparison, and the method of equal appearing intervals. Concludes that the method of equal appearing intervals is a valid substitute for the method of paired comparison in the construction of attitude scales.

513. **Sherwood, Elizabeth J.** Use of the Tannahill self-analysis scale as a basis for the study of personality. Master's, 1939. Colo. St. Coll. 105 p. ms.

Describes an experiment in which the scale was used by 200 girls in a high school in Arizona, and the ratings treated statistically in relation to scholastic averages, conduct, marks, and disciplinary records. Concludes that the Tannahill self-analysis scale cannot be reliably used as a measure of personality, but may be used advantageously as a teaching device for promoting self-analysis and discussion on personality development.

514. **Siener, Edna J.** Establishment of social intelligence norms for Newburgh free academy. Master's, 1938. New York. 100 p. ms.

515. **Stevens, Margaret K.** Study of a personality test designed to measure traits necessary to success in teaching. Master's, 1939. N. Y. St. Coll. for Teach. 75 p. ms.

516. Stonum, Mary McCauley. An item analysis of the Bernreuter personality inventory as related to speaking performance. Master's, 1939. Iowa.

517. Strayer, Floyd J. A study of certain teacher's personality traits as measured by a teaching-situations questionnaire and the Bernreuter personality inventory. Master's, 1939. Michigan.

518. Wasmuth, Gladys Virginia. A tentative rating scale on seven selected characteristics of behavior developed from a comparative study of 18 students in the home management house and in their homes. Master's, 1938. Cornell.

519. Wesman, Alexander. An experimental comparison of the validity of five methods of assigning weights to multiple choice items in interest-attitude tests. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 60)

Describes an experiment in which an interest-attitude test consisting of 100 items selected from the Terman-Miles masculinity-femininity test, was administered to 300 men and 200 women engaged in a variety of occupations and ranging in age from 17 to 46 years, selecting alternate cases to form primary and secondary groups of 150 men and 150 women each. Tests the validity of each of five techniques for assigning weights to items in the tests.

520. Wilkinson, Paul A. The social sensitivity of progressive education graduates. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1:50)

Attempts to determine the differences in the social sensitivity of progressive and traditional high-school graduates now attending the University of Denver, by comparing 49 progressive students with 49 traditional students in the results of various tests administered to both groups. Finds the progressive school graduates have more knowledge of contemporary affairs, are slightly more liberal, and have a wider range of marks on the tests than the traditional students.

#### EDUCATIONAL MEASUREMENTS—TESTS AND SCALES

521. Ackland, Neil William. Some implications of the use of the Seashore measures of musical talent in our secondary school administration. Master's, 1938. Hawaii.

522. Adams, Beatrice M. A testing program showing the growth of vocabulary in the intermediate grades. Master's, 1939. Michigan.

523. Anderson, Howard R. A necessary precaution in diagnostic testing. School review, 47: 515-26, September 1939. (Cornell university)

Compares the effectiveness with which recall and recognition tests measure eighth-grade pupils' mastery of certain elements of content in United States history. Describes an experiment conducted with 288 pupils in nine eighth-grade classes in January 1939, to whom recall and recognition tests were administered. Finds the recall and recognition forms about equally reliable and that the latter was markedly easier to administer and to mark. Recommends that for diagnostic testing, where discovery of the degree of insight to which the pupil has attained is important and that teachers make frequent use of the recall form.

524. Bersot, Marion D. A study of algebra prognosis. Master's, 1939. Kentucky. 74 p. ms.

Attempts to determine whether some specific test or group of tests may be safely relied on to predict success or failure in algebra as shown by an experiment carried on in the Jenkins, Ky., High School.

525. Butsch, R. L. C. Improving the prediction of academic success through differential weighting. Journal of educational psychology, 30: 401-20, September 1939. (Marquette university)

Analyzes data on 1,533 freshmen in the four colleges of Marquette University, who entered in the fall semesters of 1934-1937, to determine the possibility of improving the

prediction of academic success in college by means of differential weighting of certain commonly used predictive instruments. Uses marks earned during the first semester in college as the criterion, and rank in secondary school, results on the Iowa high-school content examination, and scores on psychological examinations as the predictive measures. Finds that the various sections of the Iowa high-school content examination, and of the Thurstone psychological examination vary significantly in their predictive value for the four undergraduate schools; that by including rank in high school and the weighted scores on the two tests, it is possible to obtain a better prediction than could be made with rank in high school and the unweighted scores on the tests.

526. Cahill, Gertrude B. A study of the constancy of responses to the items of the Dunlap academic preference blank over an interval of one year. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 61-62)

Studies the consistency of expressed interests of 375 individuals at the junior high school level, as indicated by the agreement between their responses to the items of the Dunlap academic preference blank on two occasions separated by an interval of 1 year. Finds a wide variation in item consistency from subject field to subject field as well as from item to item; that individuals are more constant in their attitudes toward the field of literature and general information than they are in their attitudes toward the other subject fields; and that the relationships between intelligence and subject-field achievement are relatively high.

527. Carter, Paul D. Relationship between the results of two measures of vocabulary. Master's, 1939. Michigan.

528. Carter, T. M. The senior achievement tests at Albion college in 1938. Albion, Mich., Albion college, 1939. 16 p. ms.

Compares the achievement of seniors in each of the four schools on achievement tests.

529. Daniel, Margaret May. Some values of the 1937 Oklahoma agricultural and mechanical college mathematics placement test in predicting scholarship. Master's, 1939. Okla. A. & M. Coll.

Evaluates the reliability of the arithmetic and algebra questions included in the 1937 mathematics placement test. Finds that persons who scored high in the arithmetic and entrance algebra tests tend to make higher grades in chemistry and mathematics. Points out the need for more thorough knowledge in the fundamentals of arithmetic.

530. Dean, Charles Delbert. Seashore tests of musical talent in teacher education. Field study no. 1. Doctor's, 1939. Colo. St. Coll. of Ed.

531. Denny, E. C., and Duffum, H. S. European affairs test for high-school pupils, 1939. Cedar Falls, Iowa state teachers college, 1939. 4 p. ms.

Analyses results of an objective test based upon events and affairs prominent in the local, State, and national newspapers during March and April 1939, and administered to pupils in the junior and senior years of two high schools, in one of which class instruction in current events was given. Shows the value of definite instruction in current affairs.

532. Denny, Hazen B. Reliability of multiple choice tests as a function of the Spearman-Brown formula. Master's, 1939. Purdue. 18 p. ms.

Attempts to determine if the change in reliability in multiple choice tests, as related to the number of alternative choices per test item, is a function of the Spearman-Brown prophecy formula. Finds that reliability increased as the number of responses increased for each test item and that this increase was in accord with the values as predicted by the Spearman-Brown formula.

533. Donnelly, Mary Carroll. Performance in the Iowa qualifying examinations of majors in various academic departments. Master's, 1939. Iowa.

534. Dumas, Enoch. A standardized test in spelling. Master's, 1939. Colo. St. Coll. of Ed.

535. Erickson, Irving Peter. Number and spatial ability in mathematics and intelligence. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 151-52)

Analyses test scores of 122 high-school juniors and seniors from towns in Worcester County, on Minnesota tests, a test of scholastic aptitude, and a mathematics achievement



test. Indicates that the tests measure abilities of little or no importance in achievement in mathematics or they measure poorly specific abilities necessary in mathematics achievement.

536. Gallant, Marjorie. Statistical evaluation of a word-fact relating test. Master's, 1939. Iowa.

537. Gansl, Irene. Vocabulary: its measurement and growth. Doctor's, 1939. Columbia. New York, 1939. 52 p. (Archives of psychology, no. 236)

Attempts to construct, standardize, and scale an improved test of vocabulary for grades 3 through 8 of the elementary school; and by means of this test to determine the nature of the age-progress curve of the vocabulary function; and whether any significant sex differences in vocabulary exist within this range. Administers the test to 3,306 pupils in grades 3 through 8 in three New York City public schools. Finds that the test has a high degree of reliability; that grade results show a steady and fairly constant increase in vocabulary ability from the lower to the upper grades; that between the ages of 8 and 14 boys are slightly superior to girls in vocabulary ability. Presents tentative age and grade norms on the basis of combined results from the school populations tested.

538. Giduz, Hugo. The 1938 French placement tests at the University of North Carolina. High school journal, 21: 307-308, December 1938. (University of North Carolina)

539. Harper, Helen Elizabeth. A critical evaluation of objective testing material in junior high school arithmetic. Master's, 1939. Arizona. 171 p. ms.

540. Harper, Jacob Clifford. The value of the standard achievement test for the improvement of instruction. Master's, 1939. Ala. Poly. Inst.

541. Heilman, J. D. Achievement tests in college testing programs. Greeley, Colorado state college of education, 1939.

542. — The 1939 report of the cooperative testing program of the Teachers college personnel association. Greeley, Colorado state college of education, 1939.

543. Held, Omer C. The Nelson-Denny reading test as an English placement test. School and society, 49: 64, January 14, 1939. (University of Pittsburgh)

544. Henderson, Joseph Harold. The use of multiple choice items in testing the fundamental processes in arithmetic. Master's, 1939. Iowa.

545. Jessen, Rosemary. Missionary apprentice testing program. Master's, 1939. Presbyterian Coll. 41 p. ms.

Compares the results of objective tests administered before sailing to the 1931, 1932, and 1933 Presbyterian foreign missionary appointees with their subsequent field achievement results, and finds that the two groups of tests did not correlate.

546. Kamman, James Foster. A statistical analysis of the foreign language aptitude test, form B, of the Iowa placement examinations. Master's, 1939. Iowa.

547. Kinkaid, Will K. A comparison of scores made by sixth- and eighth-grade pupils in four schools of north central Indiana on timed and untimed tests in reading and arithmetic. Master's, 1939. Ind. St. T. C. 48 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 10: 145-46, July 1939)

Compares the scores made by pupils of adolescent age on two forms of the same tests, using specified time on one form and double time on the other, to determine the element of time upon such scores. Indicates that if timed tests are properly administered the extra allotted time given to untimed tests is to a great extent wasted.

548. Kroll, Abraham. Item validity as a factor in test validity. Doctor's, 1939. Fordham. 76 p. ms.

Tests the validity of 400 Spanish vocabulary items responded to by 754 relatively unselected, high-school pupils. Concludes that the most valid items form the most valid tests and that the labor involved in determining item validities is justified if highly valid tests are desired.

549. **Kruwell, Lynn L.** Studies in the measurement of ability in English correctness: 3. A comparison of the supply and the right-wrong types of tests in capitalization. Master's, 1939. Iowa.

550. **Lannholm, Gerald V.** The measurement of ability in capitalization and punctuation. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Evaluates six different types of objective tests in capitalization and eight in punctuation, using as a criterion a dictation test having exactly the same content as the experimental tests, using as subjects about 300 seventh- and eighth-grade public-school pupils. Indicates that the validity, reliability, and time required for administration of the same test may differ systematically from school to school; that increased familiarity with an objective testing technique increases the reliability of the scores and reduces the time required to write the test; that in a proofreading punctuation test, the same situations presented in incorrect form are relatively more difficult than when presented in correct form.

551. **Lundquist, Carl John.** Studies in the measurement of ability in English correctness: XVII. The effect of practice upon the validity of a punctuation test. Master's, 1939. Iowa.

552. **Lytle, Carlton W.** An analysis of the basic skill tests for grades 3, 4, and 5. Master's, 1939. Iowa.

553. **McCormick, O. E.** A study of the vocabulary difficulty encountered by pupils in the use of a certain test in ninth-grade algebra. Master's, 1939. Michigan.

554. **McDougal, Claude C.** Sex and cultural differences on the New Mexico state-wide test of academic achievement. Master's, 1939. New Mexico. 102 p. ms.

555. **Maher, Anna Louise.** Building a functional program of testing through teacher recognition of its basic usefulness. Master's, 1939. Boston Coll.

556. **Marshall, M. V.** A study of the validity of the Stanford scientific aptitude test. Journal of educational research, (Franklin and Marshall college)

Correlates the Stanford scientific aptitude test with science marks, rankings by the professors, and the medical aptitude test.

557. **Morrison, Sammie H.** Pupil preparation for state scholarship tests. Master's, 1939. Miami. 20 p. ms.

Reports a State-wide investigation in all types of secondary schools, of the relationship between tests and the scores made on such tests by questionnaires sent to students who participated in the 1937 district-State scholarship test. Finds that the group receiving high marks ranked first in the number of hours studied alone, the middle group next, and the low group third; that the number of hours of class time devoted by teachers to preparation for tests was almost the same in all three groups; that each group's success varied directly with the number of times the students were coached after school; and that the group's scores varied directly with both the total hours outside of regular class time that the student was coached, and the number of hours spent in studying with another student.

\*558. **Netzer, Royal F.** The evaluation of a technique for measuring improvement in oral composition. Doctor's, 1937. Iowa. Iowa City, University of Iowa, 1939. 48 p. (University of Iowa studies, new series, no. 387. Studies in education, vol. 10, no. 4. Research studies in elementary school language, no. 2)

559. **Ostwalt, Jay H.** The effect of time limits on selected sections of the new Stanford achievement test. Master's, 1939. Duke. 56 p. ms.

Attempts to determine the effect of unlimited administration periods on the scores and percentile rankings of 399 pupils on selected sections of the New Stanford achievement test, advanced form 5. Finds that the effect of additional time allowance varies in terms of grade level and of subject matter; that correlations for the content subjects show less consistency between grade levels; and that a test cannot, in itself, be classified either as a power test or as a speed test.

560. **Pass, Arlin A.** The predictive value of the Metropolitan achievement tests in Blount county, Ala. Master's, 1939. Alabama. 49 p. ms.

561. **Patrick, Arthur S.** An analysis of individual test question difficulties as revealed in Kloos' testing program for high-school bookkeeping students. Master's, 1939. Iowa.

562. **Paul, J. B.** Report of sophomore testing program. Spring 1938; a comparison of the attainment of the Iowa state teachers college sophomores with the attainment of the sophomores in all colleges participating in the following tests constructed by the Cooperative test service of the American council on education: 1. Cooperative general science test; 2. Cooperative contemporary affairs test. Cedar Falls. Iowa State teachers college, 1938. 10 p. ms. (Iowa State teachers college research report no. 32)

563. **Porter, Anita Louise.** An investigation to determine the degree to which a certain standardized test measures the reading ability of children of first-grade level. Master's, 1939. Iowa.

564. **Pritchard, John Wallace.** Differential testing as a means of determining the true status in arithmetic. Master's, 1939. Michigan.

565. **Rider, John T.** Studies in the measurement of ability in English correctness: 16. The significance of the proofreading factor in an error-correction test in punctuation. Master's, 1939. Iowa.

566. **Rigg, Melvin G.** Measuring the ability to judge poetry. Proceedings of the Oklahoma academy of science, vol. 19:157-58. (Oklahoma agricultural and mechanical college)

Describes the development of a test in which passages of accepted merit are compared with inferior parodies, and its validation. Concludes that the test can be used as a means of appraisal in literature classes and may be employed as a teaching device.

567. **Rittgers, Raymond Phillip.** The relationship between a recognition and a dictation test in spelling in grades 3, 4, and 5. Master's, 1939. Iowa.

568. **Saetvelt, Joseph Gerhard.** Revision of the Seashore measures of musical talent. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Revises the Seashore measures of musical talent from the standpoint of modern recording and laboratory equipment and of selection of more satisfactory stimulus values.

569. **Sands, Lester Bruton.** The history and nature of measuring in American education. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 244-51)

Traces the history of the use of scientific method in measuring education from 1850 to 1930. Indicates that present-day educational measuring is characterized by the attempt to appraise and evaluate every conceivable activity, attitude, interest, intellectual, physical, and learning factor relevant to the field of education; that educational measuring touches every type of evaluation from extreme objectivity to attempting the measurement of attitudinal factors in several populations. Discusses the attitudes of educators toward measuring. Shows considerable activity directed toward the discovery of new techniques for revealing the operation of subjective factors in education.

570. **Schrammel, H. E., and Rasmussen, O. M.** Report of results of the 1938 college testing program of college freshmen. Emporia, Kansas state teachers college, 1938. 6 p. ms.

Gives percentile distribution of scores made on seven entrance tests by 133 colleges and universities; ranks 38 colleges according to median scores on the English test.

571. **Schrammel, H. E., and Rasmussen, O. M.** Report of the twenty-ninth nation-wide every pupil scholarship test, January 11, 1939. Emporia, Kansas state teachers college, 1939. 24 p.

Gives percentile distribution of scores made by pupils on 35 high-school and elementary school tests; percentile distribution of median scores made by pupils on high-school tests; and median scores for a select group of States on high-school tests.

572. ——— and ———. Report of the thirtieth nation-wide every pupil scholarship test, April 12, 1939. Emporia, Kansas state teachers college, 1939. 28 p.

Gives percentile distribution of scores made by pupils on 46 high-school and elementary school tests; percentile distribution of median scores made by pupils on high-school tests; and median scores for a select group of States on high-school tests.

\*573. **Sicha, Mary Hunter.** A study of the Rorschach "Erlebniss-typus" of comparable white and Negro subjects. Doctor's, 1938. T. C., Col. Univ. n. p. /1939/ 138 p.

574. **Smith, Ada Alberta.** An analysis and evaluation of objective tests in French. Master's, 1939. Ohio State. 168 p. ms.

Analyzes 21 standardized tests, 10 unstandardized tests, and 25 workbooks for French. Finds that there are satisfactory measures of achievement in French grammar, vocabulary, and silent reading comprehension, but few in the other objectives of French teaching.

†575. **South, Earl Bennett.** A dictionary of terms used in measurements and guidance. New York, Psychological corporation, 1938. 88 p. (New York state college for teachers)

576. **Speaker, Gaylord M.** The development of a test in safety education for elementary schools. Master's, 1939. Michigan.

577. **Stamm, James C., jr.** The beliefs of the teachers of Guernsey county, Ohio, with respect to the county elimination and district state scholarship tests. Master's, 1939. Ohio State. 99 p. ms.

Studies the answers of 50 high-school teachers to a questionnaire relative to the county elimination and State scholarship tests. Finds that the teachers are inconsistent in their thinking and that as a whole they do not favor the State testing program from the standpoint of a democratic school philosophy.

\*578. **Stauff, Margaret Leona.** The construction and standardization of an objective achievement test in junior high school music. Master's, 1939. George Washington. 74 p. ms.

Describes a test constructed to measure achievement in music in the ninth grade of a junior high school music course.

579. **Steele, Helen Margaret.** The validity of the multiple choice spelling test in the second and third grades. Master's, 1939. Pittsburgh.

580. **Strobel, Mildred.** A historical and critical survey of the Rorschach tests. Master's, 1938. Columbia.

581. **Swanson, Raymond W.** Health knowledge tests. Master's, 1939. Kansas.

582. **Vedder, Almon V.** The development of a learning test in reading and the determination of its relation to success in reading. Doctor's, 1939. Michigan.

583. **Watson, Karl Brantley.** An experimental study of musical meanings. Doctor's, 1939. Duke. 163 p. ms.

Devises a test for analyzing factors connected with musical meanings and administers it to pupils at the sixth-, eighth-, tenth-, and twelfth-grade levels and to college and graduate students and compares their responses to those of 20 expert musicians to whom the test was given. Concludes that musical meanings are determined by constant factors in the music itself and are not determined by purely fortuitous subjective variables.

584. **Wayne, J. P.** A survey and critical analysis of standardized elementary algebra tests. Master's, 1939. Purdue. 67 p. ms.

Studies and evaluates all of the available standardized elementary algebra tests, and checks the claim made by one of the testmakers of the reliability of his test.

585. **Weathersby, Mary Ellen.** An evaluation of the 1936 and 1937 home economics tests in Mississippi and their value as a device for improving instruction. Master's, 1939. Minnesota.

Describes the plan used in building the home economics curriculum in Mississippi, and explains the method used to develop more useful measuring instruments, based on an evaluation of the state tests given in 1936, 1937, and 1939.

586. **White, Stephen Reece.** The effects of health and social-economic status upon test achievement. Master's, 1939. Ala. Poly. Inst.

587. **Wilkinson, Frances.** The effectiveness of a plan for the comprehensive analysis of pupil growth. Master's, 1939. Iowa.

588. **Williams, Helen.** An information test for children of preschool age: 4 Social geography. Master's, 1939. Iowa.

589. **Williamson, Jean E.** A choral music notation test. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 66)

Describes a test constructed to determine a student's functional knowledge of choral music notation and administered to a large group of students in junior and senior high school and in college. Finds a lack of uniformity in the teaching of music notation both as to the amount of time given to the study and to the actual teaching method.

590. **Wilmore, Waldo W.** Relative validity of three group readiness tests in predicting reading achievement. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 68, February 1940)

Analyzes data obtained from 82 pupils enrolled in the first grade in the public schools of Newton, Kans., during 1937-38, and from 72 of the same pupils from 1938-39, 68 of whom were enrolled in the second grade. Finds the Metropolitan readiness tests somewhat more valuable as a predictive instrument than the other tests used; that mental ages from the Detroit intelligence test proved to be the most valuable single predictive measure for first-grade reading achievement; that reading achievement at the end of the second grade can be more successfully predicted than at the end of the first grade; and that no single predictive measure of the child's status at the beginning of the first grade appears to be valid enough for making individual prognosis.

591. **Wolter, Charlotte.** A survey test in education. Master's, 1939. Brown. 26 p. ms.

#### PHYSICAL ABILITY—TESTS AND SCALES

592. **Anderson, C. Byard.** Volleyball skill tests for junior high school boys. Master's, 1939. Okla. A. & M. Coll.

Studies the volleyball skill of 80 junior high school boys as shown by their test scores. Measures the validity of the tests and finds that no two tests measure the same element and that each test adds something to the validity.

\*593. **Beall, Elizabeth.** The relation of various anthropometric measurements of selected college women to success in certain physical activities. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university. 1939. 69 p. (Contributions to education, no. 774)

Attempts to determine whether there is any relationship between various structural anthropometric measurements of selected college women and their success in basketball, swimming, tennis, and the modern dance. Indicates that certain specific body measurements are possessed by a majority of the skilled performers in a given activity.

\*594. **Bennert, Raymond Thomas.** The relationship between the physical examination and the physical fitness index test. Master's, 1939. Boston Univ. 71 p. ms.

Attempts to establish the relationship between the physical examination and the physical fitness index for men between the ages of 10 and 22, inclusive, by studying defects found

in individual age groups; defects found in individual P. F. I. classifications; defects found in total age groups and P. F. I. classifications; the effect of present organic deviations on physical efficiency as determined by the physical fitness index; and the effect of tobacco on physical fitness.

595. **Bergstrom, Hugh.** An anthropometric study of comparative measurements of Negro and white high-school athletes. Master's, 1939. Iowa.

596. **Berrert, Raymond Thomas.** The relationship between physical examination and physical fitness test. Master's, 1939. Boston Univ.

\*597. **Bookwalter, Karl Webber.** A critical evaluation of the application of some of the existing means of classifying boys for physical education activities with a view to the determination of an administratively feasible procedure which shall produce more homogeneous classification. Doctor's, 1939. New York. 281 p. ms.

Analyzes data from 14 institutions involving 3,601 boys ranging in age from 9 to 37 years. Recommends different means of classifying boys for physical education for the several school levels.

598. **Carpenter, Aileen.** A critical study of the factors determining effective strength tests for college women. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Studies the elements which make up the component parts of strength tests and analyzes several practical forms of such tests as they apply to college women.

599. **Doerres, Dorothy Mae.** A multiple factor analysis of the elements of motor ability measured by the Sargent jump. Master's, 1939. Wellesley. 111 p. ms.

600. **Hagenah, Theda.** The relative merits of the Rogers and the Newton tests as measures of motor ability for high school girls. Master's, 1939. Wellesley. 54 p. ms.

Studies the Newton tests, representing speed and skill as well as strength, more valid than the Rogers tests as measures of motor ability for high-school girls. Gives scoring tables for one of the Newton batteries.

601. **Hatfield, James E.** The health examination in the public senior high schools of West Virginia. Master's, 1939. West Virginia.

\*602. **Jack, Harold K.** The relationship of certain sociological factors to the Rogers physical fitness test. Master's, 1939. New York. 26 p. ms.

Studies rural school children in grades 5-8 comparing such factors as school success, intelligence, nutrition, economic status, school attendance, similarity of siblings, tuberculin history, and racial difference between white and Indian children. Finds little relationship between the factors studied and the physical fitness score.

603. **Jebens, Herbert H.** Push and pull test as a measurement of arm and shoulder girdle strength of high-school boys. Master's, 1939. Iowa.

604. **Jorgensen, Nephi M.** The determination and measurement of body build in college men. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Evaluates 33 anthropometric indices most frequently used in determining body build. Attempts to determine what anthropometric measurements best indicate the body build of any given individual and to determine whether or not there are separate categories of body build in male college students. Finds that subjective rating of general body build by experienced observers was a reliable and valid method; that Thurstone's multiple factor analysis proved to be a valid method of isolating growth factors, but the application of these factors to predicting body build did not produce results that justified the use of this complex technique; and that the various measurements and indices closely followed the normal frequency distribution curve, thereby raising doubts as to the existence of distinct types.

605. Keist, George N. A study of different techniques in administering the Sargent jump. Master's, 1939. Iowa.

606. Kelley, Cecelia Elizabeth. The integrated post-exercise pulse-product as a measure of physical fitness. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 229-32)

Describes the development and standardization of a physical fitness test; the analysis of its physiological basis; and its evaluation by comparison with independent criteria of physical fitness. Reports the results of participation in an accurately controlled amount of work by 184 high-school girls and college women.

607. Kelly, Maurine. The validation of tests for the prediction of potential tennis ability in college women. Master's, 1939. Iowa.

608. Law, Elizabeth Manigault. A motion-picture rating scale for crawl form swimming. Master's, 1939. Stanford.

600. Murphy, Mary Agnes. A study of the unitary components of cardiovascular tests. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Analyzes statistically, for their common and group components, 32 cardiovascular tests variables and two scales of "present health," devised for use in measuring the physical condition of young women at the college level.

610. Phillbo, Rialto. A study of the relationship between scores made on the Brace scale of motor ability and the Rogers' physical capacity tests. Master's, 1939. Michigan.

611. Schmithals, Margarét. An achievement test battery in field hockey for college women. Master's, 1939. Iowa.

612. Shell, Charles Wilson. A study of sportsmanship rating systems of secondary schools in the United States. Master's, 1939. Ohio State. 105 p. ms.

Develops a new scoring sheet and describes a change in the administration of scoring.

613. Shields, Joseph Arthur. An exploratory analysis of the flarimeter test as found in the McCurdy-Larson organic efficiency test. Master's, 1939. New York. 24 p. ms.

Attempts to determine whether or not variances in exercise load and time interval between exercise and blow on the flarimeter better differentiate the physical fitness of a group in training from one not in training. Compares the results with the results of the flarimeter test in the McCurdy-Larson organic efficiency test.

#### VOCATIONAL TESTS

614. Caird, Florencé Barber. Determination of penalty in typewriting speed tests. Master's, 1938. Chicago. 82 p. ms.

\*615. Carr, Edward J. A factor analysis of a vocational guidance test battery. Doctor's, 1938. Penn. State. 35 p. ms.

Attempts to determine the group factors which a typical battery of vocational guidance tests measures, and the extent to which individual tests measure these factors, using as subjects 175 college men who came to the psycho-educational clinic of the Pennsylvania State College for vocational guidance. Indicates that the mechanical ability tests used in this study were closely associated with tests of general intelligence; and that no group factor which might be called dexterity appeared in this analysis, although four dexterity tests were included in the battery.

616. Christensen, Soren Morris. A critical analysis of standardized tests proposed for the measurement of sales ability. Master's, 1939. Iowa.

617. Loughlin, John F. A study of high-school seniors' vocational interests and abilities. Master's, 1939. Okla. A. & M. Coll.

Studies the ambition and abilities, claimed interests and measured interests, abilities and measured interests of high-school seniors. Finds that less than half of the high-school

seniors have enough ability to succeed with their vocational ambitions; that in the occupations in which they claim the most interest there is perfect agreement between measured and claimed interest in two-thirds of the cases; that measured vocational interests are not symptomatic of general ability.

618. **Moodie, Mary.** Norms for the Hawaiian Islands on the MacQuarrie mechanical ability test. Master's, 1938. Hawaii.

619. **Senes, S. James.** Objective-type tests for electrical conduit wiring. Master's, 1939. Colo. St. Coll. 108 p. ms.

Develops a test and evaluates it by administering it to 628 pupils.

620. **Stevason, Carl C.** The construction and evaluation of an achievement test to cover unit trade machine shop. Master's, 1939. Purdue. 80 p. ms.

Describes the construction and evaluation of an achievement test for the unit trade machine shop in the high school.

621. **Welch, Nolabelle.** Prognostic testing in typewriting. Master's, 1939. Iowa.

632. **Zadek, Mildred Augusta.** The prognostic value of tests of manual dexterity for beauticians. Master's, 1938. Columbia.

623. **Zinn, Charles F.** The construction of comprehensive trade tests embracing the technical information used in relief printing. Master's, 1939. Penn. State. 93 p. ms.

Secures test questions through job analysis, interview, and measurement. Finds that in most instances the range of difficulty of the tests constructed extends both above and below that of journeyman ability.

## RESEARCH, EDUCATIONAL

### TECHNIQUES

624. **Campbell, William Giles.** A form book for thesis writing. New York, Houghton Mifflin company, 1939. 145 p. (University of Southern California).

625. **Iowa. University.** Working guide for writers of theses in history. Iowa City, 1939. 13 p. (University of Iowa studies, new series, no. 372. Aims and progress of research, no. 60).

626. **Lewis, John Howard.** Accuracy of teacher questionnaire data. Master's, 1939. Duke. 124 p. ms.

Analyzes responses of 216 teachers on two questionnaires. Finds discrepancies in from 16 to 96 percent of the teacher responses, depending on the particular item; and that half or more of the teachers varied their response on more than half of the items on the questionnaire.

627. **Plunkett, Josephine.** A survey of master's theses in educational research at Oklahoma agricultural and mechanical college. Master's, 1939. Okla. A. & M. Coll.

Reveals that 342 theses were completed between 1917 and 1938 in the field of educational research; that the number of theses completed in a given year ranged from 2 to 54; that 225 were written by men and 117 by women; and that the most developed fields were industrial education, educational history, and home economics.

628. **Ralston, Frank.** Analysis of secondary education theses written in the College of education, 1935 through 1939. Master's, 1939. Iowa.

629. **Stolz, Harold Lewis.** Factors associated with the ability of pupils to summarize. Master's, 1939. Chicago. 65 p. ms.



## REPORTS

†630. **Arizona. University.** Abstracts of theses for higher degrees, 1937 and 1938. Tucson, 1939. 75 p. (University of Arizona record, vol. 32, no. 1).

†631. **Belknap, George N.** Publications of the University of Oregon, 1878-1936. Eugene, University of Oregon publications, 1938. 48 p.

†632. **Brown, Edwin J., Schrammel, H. E., and Niles, Irene.** An annotated bibliography of dissertations accepted for the master of science degree, Kansas state teachers college of Emporia, 1929-1939. Emporia, Kansas state teachers college of Emporia, 1939. 61 p. (Bulletin of information, vol. 19, no. 9. Studies in education, no. 17).

†633. **Catholic university of America.** Catalogue of publications. Washington, D. C., 1939. 30 p.

†634. **Clark university.** Abstracts of dissertations and theses, 1939, vol. 10. Worcester, Mass, 1939. - 172 p. (Clark university bulletin, no. 145).

†635. **College of the City of New York.** Abstracts of theses for the degree of master of science in education, 1923-1939. New York, 1939. 118 p.

A number of theses for earlier years have been listed in previous numbers of the Bibliography of Research Studies in Education.

†636. **Colorado. University.** What is the nature of mathematics, and in what sense does mathematics explain a science? Boulder, 1939. 134 p. (University of Colorado bulletin, vol. 39, no. 18. General series no. 442. University of Colorado studies, vol. 26, no. 2. General series (A)).

Contents: (1) What is the nature of mathematics, and in what sense does mathematics explain a science? by Aubrey J. Kempner, p. 3-17; (2) Abstracts of theses and reports for higher degrees, 1939, p. 19-134.

†637. **Columbia university.** Masters' essays, 1938. New York City, 1938. 49 p.

†638. **Cornell university.** Abstracts of theses accepted in partial satisfaction of the requirements for the doctor's degree, 1938, to which is appended a list of titles of theses accepted in 1938 for the master's degree. Ithaca, 1939. 473 p.

Many of the education theses were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†639. **Denver. University.** Abstracts of theses in education, July 1, 1930, to June 30, 1938, with supplemental list prior to July 1, 1930. Denver, Colorado, 1939. 62 p. (Educational research bulletin, no. 1. Alpha Sigma chapter, Phi Delta Kappa).

†640. **East Texas state teachers college.** Graduate studies, 1939. Commerce, 1939. 99 p. (Bulletin of the East Texas state teachers college, vol. 22, no. 4).

†641. **Florida. University.** Graduate theses and dissertations, 1906-1938. Gainesville, 1939. 35 p. ms. (Library bulletin, vol. 8, nos. 5 and 6).

†642. **Fordham university.** Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939. New York, Fordham university press, 1939. 117 p.

Many of the educational theses were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†643. **Greene, Harry W.** Two decades of research and creative writings at West Virginia state college: Institute, West Virginia state college, 1939. 24 p. (West Virginia state college bulletin, series 26, no. 4. Contribution no. 2 of the Research council at West Virginia state college).

†644. **Hiram college.** Faculty research bulletin, vol. 1, nos. 1-3. Hiram, Ohio, 1939-40. v. p.

Reviews results of research carried on at Hiram College, looking toward the improvement of content and methods of instruction. Bulletin 1 was devoted to a study of college grading, and to a preliminary report of the program of remedial reading and writing. No. 2 continued the report on remedial reading and writing, giving a more complete account of the work. No. 3 showed the progress of studies and projects, many of which are still incomplete.

†645. **Indiana state teachers college.** Abstracts of unpublished masters' theses, Indiana state teachers college, 1939. Teachers college journal, 10:125-48, July 1939.

†646. **International council of religious education.** Abstracts in religious education: selected graduate theses in religious education, 1938. Chicago, 1938. ms.

Many of the theses listed were reported in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†647. **Iowa. University.** Programs announcing candidates for higher degrees, 1939. Iowa City, 1939. u. p. (University of Iowa studies, new series, no. 378. Series on aims and progress of research, no. 63)

†648. **Louisiana state university.** The Graduate school. Abstracts of theses, session of 1937-38. University, 1939. 165 p. (Bulletin of the Louisiana state university, vol. 31 N. S., no. 1)

Most of the dissertations and theses dealing with phases of education were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†649. **Minnesota. University.** Publications of the faculties, 1937-38. Minneapolis, 1938. 171 p. (Bulletin of the University of Minnesota, vol. 41, no. 68)

†650. **New York university. School of education.** Abstracts of theses submitted, in partial fulfillment of the requirements for the degrees of doctor of philosophy and doctor of education, October 1938-June 1939. New York, 1939. 224 p.

†651. **North Carolina. University.** Research in progress, October 1938-October 1939. Chapel Hill, 1939. 218 p. (University of North Carolina record, no. 347. Graduate school series, no. 36)

†652. **Northwestern university.** Summaries of doctoral dissertations submitted to the Graduate school of Northwestern university in partial fulfillment of the requirements for the degree of doctor of philosophy, June-August 1938. Chicago, 1938. 182 p. (Vol. 6)

The educational theses were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†653. ——— Summaries of doctoral dissertations submitted to the Graduate school of Northwestern university in partial fulfillment of the requirements for the degree of doctor of philosophy, June-August 1939. Chicago, 1939. 252 p. (Vol. 7)

†654. **Ohio state university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, summer quarter, 1938. The Graduate school. Columbus, 1939. 307 p. (Abstracts of doctoral dissertations, no. 28)

A number of the educational dissertations were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†655. **Ohio state university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, autumn quarter, winter quarter, 1938-39. The Graduate school. Columbus, 1939. 279 p. (Abstracts of doctoral dissertations, no. 29)

Several of the dissertations in this volume were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†656. ——— Abstracts of dissertations presented by candidates for the degree of doctor of philosophy, spring quarter, 1938-39. The Graduate school. Columbus, 1939. 256 p. (Abstracts of doctoral dissertations, no. 30)

†657. **Pittsburgh. University.** The Graduate school abstracts of theses, researches completed, and bibliography of publications, vol. 15, 1939. Pittsburgh, 1940. 463 p. (University of Pittsburgh bulletin, vol. 36, no. 3)

†658. **Smith college studies in social work.** Northampton, Mass., 1938. 198 p. (Smith college studies in social work, vol. 9, no. 2)

Contains abstracts of theses dealing with adolescents and their problems, child guidance and mental hygiene, family case work, mental disease, and the work of social agencies with or for other organizations.

†659. ——— Northampton, Mass., 1939. 166 p. (Smith college studies in social work, vol. 10, no. 2)

Contains abstracts of theses dealing with child guidance and mental hygiene, family case work, other types of agencies and services, mental disease, culture and social conditions, medical information needs of case workers, and unmarried mothers.

†660. **Southern California. University.** Abstracts of dissertations for the degree of doctor of philosophy with the titles of theses accepted for masters' degrees, 1938. Los Angeles, 1939. 119 p. (University chronicle series)

Educational dissertations and theses were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

†661. ——— Abstracts of dissertations for the degree of doctor of philosophy with the titles of theses accepted for masters' degrees, 1939. Los Angeles, 1939. 146 p. (University chronicle series)

†662. **Southern Methodist university.** Abstracts of theses: masters' degrees in the graduate school, no. 7. Dallas, 1940. 67 p.

Lists theses completed during the school year 1938-39.

†663. **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, 1938-39. Stanford University, Calif., 1939. 289 p. (Stanford university bulletin, vol. 14. Sixth series, no. 90)

664. ——— University bibliography for the academic year September 1, 1938, to August 31, 1939; compiled in the Reference division of the Stanford university library under the direction of Alice N. Hays, reference librarian. Stanford University, 1939. 67 p.

665. **Tulane university of Louisiana.** Graduate school. Abstracts of theses, 1938. New Orleans, 1939. 107 p.

Most of the educational theses were listed in the Bibliography of Research Studies in Education, 1937-38, Office of Education Bulletin, 1939, no. 5.

666. ——— Abstracts of theses 1939. New Orleans, 1939. 84 p. (Bulletin of Tulane university, series 40, no. 15)

667. **U. S. Library of Congress.** A list of American doctoral dissertations printed in 1937 received in the Catalog division from January 1937 to September

1938, with supplement to earlier lists, prepared by Mary Wilson MacNair and Margaret Neal Karr. Washington, U. S. Government printing office, 1939. 422 p.

668. **University microfilms.** Microfilm abstracts: a collection of abstracts of doctoral dissertations which are available in complete form on microfilm. Ann Arbor, 1939. 57 p. (Vol. 2, no. 1)

669. **Utah. University.** Scientific or professional books, monographs, and articles in professional magazines by faculty members of the University of Utah (published from January 1, 1932, to June 30, 1939). Salt Lake City, 1940. 34 p. (Bulletin of the University of Utah, vol. 30, no. 10)

670. **Van Camp, Mrs. Eliza.** Bibliography of master's theses accepted by English departments in Texas. Master's, 1939. Sam Houston St. T. C. 226 p. ms.

671. **Vanderbilt university.** Abstract of theses. Nashville, Tenn., 1938. 67 p. (Bulletin of Vanderbilt university, vol. 38, no. 11)

Abstracts these submitted by graduate students during the 1937-38 session.

672. ——— Abstracts of theses. Nashville, Tenn., 1939. 70 p. (Bulletin of Vanderbilt university, vol. 39, no. 10)

Abstract theses submitted by graduate students during the 1938-39 session.

673. **Wisconsin. University.** Summaries of doctoral dissertations submitted to the Graduate school in partial fulfillment of the requirements for the degree of doctor of philosophy, July 1938-June 1939. Madison, 1940. 284 p. (Vol. 4)

## CURRICULUM STUDIES

674. **Althaus, C. B.** Curriculum practices and curriculum trends in Kansas senior high schools. University of Kansas. Bulletin of education, 4: 3-30. December 1938.

675. **Baswell, John Lavette.** To formulate a more effective program of studies for Easonville junior high school. St. Clair county, Alabama. Master's, 1939. Ala. Poly Inst.

676. **Bradford, G. Kenneth.** Development of the course of study in the Columbus public high schools from 1847 to 1938. Master's, 1938. Ohio State. 172 p. ms.

Finds that changes in the course of study were due to demands of the public, influence of national committees, preparation of students for higher education, organization of school systems in and outside the State, influence of accrediting associations, school laws and requirements of the State department of education, and general trend in educational objectives and policies.

677. **Brother, John O.** A study of some factors which determine curricular offerings in secondary schools. Master's, 1939. East Texas St. T. C. 107 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 11-13)

Gives a brief history of the Latin grammar school, the academy, and the public high school. Discusses the effect on the curricular offerings of the secondary school of community dictates; influence of higher institutions of learning; tradition; ability to finance the program; the State; and the philosophy of school superintendents and principals. Shows that all of these factors have been important in curriculum determination.

678. **Chen, Theodore Hsi-En.** Developing patterns of the college curriculum in the United States. Doctor's, 1939. Southern California. (Abstract in: University of Southern California. Abstracts of dissertations . . . 1939: 32-36)

Examines critically the different methods of approach which have been used in the reorganization of the liberal arts curriculum in an attempt to distinguish a few major

patterns of the curriculum evolving from the process of change and reorganization. Finds that the credit system and its related machinery have mechanized education and identified the educative process with such routine activities as the accumulation of credits, courses, and grades; students show little interest or initiative in their studies; mass education methods ignore the individual and breed mediocrity; the curriculum lacks design and unity; narrow specialization defeats the purposes of liberal education; college studies fail to attack the vital problems of modern life; and the college is uncertain of its aims and fundamental purposes. Describes six patterns of the curriculum that have developed from current efforts to reorganize the liberal arts curriculum.

679. **Coates, James Dorland.** The course offerings of the high schools of Kentucky. Field study no. 3. Doctor's, 1939. Colo. St. Coll. of Ed.

680. **Cowing, Ulmont C.** Curriculum revision in the high schools of Springfield, Massachusetts. Master's, 1939. Mass. St. Coll. 93 p. ms.

681. **Ellis, Ruth DeGraff.** A suggested course of study for the second grade in Tallahassee, Florida. Master's, 1939. Fla. St. Coll.

682. **Farthing, Dorothy.** Techniques of appraisal of elementary school instruction programs which conform to newer practices. Doctor's, 1939. Missouri. 211 p. ms.

Develops techniques for appraising instructional programs based on the social studies.

683. **Fields, Bernice Copeland.** Curriculum revision in the separate schools of Tulsa county, Oklahoma. Master's, 1939. Colo. St. Coll. of Ed.

684. **Formby, John Ravel.** To determine the topics to be taught in evening schools for Holtville, Coosa River, and Lightwood communities. Master's, 1938. Ala. Poly. Inst.

685. **Fuller, Lucy Pate.** An experience with an experience curriculum. Master's, 1939. Ala. Poly. Inst.

686. **Hilbert, Sister Miriam Fidelis.** Practices in curriculum construction in the Catholic diocesan elementary schools in the United States. Master's, 1939. Fordham. 118 p. ms.

Finds that geographical position seems to have some influence, but the size of the population has little influence on curriculum constructions; that the Roman Catholic school boards fix the aims and objectives, limit subject content, and motivate interest in curriculum construction; approve and install new courses of study, select and recommend textbooks and equipment, and select teachers and classes for try-outs. Concludes that in most cases there is one course of study for all mental levels based on State requirements; textbooks are evaluated by local methods; and new courses of study are evaluated by diocesan tests.

\*687. **Hunt, Rolfe Lanier.** A study of factors influencing the public-school curriculum of Kentucky. Doctor's, 1937. Peabody. Nashville, George Peabody college for teachers, 1939. 231 p. (Contribution to education, no. 254)

688. **Kirk, Margaret L.** The social utility of the curriculum in the special rooms of Takoma, Washington. Master's, 1939. Washington. 41 p. ms.

Finds that students who were formerly in the special rooms consider reading and arithmetic of first importance, with spelling and grammar ranking second, with history and geography of the least importance of the academic subjects. Indicates that practical arts are of more value than fine arts, and that weaving, basketry, and orchestras are of little use to special students.

689. **Kooreman, Edith.** An analysis of certain problems in the administration and teaching of a unit of work. Master's, 1939. Iowa.

690. **Lawson, Douglas E.** Curriculum development in city school systems. Doctor's, 1939. Chicago.

691. **Lemmon, Delmar Chifton.** A curriculum revision program for the new six-year high school at Dover, Ohio. Master's, 1939. Ohio State. 173 p. ms.

\*692. **Lerer, Albert.** A study of the education program at the Massachusetts reformatory. Master's, 1939. Boston Univ. 89 p. ms.

693. **Nakano, Jane H.** The core studies program of McKinley high school, Honolulu, Hawaii. Master's, 1939. Ohio State.

Finds that the core studies program is related to the cultural setting of Hawaii, and that its significant contribution is in making the democratic ideal meaningful and functional in the islands.

694. **Naumann, Aaron I.** The development of the high-school curriculum in Davenport. Master's, 1939. Iowa.

695. **Norby, Theodore J.** Organization and administration of a curriculum improvement program in a small city high school. Master's, 1939. Oregon.

696. **Owens, Anderson D.** The development of the public schools of Kentucky with special reference to curriculums. Doctor's, 1939. Cincinnati. 465 p. ms.

Studies the development of the public-school curriculum in Kentucky since the beginning of education there; deals specifically with the curriculum development of the academy, the elementary school, and the high school. Summarizes the characteristics and philosophy of the present public-school system in Kentucky and offers suggestions for its further improvement.

697. **Banlett, Evelyn.** A plan for a program of studies, its organization and its presentation in grades 7 to 12 in a school for children in Marine and Navy families. Master's, 1939. Boston Univ.

698. **Ray, Lena Brown.** Course of study units based on the needs-revealed in a social survey of Lamar county, Alabama, 1937-38. Master's, 1939. Alabama. 110 p. ms.

699. **Rhodes, Jack.** A study to determine the most useful curriculum for graduates of Webster high school. Master's, 1939. Sam Houston St. T. C. 59 p. ms.

700. **Shih, Kuo-Ya.** A study of courses of study. Master's, 1939. Stanford.

701. **Skeen, Bernice.** Phonograph records as source material in an experience curriculum. Master's, 1939. Oregon.

702. **Theilgaard, Sophie Annette.** Development of curriculum with ninth-grade pupils of Flower high school. Doctor's, 1939. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations . . . 7: 77-82)

Demonstrates, by the construction of a curriculum for Flower High School, Chicago, the feasibility of developing a curriculum based directly on the circumstances of pupil life.

703. **Thomas, Sarah Elizabeth.** A study of rural older youth in four counties of Virginia for direction in program planning. Master's, 1938. Cornell.

704. **Tutwiler, Rosalie Young.** A correlated curriculum for the seventh grade. Master's, 1939. Alabama. 87 p. ms.

705. **Watts, Benjamin Christopher.** The activities of parents as related to the elementary school curriculum. Field study no. 1. Doctor's, 1939. Colo. St. Coll. of Ed.

#### READING

\*706. **Agnew, Donald C.** The effect of varied amounts of phonetic training on primary reading. Doctor's, 1936. Duke. Durham, Duke university press, 1939. 50 p. (Duke university research studies in education, no. 5)

707. **Bachman, Rose Wilbur.** The reading program of a small rural elementary schools. Master's, 1938. Hawaii.

708. Bailey, Wilbert L. The value of context in learning a vocabulary. Master's, 1939. Purdue. 16 p. ms.

Describes an experiment conducted with two equated groups of 42 subjects to determine the effect of context on the recognition of English equivalents of an artificial vocabulary, the time required for the completion of learning exercises, and the number of words looked up in the dictionary. Finds that the presence of connected meaning or context tends to interfere with such aspects of learning as would favor immediate and delayed word association when artificial words are listed in test form and when knowledge of progress or correctness of translation is limited to the interpretation of context; that the context factor appears to reduce the time taken from the completion of the learning exercises; and that the presence of connected meaning reduced significantly the number of words looked up in order to complete the translation.

709. Benjamins, James. The influence of mental set on reading. Master's, 1939. Michigan.

710. Bickford, Marjorie L. Improvement of reading ability in junior and senior high school. Master's, 1939. Rochester. 145 p. ms.

\*711. Bird, Lois E. A study of certain visual characteristics of high and low achievers in reading at the fifth-grade level. Master's, 1939. Penn. State. 65 p. ms.

Studies the relationship between achievement in reading and performance on the visual sensation and perception tests of the Betts Ready to read battery; and the incidence of acceleration or retardation in reading among referral and non-referral cases. Finds no significant relationship between achievement in reading, in terms of mental capacity for achievement, and in certain functional aspects of seeing as measured by the Betts visual sensation and perception tests; no greater incidence of visual anomalies among low achievers in reading than among high achievers; nearly half of the pupils in the fifth grade studied had visual defects warranting referral to an eye specialist; referral cases are not characterized by a greater degree of retardation in reading than non-referrals.

712. Blackwood, Sara. An analytical study of reading difficulties. Master's, 1939. Sam Houston St. T. C. 110 p. ms.

713. Bolin, Helen Joy. A study of the reading ability of 32 ungraded class children. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 58-59, February 1940)

Measures the reading ability of 32 ungraded class children in grades 4, 5, and 6, and of three control groups of 82 ungraded children in grades 4, 5, and 6; studies the personal characteristics of these children, and attempts to determine whether ungraded class pupils would improve in reading if emphasis were placed on reading, and the work motivated so that the child had a felt need for improvement. Concludes that the experimental group made an improvement over the control groups in reading ability; that many of the pupils had serious eye defects; that MA and IQ did not appear to be important factors in determining the ability of an ungraded pupil to profit from this plan of instruction; that greater pupil interest was maintained by a program of intensive reading instruction; and that home visits were beneficial.

714. Brett, Claudia. Writing vocabulary in relation to reading disability. Master's, 1939. California, L. A.

Studies the writing vocabulary of 103 children with marked reading disability, selected from regular classrooms of 16 Los Angeles schools during the period from 1928 to 1930, who were enrolled in five reading rooms where special training was given for improvement in reading, spelling, and in some cases in behavior.

715. Brillinger, E. Virginia. A study of the reliability and validity of the ophthalmographic techniques. Master's, 1939. Mount Holyoke. 143 p. ms.

Studies the reliability and validity of ophthalmographic techniques through analysis of several graphs on a group of 31 subjects of different reading abilities, and compares these indications with the results of the Minnesota speed of reading test. Finds that the first eye-movement graph is reliable enough to place the subject in the proper grade level of reading maturity in 71 percent of cases of reading rate; that the ophthalmograph reading test measures different phases of reading than does the Minnesota speed of reading test.

716. Brown, Aileen Henrietta. Phonics as an aid to teaching first-grade reading. Master's, 1939. Kans. St. T. C., Emporia. 70 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 25)

Studies the advantages and disadvantages of the use of phonics as determined by the consequences in first-grade reading.

\*717. Browne, Sister M. Dorothy. Phonics as a basis for improvement in reading. Doctor's, 1938. Catholic Univ. Washington, Catholic education press. 1938. 48 p. (Catholic university of America. Educational research monographs, vol. 11, no. 3)

Describes an experiment conducted with 326 children in the sixth grade of parochial schools in Chicago, Detroit, and Washington, D. C. to determine the effect upon reading progress of a 10-minute phonic drill preceding the daily reading lesson over a period of approximately 1 school year. Concludes that progress in reading in the sixth grade may be aided by a carefully planned series of lessons in phonics; that children with low IQ's are as likely to profit from phonic instruction as those with higher IQ's; that children with IQ below 100 make more progress in reading as a result of phonic instruction than those with higher IQ's; that the study of phonics is helpful to the pupil who is deficient in reading, and is even more effective in stimulating the better reader to further growth; and that the greatest gain in favor of phonic training for children with initial reading ability of average and above grade is evidenced in groups with IQ's between 90 and 109.

\*718. Browne, Rose Butler. A critical evaluation of experimental studies of remedial reading and the report of an experiment with groups of backward readers. Doctor's, 1939. Harvard. 224 p. ms.

Evaluates 12 reports of experiments in remedial reading as to their aims, subjects and materials employed, procedures followed, and results reported. Concludes that there is widespread difference of opinion as to the meaning of reading, and the nature of the reading process; interest in remedial reading is manifested on all levels of American education; all phases of reading are being attacked on all levels of life; remedial work for college and high-school students is usually carried on as part of the regular English class work; information concerning subjects employed in experiments is sometimes fragmentary or ill-chosen; use of eye-movement camera records to judge the effects of an experiment factor is questionable; faulty use of experimental procedures make the interpretation of reported gains in experimental studies of reading uncertain; reported results indicate that there is little transfer of skills acquired in reading from instruments; all of the investigators refer to the importance of motivation in any effort to promote learning. Describes an experiment conducted to express numerically the relative educational effectiveness of three methods of teaching reading to ungraded groups of backward readers, conducted with 71 Negro children in the first three grades of an elementary school in Roanoke, Va. Indicates that there are no important differences in the effectiveness of the three methods for remedial reading employed in this study.

719. Burgeson, John Gaylord. Analysis of the teaching devices associated with success of elementary school reading programs in Hamilton county, Nebraska. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 38)

Describes an experiment in which the Kansas reading test was administered to 1,202 pupils in the 89 rural and town schools of Hamilton County, and questionnaires on the teaching devices employed were sent to the 104 teachers of reading. Finds that the average number of devices reported by each teacher was 8.6; that the average percentile of all grades was below the norm with the exception of the first grade; that the rural schools were superior in the first four grades; that the devices distinctive to the group of schools having the highest reading achievement were employed in reading programs which stressed speed, comprehension, organization, and retention. Shows a significant relationship between teaching devices and reading achievement, and that present reading programs do not include a large number of distinctive devices.

\*720. Burke, Harold Leonard. A study in the pitch of oral reading of fourth-grade children. Master's, 1939. Boston Univ. 82 p. ms.

Studies pitch differences of children's voices in conversation and in reading material of easy, average, and difficult mastery, using as subjects 31 pupils in a fourth grade of the Medford, Mass., public schools.



†721. **Buswell, G. T.** Remedial reading at the college and adult levels: an experimental study. Chicago, University of Chicago, 1939. 72 p. (Supplementary educational monographs, no. 50)

Describes an experiment to determine the possibility of eliminating vocalization in silent reading; improving mastery of vocabulary; broadening the span of recognition; increasing the speed of recognition; and developing a degree of regularity of procedure that would eliminate most of the regressive movements of the eyes. Describes a remedial experiment conducted with 128 subjects divided between freshman college students and adults not attending any school, and a control group of 21 subjects who were given eye-movement tests at the beginning and the end of a 4-week period but did not have any intervening remedial treatment. Indicates that as a result of the experimentation, a large degree of improvement was obtained.

\*722. **Carey, Rachael Anne.** A preliminary investigation of the relation of visual, auditory, intellectual factors and inventory of learning habits to reading achievement of children in grades 1 through 4. Master's, 1939. Syracuse. 136 p. ms.

Describes an experiment in which the Metropolitan achievement test, form A, primary and intermediate battery, the Betts visual sensation and perception tests, the 4A audiometer tests, the California tests of mental maturity, primary and intermediate battery, and Form B of the Metropolitan achievement test, primary and intermediate battery were administered to children in the first four grades of an elementary school. Finds that results of Betts tests of visual sensation and perception show that a preponderance of the pupils who scored at or above grade in reading achievement on the Metropolitan reading achievement test fail to have normal vision; that a larger percentage of the hard-of-hearing pupils succeed in reading than fail; that reading and intelligence are closely related; that the ability of teachers to judge the performances of children in their classes is an individual matter; and that the learning habits inventory is a fairly reliable predictive instrument when related to certain learning situations.

723. **Carpenter, Doyle O.** Field report of the remedial reading program in the Milo schools in 1938-39. Master's, 1939. Drake.

724. **Carpenter, Lula.** The effectiveness of four corrective units of instruction on the general reading ability of nine pupils in University high school. Master's, 1939. Michigan.

725. **Cation, Howard D.** The improvement of reading by means of reading tests and remedial instruction. Master's, 1939. Iowa.

726. **Clements, Evelyn Shipp.** The use of workbooks in a second-grade program. Master's, 1939. Peabody. 16 p. ms.

Attempts to determine the value of reading workbooks to the second grades of five Mississippi schools. Indicates that reading workbooks assisted in teaching functional reading, while drill in reading was better taught without workbooks.

727. **Coen, Edwin, jr.** Improvement of work-type reading. Master's, 1939. Iowa.

728. **Collins, Laurence Gerald.** The comparative efficiency of two methods of teaching remedial reading. Master's, 1938. Chicago. 122 p. ms.

729. **Collins, William A.** The effects of kinæsthetic training on reading rate. Master's, 1939. Washington. 60 p. ms.

Finds that kinæsthetic training increases the reading rate a significant amount, and that the amount of increase in reading rate was greater with older groups, with groups with higher IQ's, and with boys when they were given kinæsthetic training.

730. **Crump, Katie Bell.** Experimental investigations of procedures in beginning reading. Master's, 1939. Tex. Tech. Coll.

Compares an informal approach to reading through activity units, through individual interests, and through self-help materials when used with slow learning groups of beginning readers.

731. Daley, Marion E. An experiment in remedial reading in the tenth grade. Master's, 1939. Marquette. 262 p. ms.

732. Dann, Janet Anne. Application of practices in modern reading instruction to bilingual reading in Puerto Rico. Master's, 1939. Michigan.

733. Day, Arno Elaine. The teaching of reading as related to the secondary school. Master's, 1939. New York. 49 p. ms.

Discusses the failure of the elementary school to prepare pupils to read at the secondary school level. Shows that it is possible to prepare elementary school children to read at the secondary school level, or to the limit of each child's mental capacity.

734. Dean, Charles Delbert. Prediction of first-grade reading achievement. Field study no. 2. Doctor's, 1939. Colo. St. Coll. of Ed.

735. DeBow, Jeanne G. A critical evaluation of the role of eye movements in reading, with special attention to their nature, measurement, modifiability, and training. Master's, 1939. Smith. 163 p. ms.

Discusses the nature of eye movements in reading, their reliability and validity as measurements of the reading process, and their relation to the etiology of reading disability. Considers the value of training oculo-motor habits, and whether norms may be established through quantitative or qualitative analysis of eye-movement records for diagnostic use by teachers or administrators.

736. Deer, George H. Factors associated with extreme retardation and acceleration in reading. Doctor's, 1939. Peabody. 130 p. ms.

Analyzes data on 45,000 pupils in grades 4 through 8 in 319 communities in 36 States. Indicates that the child's emotional adjustment, personal characteristics, interests, and socio-economic background play an important role in his acceleration or retardation in reading, and that these elements must be appraised carefully in any teaching or remedial program.

737. Drucek, Helen Alice. The effect of rhythm on eye movements. Master's, 1938. Chicago. 54 p. ms.

738. Ehlert, Edward. The possibility of predicting the success of pupils in learning to read. Master's, 1939. Marquette. 200 p. ms.

739. Estep, Earl Chester. Diagnostic and remedial procedure in sixth-grade reading. Master's, 1939. Okla. A. & M. Coll.

Describes a remedial reading program carried out with a sixth-grade class of 18 pupils. Finds that the entire class responded favorably to the program.

740. Fitzgerald, Frances. Predicting reading success of first-grade entrants. Master's, 1939. Duke. 96 p. ms.

Compares the effectiveness of reading readiness tests, intelligence tests, and teacher's judgments in predicting reading success of first-grade entrants as shown by a 2-year study of 4 teachers and 109 pupils. Finds that the Metropolitan readiness test is a better predictive measure than the Stanford-Binet intelligence test; that teacher's ranking shows a higher correlation with reading success measured by the Gates reading test than either mental or readiness test scores; that the Detroit intelligence test shows approximately the same value as a predictive measure as the Metropolitan readiness test.

741. Flynn, Annah M. A study of number of fixations and average duration of fixations as factors affecting rate of reading. Master's, 1938. Smith. 47 p. ms.

Analyzes eye-movement records of 459 Smith College freshmen, and 116 secondary school pupils in order to determine the relative influence of number of fixations and average duration of fixation on the rate of reading. Finds a high positive relationship between rate and average number of fixations, and rate and average duration of fixation; a fairly high negative relationship between number and average duration of fixations. Indicates that the number of fixations was only slightly more important than average duration of fixations, as a factor affecting rate of reading.

742. Gage, Leslie. A study of the activities used in teaching reading at the first three levels, namely: pre-primer, primer, and first reader. Master's, 1938. Minnesota. 103 p. ms.
743. Good, Gaile H. The relationship of fusion to retardation in reading. Master's, 1939. Oregon.
744. Graves, Helen Lucille. The effect of controlled rhythmic reading upon the silent reading ability of sixth-grade pupils. Master's, 1939. Chicago. 74 p. ms.
745. Greer, Dolphus Only. A comparison of reading with the other school subjects. Master's, 1939. Peabody. 20 p. ms.  
Compares the reading ability of 322 students in the fourth, fifth, and sixth grades with their ability in other content subjects. Finds a high correlation between reading and the content subjects.
746. Gumbiner, Roseanne. The comparative values of three methods in improving reading achievement. Master's, 1939. Chicago. 80 p. ms.
747. Harper, Eunice M. The supervision of reading in a small school without the aid of a supervisor. Master's, 1939. Duke. 108 p. ms.
748. Harris, Theodore Lester. Discrimination of word meanings in the fourth and sixth grades. Master's, 1938. Chicago. 111 p. ms.
749. Haverlin, Catherine Marie. An experiment in remedial reading in a parochial school. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1938: 112-13)  
Evaluates the remedial reading program in a parochial school in New York City. Shows that the children improved not only in reading ability but in better adjustment to the school.
- \*750. Herbert, Dudley. Word perception in the upper grades. Master's, 1939. Boston Univ. 51 p. ms.  
Attempts to discover with what degree of accuracy pupils in the upper grades perceive individual words at different exposure speeds; to find out if there are any significant differences in ability to perceive individual words between these grades; and to determine what relationship, if any, exists between ability in word perception and general reading achievement. Analyzes data on 113 pupils in the 6y, 6x, 7x, and 8x grades in a public school of a large city. Shows that there were only small differences in perceptual ability between the divisions tested; that ability to recognize words at the exposure speeds used seemed to depend on the subject's reading ability and his previous experience with the word; that all divisions made the same types of errors when the speed of exposure was increased.
751. Hoon, G. A. A program in remedial reading at the high-school level. Master's, 1939. Iowa.
752. Howell, John Tatum. An evaluation of the metron-o-scope and the materials provided for teaching remedial reading. Master's, 1939. Peabody. 19 p. ms.  
Studies a retarded and an accelerated group of sixth-grade pupils in the Peabody Demonstration School.
753. Hunt, Ira Edwin. Reading disabilities of Lawrence, Kansas, junior high-school pupils and suggested remedial instruction. Master's, 1939. Kans. St. T. C., Pittsburg. 68 p. ms.  
Formulates a remedial reading program for the seventh-grade pupils in the junior high school.
754. Hutchinson, Harriet Jane. The diagnosis and treatment of orthoptic difficulties in relation to reading. Master's, 1939. Iowa.

754. **Jacobsen, Wilma.** - An evaluation of the experiments which deal with certain visual anomalies as factors in reading disabilities of children. Master's, 1939. Oregon.

756. **Jaynes, Bryson Lester.** An experimental study in the improvement of reading. Master's, 1938. St. Coll. of Wash. 47 p. ms.

Demonstrates the value of a special program of reading instruction at the secondary level as taught by a teacher without previous formal training in the teaching of reading. Finds that the experimental group in general showed a slight improvement over the control group although some individual pupils failed to show a gain.

757. **Junge, Charlotte W.** Case study investigation of the progress in reading of a group of first-grade children under student teaching conditions. Master's, 1939. Iowa.

758. **Karrick, Aimee S.** The relationship between reading ability and progress made in the ninth-grade social studies. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1: 48-49)

Describes an experiment in which a group of 9B pupils were given reading tests at the beginning and at the end of the semester, and six social science and blue vocabulary tests were given during the semester. Finds that progress in social science results in increased reading ability; that the gain is greater in word meaning than in paragraph meaning.

759. **Knoche, Rose Marie.** Agreement among university freshmen in defining specified words extensionally and intensionally. Master's, 1939. Iowa.

760. **Kusenda, Charles J.** An experiment in remedial reading with high-school freshmen of low intelligence quotient. Master's, 1939. Chicago. 88 p. ms.

761. **Lane, Marian Gertrude.** Factors in the prediction of the reading ability of first-grade children. Master's, 1939. Kansas.

\*762. **Lawson, Elizabeth K.** Reading comprehension among college students: an experiment to determine the improvement in reading comprehension of 84 undergraduate students enrolled in the Department of educational psychology, New York university. Doctor's, 1939. New York. 251 p. ms.

Determines the improvement of the silent reading comprehension of a group of undergraduate students who had special training during an 11-week period, and who had conferences with regard to personal adjustment to the college situation. Finds that silent reading comprehension can be improved by training during one semester in connection with a course in educational psychology; that the Betts visual sensation and perception test is a definite aid in a remedial reading program; that the ophthalmograph tests supply the student and the instructor with valuable objective information not furnished by pencil and paper reading tests; and that emphasis on the improvement of reading comprehension does not impede improvement in the rate of reading.

763. **Lewis, Rowland R.** Remedial reading program as carried out in the Liberty Center consolidated school: a field report. Master's, 1939. Drake.

764. **Loomis, Mary Jane.** An appraisal of a functional reading program in an elementary school. Master's, 1939. Ohio State. 193 p. ms.

Studies the functional reading program of the Ohio State University elementary school. Finds that an experience curriculum is the foundation for functional reading; that rich library resources are necessary; that guidance is paced to meet individual needs; that reading growth is in terms of reading readiness rather than grade standards; and that ultimate attainment is higher under such a program.

765. **McBride, S. B.** Some words offering comprehension difficulty to certain ninth-grade pupils of East Grand Rapids high school. Master's, 1939. Michigan.

766. **McClure, Jeannette E.** A study of the relation of emotional factors to reading ability. Doctor's, 1939. T. C. Col. Univ.

Studies 50 children in the second and third grades of four public schools in New York City who were making unsatisfactory progress in reading, and compares them with 50 children in the same school who were good readers; analyzes data secured on these children from school records and through personal interviews with the children, their parents, and teachers. Studies data on a group of children in a large mental hygiene clinic for children in Detroit to determine the reasons for their inability to read as well as average for their age and grade. Finds certain differentiating characteristics regarding types of emotional background found among poor readers and types found among good readers.

767. **McDowell, Helen.** A comparative study in reading readiness. Master's, 1939. Iowa.

768. **McMaster, Lola Mae.** Measuring a year's growth in the reading ability of a fourth-year class. Master's, 1939. Iowa.

- \*769. **Markowski, Adam John.** The effect of bilingualism upon the reading abilities of sixth-grade children. Master's, 1939. Syracuse. 23 p. ms.

Studies the effect of bilingualism on the reading abilities of sixth-grade children in two schools, in one of which a foreign language was spoken and the children were definitely bilingual, and in the second of which English was the only language spoken and the children were definitely unilingual. The schools were in the same locality, and the English program in the schools was identical. Concludes that the speaking of two languages does not in itself constitute a handicap of disadvantage in the development of reading abilities, but the determining factor is the availability of English reading facilities which are apt to be less available in the home of the bilingual than of the unilingual.

770. **Martin, Alma Simms.** Work-type reading in the elementary school. Master's, 1939. Ala. Poly. Inst.

771. **Martin, Leo.** A two-year experiment in teaching interpretative reading in high school with case records of individual progress. Master's, 1939. Iowa.

- \*772. **Mattson, Elvena.** Program of remedial reading instruction for student teachers of the state normal schools of Maine. Doctor's, 1939. New York. 332 p. ms.

Finds that only as the teacher-training institutions provide more adequate training in the techniques and procedures of remedial reading instruction for their students will progress be made in the improvement of reading in the public schools.

773. **Maxwell, Paul McCabe.** A study in free reading in a small Kansas high school. Master's, 1939. Kansas.

774. **Mellinger, Mamie D.** Primary reading success factors. Master's, 1939. Kans. St. T. C., Emporia. 133 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 26)

Presents case studies of pupils deficient in reading and offers suggestions for remedial work in the reading field.

775. **Miller, Leo Reynolds.** An experiment in remedial reading with mentally retarded pupils. Master's, 1939. Kansas.

776. **Miller, Sister Mary Anselma.** An experimental study to determine the effectiveness of reading geographic material. Master's, 1938. Minnesota. 176 p. ms.

777. **Moore, Helen Frances.** Small group instruction in remedial reading. Master's, 1939. Colo. St. Coll. of Ed.

778. **Morton, John A.** Predicting reading success in the first grade. Master's, 1939. Oregon.

779. **Olson, M. Ingeborg.** Traits and treatment of patients in reading disability cases known to a child guidance clinic. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 154-55)

Studies the reading difficulties of 37 patients of the Judge Baker guidance center, Boston, to determine the problems associated with the reading difficulty, the types of treatment used, the relative effectiveness of these methods, whether or not the clearing up of the reading difficulty improved the other problems. Finds that the children, who ranged from 6 to 17 years in age, showed a normal distribution in intelligence, and varied in school achievement in reading, spelling, and arithmetic, the child being up to grade more frequently in arithmetic than in the other subjects. Indicates that a combination of reading camp experience with subsequent tutoring and treatment of the families gave more satisfactory results than either the camp or tutoring alone.

780. **Palmeter, Helen Louise.** Treatment of children with reading disability by the visiting teacher. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 155-56)

Studies the possible causative factors for the reading disability and the treatment of 10 young public-school children with an IQ of 90 or above who had a reading disability and were emotionally maladjusted in Rochester, N. Y. Finds that the chief causes of reading disability were: deficient psychological processes, unusual organic characteristics, educational and constitutional immaturity, defective bodily organs, inadequate reading technique, and unsatisfactory forms of motivation. Considers the last two types, under which were included the child's emotional difficulties and home and school situations, the most important from the standpoint of the visiting teacher. Finds that at the end of treatment two children were unimproved, six somewhat improved, and two greatly improved in ability to read.

781. **Penfield, Elsie Rena.** Corrective and remedial reading in eleventh-grade English classes (with case studies). Master's, 1939. Kansas. (Abstract in: *University of Kansas. Bulletin of education*, 4: 65-66, February 1940)

Attempts to determine whether a guided reading program will help all members of an unselected group of eleventh-grade English pupils to overcome old reading handicaps, to form new and better reading habits, to read with greater comprehension, and to construct new interests and motives for reading. Finds an increase in the rate of reading for both slow and accelerated readers, an increase in comprehension, in interest in reading, and improvement in academic record. Concludes that pupils of low mental ages can profit from a program of corrective and remedial reading, and that they can profit from a guidance program in reading techniques and interests.

\*782. **Pond, Frederick L.** The qualitative and quantitative appraisal of reading experience. Doctor's, 1939. Penn. State, 132 p. ms.

Presents two inventories, designed to appraise the qualitative and quantitative factors of reading experience, and administers them to students in grades 9, 10, 11, and 12. Provides an opportunity for an awakening of individual interests and needs by making the student aware of his relative position among his fellows.

783. **Ponder, Eunice Parker.** Improvement of reading in junior high school through guidance in content subjects. Master's, 1939. Ala. Poly. Inst.

784. **Porter, Gilbert L.** The status of reading in the Lincoln high school, Tallahassee, Florida, as revealed by the Traxler reading test in 25 cases of seventh-grade pupils. Master's, 1939. Michigan.

785. **Quigley, Frances.** Reading difficulties of a science and social studies textbook for grade five. Master's, 1939. Michigan.

786. **Raschig, Frances A.** A study of telebinocular testing of children manifesting reading difficulties. Master's, 1938. Cincinnati.

787. **Riedel, Florence.** Literature for retarded readers (seventh grade). Master's, 1939. Michigan.

\*788. **Rizzo, Nicholas D.** Studies in visual and auditory memory span with special reference to remedial reading. Doctor's, 1939. Harvard. 150 p. ms.

Studies three types of memory span by means of three especially constructed tests, using as subjects 310 children in grades 2 to 12 from the elementary school population of Meriden, Conn., in the fall of 1937. Concludes that the group method of measuring memory span yields reliability coefficients of adequate size for group diagnosis at all grade levels and reasonably high coefficients for individual diagnosis at the second-grade level; that these tests measure growth in memory span at the age levels where they were applied; that these tests of memory span cannot be used to predict reading test scores; and that in extreme cases of serious retardation in reading achievement, limited memory span ability might be an important contributing factor, especially with younger subjects.

789. **Roberts, Jennie May.** An experiment in remedial reading in the eleventh grade. Master's, 1938. Smith. 129 p. ms.

Describes an experiment conducted with two groups of eleventh-grade pupils, in which remedial instruction in reading was incorporated into a course in English literature for one group. Finds the remedial group superior to the control group in reading gains both for rate and comprehension; that it showed greater interest in leisure reading and greater improvement over the immediately preceding semester in English marks, both for the semester in which remedial instruction was given and the semester immediately following.

790. **Sellars, Charles W.** Reading abilities as related to the election of certain high school subjects. Master's, 1939. Iowa.

791. **Shores, J. H.** The ability to read historical materials as related to eighth-grade achievement and general reading abilities. Master's, 1938. Minnesota. 91 p. ms.

792. **Sieker, Lillian.** Remedial reading to determine grade placement for retarded pupils. Master's, 1939. Marquette. 308 p. ms.

793. **Sievers, Clement H.** The University of Wichita freshman reading program, 1937-39. Wichita, Kans., 1939. 40 p. (Bulletin, Municipal university of Wichita, vol. 14, no. 9. University studies, Bulletin no. 6)

Describes the organization of the freshman reading program and the results of the program.

794. ——— Study II: The University of Wichita reading clinic diagnostic and remediation program. Study III: Wichita public school reading program. Wichita, Kans, 1939. 64 p. (Bulletin Municipal university of Wichita, vol. 14, no. 11. University studies bulletin no. 7)

795. **Slocum, Darrel Hugh.** An analytical study of reading retardation with remedial suggestions: A problem using the case study procedure. Master's, 1939. West St. Coll. 106 p. ms.

796. **Slocum, Roger L.** Reading status of University of Wisconsin freshmen. Doctor's, 1939. Wisconsin. 103 p. ms.

Analyses 4,000 reading tests given to University of Wisconsin freshmen. Finds that about 12 percent of the freshmen were seriously retarded in reading; that the Keystone telebinocular test was not sufficiently reliable for individual diagnosis; that visual abnormalities as measured by the test were not causally related to poor reading skills or inferior scholarship.

797. **Smith, A. Marjorie.** The correlation between intelligence and reading ability. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences. 1939: 101-102)

Studies the relationship between the Iowa silent reading test to determine reading achievement, and the Terman group test of mental ability to measure intelligence, as shown by the records of 51 pupils in the seventh grade, 69 in the eighth, and 42 in the ninth. Indicates a definite and significant relationship between intelligence and reading ability.

798. **Sojourner, J. B.** Problem of reading. Master's, 1939. Oglethorp.
799. **Soucaze, Marie.** A group in remedial reading. Master's, 1939. Michigan.
800. **Stadtlander, Elizabeth L.** A scale for evaluating the difficulty of reading materials for the intermediate grades. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses researches completed, and bibliography of publications, 15; 347-54)
- Constructs a scale for determining the suitability of reading material to the three grades of the intermediate school, and administers it to 2,763 children in grades 4, 5, and 6 of various types of schools near Pittsburgh. Finds that the scale allows for a widening power over words from grade to grade.
801. **Swenson, Esther J.** The relation of ability to read material of the type used in studying science to eighth grade achievement. Master's, 1938. Minnesota. 109 p. ms.
802. **Tabor, Florence Clifton.** The effect of the interest factor on the comprehension of children's reading. Master's, 1939. Pittsburgh.
803. **Talcott, William B.** An experimental study in the teaching of reading in the junior high school. Master's, 1939. Iowa.
804. **Taylor, Nelda.** An evaluation of the relative merits of two methods of stimulating high school students to read. Master's, 1939. Michigan.
805. **Truman, Winifred.** The relationship between speed of reading and speed of word association. Master's, 1939. Oregon.
806. **Vanderveer, Lonnie.** Comparative achievements of pupil in reading and arithmetic in selected Washita county schools with varying lengths of terms. Master's, 1939. Oklahoma. 75 p. ms.
- Compares 20 schools with terms ranging from 160 to 179 days, 22 schools with terms ranging from 145 to 159 days, and 10 schools with terms ranging from 115 to 144 days, as to pupil achievement in reading and arithmetic on the State rural accrediting tests. Shows that pupils in schools with more than 8 months in their terms did better work in reading and arithmetic than did pupils in schools with terms of less than 8 months.
807. **Van Swearingen, Henry.** An experimental reading project for college students at the University of Kansas. Master's, 1939. Kansas.
808. **Waring, Doris Vivian Adams.** An evaluation of the intensive and incidental methods of teaching vocabulary. Master's, 1939. Michigan.
- \*809. **Wavle, Ardra Soule.** A study of mental imagery in silent reading. Master's, 1939. Boston Univ. 75 p. ms.
- Attempts to determine the kinds of mental imagery experienced by the average educated adult in reading; the attributes of that imagery; whether or not the capacity for imagery varies according to the subject matter of the material being read; whether or not imagery is subject to change under interrogation; and whether or not the capacity for mental imagery is a skill that can be taught, and if so, the best means to use in teaching it. Indicates that the imagery that accompanies reading seems to be more stable, to shift and change less when attention is centered on it than the mental images of reality; that mental imagery is a skill that can be taught; and that attention and practice are the factors which contribute most to an increase in the faculty for mental imagery.
810. **Weaver, M. Virginia.** A study of parents' and teachers' interpretations of difficulty in second and third grade reading. Master's, 1939. Duke. 69 p. ms.
- Studies teachers' and parents' interpretations of difficulty in second- and third-grade reading by using standard reading tests, achievement and intelligence tests, and interviews with 25 children who were having difficulty with reading, and with a group of 25 children having no difficulty with reading. Finds that the children who were having trouble with reading were having trouble with spelling and arithmetic; that intelligence was the outstanding cause of difficulty with reading; that there was a pronounced degree of agreement between parents and teachers on the factors of intelligence, bad habits, and health as important or unimportant causes of the difficulty with reading.



\*811. Willis, Larry Jordan. A comparative study of the reading achievements of white and Negro children. Doctor's, 1939. Peabody. Nashville, Georgia. Peabody college for teachers, 1939. 6 p. (Abstract of Contribution to education, no. 251)

Describes an experiment conducted in two junior high schools in Nashville, Tennessee, in which the reading achievements of 112 white children and 112 Negro children were compared. Shows that the white children were superior to the Negro children in reading achievement; that an adjustment should be made in the reading materials offered to both white and Negro children in the seventh grade; that a different course of study should be provided for white and Negro children in the seventh grade; and that both groups of children profited by remedial instruction.

\*812. Wolfrum, Avery Vincent. Printing as an aid in the teaching of reading and spelling. Master's, 1938. Chicago. 71 p. ms.

\*813. Wood, Amney. Reading materials in relation to children's questions. Master's, 1939. Iowa.

### HANDWRITING

\*814. Griffis, Minerva Myrtle. Disabilities in mechanics of writing as a basis for instruction. Master's, 1939. Colo. St. Coll. of Ed.

\*815. Joslyn, Alvin L. A summary of the studies on mirror writing and related topics. Master's, 1939. Michigan.

\*816. Schaffler, Edna Pearle. A handwriting list for the first grade. Master's, 1939. Oklahoma. 72 p. ms.

Suggests the use of the first 500 most frequently used words from the Kinsland list of words used by elementary school children as shown by two WPA projects, and arranges the words according to writing difficulty.

\*817. Snyder, Marsh A. The status of the teaching of handwriting in Ohio. Master's, 1939. Ohio State. 103 p. ms.

Finds that handwriting is neglected in the elementary schools, and that colleges should offer courses in the teaching of handwriting.

\*818. Tubbs, Frank Rennie. A professionalized study of handwriting. Master's, 1939. Tennessee. 75 p. ms.

Gives a brief history of writing. Discusses the sociology, psychology, and hygiene of handwriting teaching, and methods and systems of teaching.

### SPELLING

\*819. Ford, Ella Mabel. History of the spelling reform movement in the United States. Master's, 1939. George Washington. 60 p. ms.

Traces the rise of the movement, its history in connection with the National Education Association, and the influence it has exerted on current spelling books.

\*820. Gauthier, Sister Rose Norine. The influence of individual diagnosis and remedial supervised study in spelling. Master's, 1939. Notre Dame. 56 p. ms.

\*821. Hansburg, Henry. An experimental study of the effect of the use of the print shop in the improvement of spelling, reading, and visual perception. Doctor's, 1939. T. C., Col. Univ. New York. Teachers college, Columbia university, 1939. 84 p. (Contributions to education, no. 776)

Investigates certain psychological effects of the print shop on pupils in a special elementary school for the education of dull-normal and maladjusted pupils in Queens, N. Y. Indicates that spelling learning can be transferred from printing to written spelling; that a transfer is taking place from one visual-motor type of activity to another which is faster and requires finer movements; that the major element in spelling is visual;

that improvement of spelling resulting from printing is subject to the law of individual differences; that the printing processes had a certain novelty which added to the interest in spelling learning; that perceptive abilities are not confused or broken down by printing work; that with respect to reading, the printing processes did not make for better comprehension except insofar as the material used for copy contained continuous reading matter which enabled the child to get practice in reading comprehension. Concludes that printing improves spelling somewhat, and has no unfavorable effect on spelling, visual perception, or reading, but should not be interpreted as indicating that printing should be considered a major means of teaching these subjects, or that printing is a valuable addition to any school curriculum.

822. **Nisula, Leonard Rudolph.** An analysis of the spelling errors of teachers college seniors. Master's, 1939. St. T. C., Fitchburg. 69 p. ms.

Examines the spelling ability of 57 seniors at Fitchburg State Teachers College, and the errors they made in words presented by column dictation, using 50 words from Buckingham's extension of the Ayres spelling scales, and 50 words from Thorndike's Teachers word book. Indicates that the women were slightly better spellers than the men; that the Buckingham-Ayres word selections were much more difficult than the Thorndike word selections.

823. **Rexroat, Mary Wilma.** A fifth-grade spelling list from the Oklahoma WPA list of children's words. Master's, 1939. Oklahoma. 42 p. ms.

Presents a total of 665 words which may properly be taught in fifth-grade spelling classes.

824. **Riimersma, Bernice D.** An experimental study comparing two ways of teaching spelling. Master's, 1939. Michigan.

825. **Smith, Ethleen.** Spelling difficulties of third-grade children. Master's, 1939. Cincinnati. 75 p. ms.

Analyzes the spelling by 120 third-grade pupils of 200 words selected from standard spelling lists. Finds errors related to grade placement and length of words. Infers that traditional selection of words and formal instruction are undesirable.

826. **Stewart, Hazel B.** A summary of recent investigations of spelling errors and of experiments in remedial teaching. Master's, 1939. Michigan.

827. **Tyler, I. Keith.** Spelling as a secondary learning; the extension of spelling vocabularies with different methods of organizing and teaching the social studies. Doctor's, 1939. T. C., Col. Univ. New York. Teachers college. Columbia university, 1939. 116 p. (Contributions to education, no. 781)

Attempts to discover the relationship of the teaching of certain units in social studies and of the teaching of history and geography separately to the ability of children to spell words peculiar to the units or subjects, using three equated experimental groups in a county in a single social-studies course, and as a control group children in a similar county in which geography and history were taught separately by a more traditional method. Indicates that the same amount of time given to a subject of study can result in greater amounts of secondary learning of spelling when learning situations are varied than when ordinary textbook teaching is adhered to; and that individual spelling vocabularies are required from pursuit of various activities relating to specialized fields.

## ENGLISH LANGUAGE

### GRAMMAR AND COMPOSITION

828. **Abraham, Richard D.** A study of factors that affect the amount of improvement made in English by high-school freshmen. Master's, 1939. South Dakota. 49 p. ms.

829. **Aldrich, Esta Grantham.** Two contrasted methods of teaching English composition. Master's, 1938. Chicago. 113 p. ms.

830. **Armes, Irene Lavada.** The most common errors in grammar and the significance of the teaching of grammar. Master's, 1939. Tex. Tech. Coll. 82 p. ms.

831. Bertling, Lois Saunier. Some experiments integrating grammar with corrective English. Master's, 1938. T. C., Col. Univ. 86 p. ms.

Studies the grammar and corrective English items as given in the New York City course of study for junior high-school grades. Finds that compression and integration make both grammar and corrective English easier to teach and better worth teaching.

832. Black, Rosemary. A survey of two methods of teaching English skills in tenth-grade English. Master's, 1939. Iowa.

833. Blair, Waddington. Criticism of student participation in oral English classes. Master's, 1939. Stanford.

834. Bonham, David N. Difficulty of vocabulary learning as affected by parts of speech. Master's, 1939. Purdue. 32 p. ms.

Uses 148 students of the seventh and eighth grades of Loudonville, Ohio, in an experiment conducted to evaluate two methods of flash card presentation, and to determine the difficulty of vocabulary learning as affected by parts of speech. Finds that presenting foreign words and their English equivalents in simultaneous or alternate exposures does not materially affect the number of exposures required for learning; that nouns are easier to learn than adverbs, verbs, pronouns, and probably prepositions; and that adverbs appear to cause the greatest difficulties of word association.

835. Bracken, Mary Helen. Maintenance of skills in sentence structure, capitalization, punctuation, and business letter writing through a functional program in English. Master's, 1939. Omaha. 101 p. ms.

836. Brittain, Frances Josephine. A study of the vocabulary used and the spelling errors made in written compositions of second-grade children. Master's, 1939. Loyola. 213 p. ms.

Determines the vocabulary used and the spelling errors made in the themes of second-grade children and compares the findings with word lists based upon other studies made in allied fields. Finds that the 100 most commonly used words comprised 68.12 percent of the total number, and that about one-third of the misspellings were made in these 100 words. Concludes that greater attention to these words might reduce errors in children's writings.

837. Burk, Clyde H. Preparatory English students. Master's, 1939. Kans. St. T. C., Emporia. 36 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 26)

Attempts to determine the value and effectiveness of the preparatory English course for students of deficient English preparation. Determines the proportion of students taking course who succeed in later English work who fail this course one or more times, and their success in other courses.

838. Byers, Raymond H. Comparative achievement in language of ninth-grade pupils from rural and graded schools in Wapello county, Iowa. Master's, 1939. Iowa.

839. Carroll, Mamie Lou. An investigation of the needs of high-school pupils in grammar. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 39-40)

Attempts to determine the grammar needs of high-school pupils as shown by the results of placement tests and error studies. Shows that the major difficulties as shown by placement tests were in sentence structure, spelling, diction, reference of pronouns, verbs, and punctuation.

840. Carter, Louise Elizabeth. Motivation of composition in the junior high school of a rural school in Alabama. Master's, 1939. Michigan.

841. Clemons, Alan Barrett. A quantitative study of verbal abstracting. Master's, 1939. Iowa.

842. **Clift, Virgil.** A comparative study of achievement in English of township high-school and city high-school graduates. Master's, 1939. Ind. St. T. C. 37 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 145, July 1939)

Attempts to determine whether or not the students who enter Indiana State Teachers College from the larger city high schools have acquired a better knowledge of English than those who come from township high schools; and to correlate the scores made on psychological examinations and English examinations of students from the two types of schools. Finds that the graduates of the city high school made higher scores on the psychological examinations and English examinations than did graduates of the township high school.

843. **Condit, Lillian Herbert.** The relation between attainments in language and general scholastic success. Master's, 1938. Chicago. 35 p. ms.

844. **Cronin, Margaret Mary.** The teaching of written composition in the intermediate school adopting and adapting an experience curriculum. Master's, 1939. Boston Coll.

845. **Douglas, Lowell Newton.** A study of certain factors believed to condition academic achievement in English with special reference to the health factor. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 206-207)

Describes an experiment conducted at Baylor University, Waco, Tex., during the fall quarter of 1937 to determine the relationship between academic achievement in English and 20 factors believed to condition achievement.

846. **Douglass, Harl R.** Classroom practices of Minnesota teachers of high-school English. Journal of educational research, 32: 102-107, October 1938. (University of North Carolina)

847. **Edman, Marion.** A comparison of the English needs of Winona, Minnesota, with the course of study in English. Doctor's, 1938. Minnesota. 1,650 p. ms.

Studies all phases of English teaching in grades 3-12, and analyzes the usefulness of the language and reading skills in the lives of children and of adults in Winona. Finds that the English program in a given community has little connection with the ordinary needs in language in that community.

848. **Enos, Frances B.** An experimental study of the value of the typewriter in the teaching of English. Master's, 1939. Michigan.

849. **Evans, James Walter.** The social importance and the pupil control of certain punctuation variants. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Attempts to identify and determine the relative social importance of the variant rules of punctuation which apply to the writings of pupils in grades 4 and 8; and to measure and describe average pupil reaction to those punctuation situations as they were created in five types of writing at each grade level. Analyzes compositions from 55 schools in 45 communities located in seven States.

850. **Foster, Harry K.** The semantic variations of certain high frequency words in the written compositions of eighth-grade pupils. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Attempts to develop a technique for handling word-meaning data on Hollerith equipment; to determine the socially important meanings with which 100 selected words are used by eighth-grade pupils in their written compositions; and to determine what proportion of the available meanings of each of the selected words eighth-grade pupils use in their written compositions. Indicates that words possessing a large range of meanings tend to be used more frequently and with more socially important meanings than do words possessing a smaller range of meanings, and that when all the words are considered, approximately one-fifth or less of the available meanings carry the burden of usage for the majority of the words.

851. **Frogner, Ellen.** An experimental study of the relative efficacy of a grammatical and a thought approach to sentence structure. Doctor's, 1938. Minnesota. 960 p. ms.

Describes an experiment conducted with paired classes in grades 7, 9, and 11 in the Minneapolis and Bemidji schools, in which one group was taught by means of a grammatical approach and a thought approach, and the other group was taught by means of the thought approach alone. Finds no difference between the two groups in individual unit test results; the thought approach superior in final tests and in delayed recall; the thought approach superior for students whose IQ was below 100; and superior students learned equally well by either method.

852. **Garnett, Wilma Leslie.** A study of status and improvement of college freshmen in certain skills of English composition. Doctor's, 1939. Iowa. (Abstract in University of Iowa. Series on aims and progress of research, no. (63))

Studies the status in basic skills in written English attained by freshmen in three teachers colleges, with special emphasis to the status attained by freshmen in one of the colleges. Shows that the status of proficiency for the freshmen of 1931-32, when the first part of the study was undertaken, was low at the beginning of the year for all freshmen, that the greatest gains during the year were made by the remedial group which was given a special type of training at one of the colleges. Indicates that only a small number of students are adequately prepared for teaching the basic skills in written English. Develops a new program of training based on the program used with the remedial group.

853. **Gilfillan, Mary Elizabeth.** The Latin element in the English vocabulary. Master's, 1939. Pittsburgh.

854. **Gray, Morris Pryor.** Some observable conditions of nonpromotion in English at the Woodlawn high school, Birmingham, Alabama, 1938-39. Master's, 1939. Michigan.

855. **Halvorson, Nelus O.** An experiment comparing the effectiveness of two methods of indicating errors in students' themes. Cedar Falls, Iowa state teachers college, 1930. 25 p. ms. (Research report no. 35.)

Describes an experiment in which symbols were used to indicate errors in students' papers in three control sections of English I, and checks were used to indicate errors in students' papers in three experimental sections of English I. Finds that the system of checks is more effective and less laborious for the teacher.

856. **Hartman, Harvey Hamill.** Thought processes and outcomes of a flexible composition program. Master's, 1939. Ohio State. 272 p. ms.

Attempts to determine the part that thinking may play in the teaching and learning of English composition. Shows that composition teaching must be almost wholly thought teaching.

857. **Heath, Helen Esther.** Errors in capitalization made by pupils in grades 4, 5, and 6 in the Woodward, Oklahoma, public schools. Master's, 1939. Colo. St. Coll. of Ed.

858. **Hergenhan, Mildred E.** The doctrine of correctness in English usage in the nineteenth century. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 230-32.)

Reviews briefly the linguistic notions inherited from the eighteenth century, contrasts with them the scientific notions of language contributed by German, English, and American scholarship in the nineteenth century; and presents a case history of disputed usages listing approximately 160 items of vocabulary, syntax, or grammar commonly proscribed in nineteenth century grammars and handbooks. Demonstrates that at the end of the nineteenth century much still remained to be done in extending a knowledge of the actual facts of English usage to all who would write upon or teach the subject.

859. **Johnson, Amy E.** A critique of the objectives of English teaching in the elementary grades. Master's, 1939. Okla. A. & M. Coll.

Finds that the objectives of instruction in English are far from agreed upon; that the criterion of social utility for the various activities composing the English curriculum is assuming marked prominence; that a given item should be placed at that grade level where

it constitutes an important need; that many specific items must be taught in several grades in order to insure complete mastery; that oral and written expression should be so taught as constantly to complement and reinforce each other; that the English curriculum must maintain a high standard of good usage; that the relative difficulty of all items, regardless of type, must be constant from grade to grade; that standards are cumulative; that activities hold a prominent place; and that continuous individual growth is the standard or goal of achievement in elementary English.

860. Johnson, Ida. A study of two methods of teaching sophomore English. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 63, February 1940.)

Describes an experiment conducted with an experimental group of 45 students in the Chanute Senior High School during 1938-39, and with a control group of 51 students in the same school, to determine the differences in knowledge of grammar, reading comprehension level, vocabulary gains, speed of reading, and in literature appreciation between a group of students following a free reading program in the mastery of the principles of English as compared with a group following the traditional program of grammar one semester and literature the next. Finds that the experimental group surpassed the control group in practically all of the items.

861. Keen, Elizabeth McLennan. A suggestive course of study in the language arts for the primary grades. Master's, 1939. Michigan.

\*862. Krupka, Stella Helena. Unit organization of four topics in English for the eighth school year. Master's 1939. Boston Univ. 157 p. ms.

Offers units of work for the eighth grade on the writing of business letters, life along the Hudson River, adventure at sea, and the spirit of Christmas.

863. Larson, Kathryn E. A study of language achievements and difficulties of children of Finnish-born parentage. Master's, 1939. Cincinnati. 62 p. ms.

Attempts to discover the language problems of children due to their being of foreign-born parentage.

864. Lawless, Joseph C. Communicating a Catholic mind and culture through English. Master's, 1939. Loyola. 67 p. ms.

Indicates that the unit method is the best for reaching the intellectual, the emotional, religious leaders, may develop in the student desirable traits of character.

865. Lucky, Lona Mae. A year's work in Senior II English. Master's, 1939. Peabody. 178 p. ms.

Indicates that the unit method is the best for reaching the intellectual, the emotional and the activity child at the same time.

866. Malcolm, Janet Liddell. A classification of the 5,000 words most commonly used in writing as compiled by Ernest Horn in accordance with the principles of the new standard course of Pitman shorthand. Master's, 1939. T. C., Col. Univ. 176 p. ms.

867. Mehrens, Harold E. English composition in the general college. Doctor's, 1939. Southern California.

Discusses the present status and trends of the lower division English college composition courses, the extent of relationship existing between present practices in these courses and present theories basic to the general college movement, aims, the curriculum organization of composition offerings, course content, and methods of instruction and testing. Finds that these courses in both general and traditional colleges have more similar than dissimilar characteristics; that the emerging course has aims related to investigational as well as to expressional skills; that a laboratory plan of instruction is used and skills are maintained and taught through cooperation with other departments; and that appraisal programs are used to promote as well as to test students' growth.

868. Mitchell, Dora May. Teaching grammar in an Oklahoma junior high school. Master's, 1939. Peabody. 155 p. ms.

Gives a complete record of actual classroom teaching of grammar in the eighth grade of an Oklahoma junior high school.

869. **Moore, Dorothea Ide.** An approach to creative writing through composition in a junior high school. Master's, 1939. Brown. 86 p. ms.
870. **Morimoto Shizuko.** A study of oral English usage among pupils of Japanese ancestry attending public schools in Hawaii. Master's, 1939. Hawaii. 67 p. ms.
871. **Murrell, Minnie Bell.** The traditional versus the integrated method of teaching 3B English. Master's, 1939. Tex. Tech. Coll.  
Investigates the relative efficiency of the traditional and integrated methods in the teaching of English fundamentals in English 3B in Amarillo High School during the school year 1938-39, using equated groups. Finds that both groups made gains, but the differences were too small to be significant.
872. **Oakley, Bertha Coleman.** Functional grammar on the junior high school level. Master's, 1939. Oklahoma. 53 p. ms.  
Attempts to determine the rules of grammar that are considered functional by referring all of the rules from five recent textbooks to nine judges for evaluation. Finds that of 167 rules, only 18 were rated as 66 percent or more functional; that these were basic rules governing simple sentence structure, the subject and verb of a sentence, and the most common usages in punctuation and capitalization.
873. **Parks, Mother Catherine.** An analysis of language, grammatical, punctuation, and letter-form errors of fourth-grade children's life letters. Master's, 1939. Marquette. 124 p. ms.  
Attempts to discover various types of errors in children's letters and to determine the effect of age, sex, and place of school attendance on the errors made. Finds that 10-year-old children made slightly more errors than those of related ages; that girls made more errors than boys; and that rural children made more mistakes than urban children.
874. **Parrish, Beryl Margaret.** An integrated program in the teaching of English for the development of social consciousness. Master's, 1939. Ohio State. 283 p. ms.  
Attempts to determine to what extent and in what manner the teaching of English can be organized and integrated to promote a progressive consciousness of social needs and issues. Describes an integrated program in the teaching of both literature and composition.
875. **Phillips, Dorothea.** A study of student interest in English. Master's, 1939. Duke. 97 p. ms.  
Finds a need for greater emphasis on public speaking; that pictorial representation is a valuable aid; that vocabulary study is essential; and that provision should be made for interest differences found between rural and urban groups.
- \*876. **Price, Dorothy.** Adult student needs and interests in evening high school English. Master's, 1939. George Washington. 165 p. ms.  
Analyzes replies to a questionnaire of 214 students who were taking high-school English courses at the Baltimore Evening School in 1937-38. Finds that the individual students varied widely in their personal needs, ambitions, interests, tastes, and intellectual maturity; and that any course of study designed to meet their needs would have to be extremely flexible and its set requirements few and strictly fundamental in nature.
877. **Rader, Elizabeth.** Kindergarten children's understanding of 14 prepositions. Master's, 1939. Colo. St. Coll. of Ed.
878. **Reedy, Sidney Joseph.** English composition in representative teacher education institutions. Field study no. 1. Doctor's, 1939. Colo. St. Coll. of Ed.
879. ——— Individual versus group instruction in compositions: a comparative study of two techniques in incidental teaching. Field study no. 3. Doctor's, 1939. Colo. St. Coll. of Ed.
880. **Ressler, Theodore.** The relation of knowledge of case rules to pupil mastery of pronoun usage. Master's, 1939. Iowa.

881. **Rinsland, Henry D.** Analysis of word meaning of the elementary school children of the United States, grades 1-4. Norman, University of Oklahoma, 1939.

Analyzes the meaning and functional frequency for every word used in the writings of children in the first four grades. Uses sampling of writings from 270,000 children in 708 schools throughout the United States.

882. **Ruttan, Gertrude.** A comparison between language and nonlanguage groups in the achievement of English grammar and vocabulary. Master's, 1939. Kansas.

883. **Scott, Myrtle Jane.** Specific variations of capitalization skills in the writing of sixth-grade pupils. Master's, 1939. Iowa.

884. **Sellick, Lura Ester Awbrey.** A study of compositional needs and interests of high-school freshmen. Master's, 1939. Stanford.

885. **Simpson, Dorothy.** Pupil control of punctuation and capitalization skills in writing and in testing situations. Master's, 1939. Iowa.

886. **Stone, Katherine G.** Spontaneous oral language of first-grade children in relation to creative experience in the fine arts. Master's, 1939. Alabama. 156 p. ms.

887. **Stroop, Ethel Christine.** A diary of an eighth-grade English class. Master's, 1939. Peabody. 220 p. ms.

Presents a day-by-day record of classroom procedures in a rural school in North Carolina. Shows that pupils used better English, enjoyed reading, and did better work when assignments were not too definite and when they had free recitations.

888. **Thorndike, Edward L.** Studies in the psychology of language. New York, 1938. 67 p. (Archives of psychology, no. 231.) (Teachers college, Columbia university.)

Reports facts concerning changes in meaning which a word undergoes when its grammatical function changes; concerning the origination, interpretation, and perpetuation of compound words; and concerning the relation of the length of words to the frequency of their use. Concludes that the variations originating in the speaker work toward abbreviation, but also toward variety; that the comprehension of a new locution is usually dependent on the real situation, or verbal context, or both, in which the hearer hears it; and that the linguistic patterns which origination follows are so multifarious that they give little aid to comprehension.

889. **Voelker, Gerald B.** An experiment with some specific aspects of the reliability of diagnosis in the mechanics of English. Master's, 1938. Minnesota. 132 p. ms.

890. **Waters, Betty.** A teaching project in language vocabulary enrichment. Master's, 1939. Iowa.

891. **Wheeler, Arville.** A study to determine the errors that appear in the written work of rural and urban pupils in certain school systems in Kentucky. Doctor's, 1939. Cornell. 379 p. ms.

892. **Wood, Beatrice M.** Study of the relationship of language to certain personality traits in young children. Master's, 1939. Tennessee. 69 p. ms.

Analyzes 15 language records for each of 15 nursery school children according to content. Correlates the percentage distributions for various language categories with certain personality traits of the subjects as rated on the California behavior inventory. Finds no significant correlations, although there seemed to be a positive relationship between number of responses and talkativeness, requests and leadership, commands and aggressiveness, and commands and leadership.



## LITERATURE

- \*893. Arms, George Warren. The social criticism of William Dean Howells. Doctor's, 1939. New York. 409 p. ms.  
Discusses his boyhood and early manhood; his career as a professional writer; the period of his early social thought, including the years of his connection with the *Atlantic Monthly*; the trend towards social criticism in his novels; and the period of socialistic thought as shown by the economic group of novels.
894. Austin, Violet Kathryn. The teaching of Shakespeare in the high school. Master's, 1939. George Washington. 89 p. ms.
895. Batchelor, Bonnie Kate. A presentation of some examples of children's creative work in the field of literature. Master's, 1938. Louisiana State (Abstract in: Louisiana state university. Abstracts of theses, session of 1937-38. Bulletin, 31: 107.)  
Analyzes the creative writings of children in the kindergarten-primary, the intermediate grades, and the sophomore and junior grades of high school.
896. Downing, Sister Mary Florence. Children's choices in Catholic poetry. Master's, 1939. Loyola. 100 p. ms.  
Attempts to determine why so many children dislike poetry. Indicates that if children were exposed to suitable poetry in their homes and in school before and during the period of elementary education, that they would like poetry.
897. Drew, Nina. Some factors influencing children's choices in poetry. Master's, 1939. Michigan.
898. Garvey, Anna P. The activity method in teaching literature. Master's, 1939. Mass. St. Coll. 59 p. ms.
899. Graves, Virginia Carter. Suggestive materials for teaching Dickens' *A tale of two cities*. Master's, 1939. Peabody. 108 p. ms.
- \*900. Horgan, Gertrude Marie. A study of the attitudes of college students to the poetry of selected major and minor poets of the nineteenth century. Master's, 1939. St. T. C., Fitchburg. 155 p. ms.  
Attempts to determine the preferences of college students for the poetry of the traditional poets, Robert Browning, Alfred Tennyson, and Matthew Arnold, and of the mystic poets, Coventry Patmore, Francis Thompson, and Gerard Manley Hopkins. Devises tests of attitudes, based on representative poems of each poet, and administers them to a total of 294 juniors and seniors enrolled in two teachers colleges and one liberal arts college in Massachusetts in 1939. Concludes that while the students prefer the poems of the major poets, teachers of English cannot afford to neglect the poetry of the minor poets and should pass on a genuine appreciation of its worth to their students.
901. Hurlbut, Lena Polk. The use and value of literature in the primary grades. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 22-23)  
Reveals that children's literature has an important place in the primary curriculum because of its broad scope and unlimited possibilities in correlation and integration with other school subjects and activities.
902. Keables, Nelson C. Development of social attitudes shown by the type of literature written by certain authors between Monluc and Mollère. Master's, 1939. N. Y. St. Coll. for Teach. 39 p. ms.
- \*903. Kelley, Eleanor Marie. Unit organization of four topics in literature. Master's, 1939. Boston Univ. 82 p. ms.  
Offers four units of work in literature for the ninth grade of a 4-year high school, using *Life on the Mississippi*, *Julius Caesar*, *Ellas Marnier*, and the *Last of the Mohicans* as the basis for the units.

\*904. **Kilby, Clyde S.** Horace Walpole as literary critic. Doctor's, 1938. New York. 423 p. ms.

Outlines Walpole's life and discusses him as a critic of the novel, of poetry, of Shakespeare, of the drama, and of historical, epistolary, and other writing. Compares Walpole's comments with those of Samuel Johnson and Thomas Gray.

905. **McKay, Mary Frances.** The literature content of the English course in the public secondary schools of Rhode Island. Master's, 1939. Brown. 73 p. ms.

\*906. **McSharry, John T.** Prose readings in American literature for the junior high school. Doctor's, 1939. New York. 607 p. ms.

Selects readings which will help the slow learner in mastering reading skills and in acquiring right reading habits. Gives brief historical introductions which will help in correlating readings in literature with the course in American history.

907. **Meeks, Elizabeth L.** An enriched program in appreciation of literature for college sophomores. Master's, 1939. Peabody. 130 p. ms.

Describes and evaluates an enriched program of varied activities designed to increase the appreciation of literature especially in the fields of poetry and drama. Finds that students derived pleasure from such a course of varied activities; that through the free-reading program of an extensive nature they became convinced that reading good literature is an enjoyable activity and were determined to continue such reading in the future; that through the combination of intensive and extensive approach students were led to develop critical judgment and discrimination and an awareness of the characteristic elements of good literature; that through the activities included in a remedial reading program they were able to improve reading speed, comprehension, and habits of eye movement.

908. **Ortman, Joseph Frederick.** The attitudes of high-school students toward the study and teaching of Shakespeare. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145:167-70)

Analyzes replies to a questionnaire administered to 490 high-school seniors in nine different schools. Finds a number of differences among the students as to their attitudes toward values, obstacles, and methods. Offers a program of teaching which adapts subject-matter and methods to pupil interests and abilities.

909. **Phillips, Elsie.** Teaching the classics: *A midsummer night's dream*. Master's, 1939. Peabody. 66 p. ms.

Analyzes reports of interviews with 20 teachers who had taught the play. Finds no conclusive evidence that it should be included in all literature courses of study for high-school grades.

\*910. **Russell, Edna N.** Developing appreciation of poetry in grades seven and eight. Master's, 1939. New York. 79 p. ms.

911. **Scott, Emma Margaret.** American, world, and contemporary literature in high-school literature courses since 1870. Master's, 1939. Indiana. 100 p. ms.

912. **Smallwood, Jessie Mae.** Teaching poetry according to the *English journal*, 1930-1937. Master's, 1939. Peabody. 168 p. ms.

Finds an increased interest in teaching poetry through the project method and motivation of activities by the pupil.

913. **Smith, Rubie Eudora.** Unassigned poetry memorized by a group of six-grade children. Master's, 1939. Peabody. 77 p. ms.

Attempts to determine whether sixth-grade children would memorize poetry which was not assigned, and to determine the extent IQ, sex, and age would influence the choice and amount of poetry memorized. Finds that only 76 of the 120 poems recommended for children of the sixth-grade level were chosen for memorization; that children of average intelligence learned 83 of the 94 poems memorized by the entire group, while children of below-average intelligence learned only 47; that the sex of the pupil had little influence on the number of poems memorized.

\*914. Sweeney, Margaret. A unit of work in folklore for secondary schools with a sampling of Hoosier folklore. Master's, 1939. Louisville. 168 p. ms.

Explains the unit of work on folklore. Describes an experiment in which a teaching unit in folklore was developed and evaluated in the Jeffersonville, Ind. High School.

915. Troup, Anna M. R. A critical survey of children's literature by Alabama authors. Master's, 1939. Peabody. 186 p. ms.

Finds that some stories and books have become national in distribution and appeal, many are used as textbooks in many States, and some are used as textbooks in England.

916. Veum, Dorothy Margaret. World literature as presented to high-school seniors. Master's, 1939. Marquette. 198 p. ms.

917. Young, Mrs. Margaret Cater. Poems to be used with units of work proposed for third grade by the Texas course of study. Master's, 1939. Sam Houston St. T. C. 123 p. ms.

## FOREIGN LANGUAGES

### CLASSICAL LANGUAGES

918. Baker, Lottie Mae. Tense usage of verbs in the indicative mood. *Caesar's Gallic war*. Master's, 1938. T. C., Col. Univ. 20 p. ms.

919. Blank, Edmund W. A survey of current practices employed by high-school teachers of Michigan in the teaching of Latin vocabulary, syntax, and background. Master's, 1939. Michigan.

920. Diedrich, Paul B. The frequency of Latin words and their endings. Doctor's, 1939. T. C., Col. Univ.

Attempts to discover the relative frequency of the Latin word endings and to attach to each important ending all its possible interpretations in terms which did not require further definition. Offers a "Recommended basic vocabulary of 1,471 words, arranged in groups of related words, for the general reader.

921. Dillhoff, Sister Marie. A survey of trends in teaching Latin. Master's, 1938. Cincinnati.

922. Gilliland, Myrtle. A survey of curriculum study and revision from 1889 to 1939 with regard to the teaching of Latin in Florida. Master's, 1939. Fla. St. Coll.

923. Gladfelter, C. H. jr. Changes in first-year Latin, 1900-1939. Master's, 1939. Duke. 90 p. ms.

Studies grade placement, courses of study, and analyzes and compares first-year Latin textbooks in the schools of 100 cities in the various States having a population of more than 100,000. Indicates that Latin is first studied seriously in the ninth year; that almost half of the States have no course of study in first year Latin; and that the modern Latin textbook is one of the most scientifically constructed books in the secondary school field.

924. Horst, Bernard L., Kuzma, Raymond E., and Plassenthal, Vincent A. Missal Latin: a two-year course based on the Sunday Missal. Dayton, Ohio. Mt. St. John press, 1939. 240 p. (University of Dayton.)

\*925. Lutz, Flora Hermion. The status of Latin in the secondary schools of Maine. Master's, 1938. Maine. 86 p. ms.

Discusses the general position of Latin in the secondary schools of Maine; the training and preparation of Latin teachers; their experience and teaching loads; textbooks and other materials in the Latin course; methods of teaching Latin; attitudes, causes of decline, and proposed remedies; and trends of the last 15 years. Finds that the position of Latin is no longer dominant in most of the schools, and is growing weaker; that approximately three-fourths of the Latin teachers are qualified to teach the subject; that Latin textbooks in use are of comparatively recent publication that too little emphasis is placed on correct English in translations; and that teachers of Latin consider the learning of Latin itself the chief objective of the course. Offers suggestions for improving the teaching of the subject.

926. **McKay, Kathleen Agnes.** Trends in Latin enrollment in the secondary schools of Rhode Island. Master's, 1939. Brown. 49 p. ms.

927. **McNulty, Lourilla Sterrett.** English readings for elementary Latin. Master's, 1939. Pittsburgh.

928. **Smith, Louise M.** A study of the women characters of Vergil's *Ecloques*, *Georgics*, and *Aeneid*. Master's, 1939. N. Y. St. Coll. for Teach. 74 p. ms.

929. **Williams, Esther Rachel.** Study of vocabulary, inflection, and construction frequencies in first-year Latin. Master's, 1939. Indiana. 116 p. ms.

## MODERN LANGUAGES

930. **Besdesky, Ida.** A general evaluation of workbooks for French: an original workbook entitled *La Langue par L'Exercice*. Master's, 1939. N. Y. St. Coll. for Teach. 113 p. ms.

931. **Catalozzi, Marie Carmela.** The use of the dialogue as an aid to students of Italian extraction in learning Italian. Master's, 1938. Brown. 47 p. ms.

932. **Eccles, Leonie Seabrook.** A survey of the preparation in Spanish of the elementary grade teachers in New Mexico. Master's, 1939. New Mexico. 41 p. ms.

933. **Evans, Mary Jaqueline.** Discussion of the Cleveland plan for the teaching of French. Master's, 1939. T. C., Col. Univ. 41 p. ms.

Finds that the Cleveland plan owes its success to the unity of its aims and methods as carried out by competent teachers, and suggests that if intelligently followed it can achieve superior results in other school systems.

934. **Gtduz, Hugo.** Good teaching of French. Modern language journal, 23:7, April 1939. (University of North Carolina.)

935. **Hoffman, Beryl May.** German education in Louisiana. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1939: 22-24)

Finds that in Louisiana at different periods between 1830 and 1918 there were at least 23 German parochial schools and orphan asylums giving instruction in the German language alone; that in the latter part of the nineteenth century the instruction was given partly in German and partly in English; that the universities taught German for many years and have German departments which are still growing; that German was introduced into the public high-school curriculum in 1910 and was kept in the curriculum until the World War, when it was omitted from the curriculum and not restored until 1931; that German classes were held as an extracurricular subject in several grammar schools from 1932 until 1937; and that no German is taught in the public schools at present.

936. **Lando, Aida.** The role of realia in foreign language classes in high schools in New York State. Master's, 1938. Cornell.

937. **Levi, Henrietta Elaine.** A study of pauses in the French language. Master's, 1939. Iowa.

938. **McAlpine, P. H.** The qualifications of Florida high-school teachers of Spanish. Master's, 1939. Duke. 101 p. ms.

Studies the training, teaching load, experience, certification, salary, teaching combinations, and outside activities of 120 Spanish teachers. Finds that they exceed in most instances the standards of the North Central or Southern associations.

939. **Nielson, James Roy.** Outline and instructional tests on civilization for elementary college French. Master's, 1939. Kans. St. T. C., Emporia. 102 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 44)

Covers such material on French life and culture as will make more significant and more interesting the study of the French language.

940. Pierce, Vaudau P. A study of students' progress in French pronunciation. Master's, 1939. Iowa.

941. Risorti, Matilda. The place of the French house method in modern language education in American colleges. Master's, 1939. N. Y. St. Coll. for Teach. 32 p. ms.

942. Van Wagoner, Merrill. Some aspects of semantic alteration in French. Master's, 1939. Brigham Young.

943. Wachs, William. The adequacy of the attempt to apply the reading aims in the teaching of the first two years of Spanish in the public day secondary schools of the City of New York. Master's, 1939. Coll. of the City of N. Y. 70 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 108-109)

Investigates the extent to which the secondary schools are fulfilling the reading aim of instruction in Spanish as adopted in the 1931 syllabus. Analyzes Regents' examinations and widely used textbooks to determine their consonance with the reading aim.

### MATHEMATICS

944. Anderson, Frank. The general mathematics course in higher institutions. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32:7)

Studies the aims of the general mathematics course and their relation to the aims of American colleges and universities, together with a survey of the practices of 70 leading American institutions. Shows that of the 70 institutions, 23 give no such course, but that the remaining 47 give 61 courses which are classified into eight general mathematics types.

945. Barrett, Charles B. The mathematical achievement of eighth-grade pupils from the standpoint of racial ancestry. Master's, 1939. Hawaii. 83 p. ms.

\*946. Boyer, Carl Benjamin. The concepts of the calculus: a critical and historical discussion of the derivative and the integral. Doctor's, 1938. Columbia. New York, Columbia university press, 1939. 346 p.

\*947. Boyer, Lee Emerson. College general mathematics for prospective secondary school teachers. Doctor's, 1939. Penn. State. State College, Pennsylvania state college, 1939. 106 p. (Studies in education, no. 17)

Shows the pertinence of a course in college general mathematics which is enhanced by the fact that the social order is moving in the direction of technical lines which demand a facility to express, understand, and interpret mathematical statements and symbolism; that colleges have reduced the number of units in mathematics required for college entrance; that following admission to college, prospective secondary school teachers are not required to take any college mathematics if they are enrolled in Pennsylvania's teachers colleges or in any but three of the liberal arts colleges; that the consensus of opinion expressed by 325 competent judges is to the effect that there is a keenly felt need for a course in college general mathematics for secondary-school teachers; that a course in college general mathematics may yield valuable outcomes not directly vocational in nature; and that the need for the course is as great for elementary-school teachers as for secondary-school teachers.

948. Burkhalter, Eva. A study of the trends in the teaching of mathematics in secondary schools between the years, 1910-1936. Master's, 1939. Oregon.

949. Cadwallader, J. Maxwell. An introduction to the computation of net income in accordance with the provisions of the 1938 revenue act for students of accounting. Master's, 1939. Iowa.

950. Cameron, Effie Estella. The movement of the integration of secondary mathematics and science, 1888-1935. Master's, 1938. Chicago. 142 p. ms.

951. **Campos, Ismael de França.** A dynamic concept of high-school mathematics. Master's, 1939. Peabody. 149 p. ms.

Finds that mathematics has contributed greatly to civilization in all its aspects; that mathematics occupies a significant place in the secondary curriculum because of its educational values; that meaning should be emphasized rather than repetition and manipulation in teaching mathematics; that the function concept should be considered as the binding principle of secondary mathematics; and that the process of generalization should be considered as a fundamental instructional medium in the teaching of mathematics.

952. **Dethlefs, Edwin C.** Mathematical needs for industrial arts. Master's, 1939. Iowa.

953. **Erickson, Irving Peter.** Number and spatial ability in mathematics and intelligence. Master's, 1939. Clark. 42 p. ms.

954. **Garrison, Lester Moffett.** The administration of college admission with special emphasis on mathematics. Master's, 1939. Peabody. 36 p. ms.

Studies mathematics requirements for college admission in State universities and in Alabama colleges. Finds that the college dean, registrar, and admissions administrator determine the program; and that there is a downward trend in the mathematics requirements for college entrance.

955. **Gill, Richard Murray.** Practical mathematics. Master's, 1939. Boston Coll.

956. **Gowan, Alfred Maurice.** An analysis of articles concerning the teaching of mathematics in certain educational publications. Master's, 1939. Iowa.

957. **Hannelly, Robert Jeffrey.** Mathematics in the junior college. Doctor's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 65-68)

Discusses the place of mathematics in the junior college as shown by an examination of the catalogs of 352 junior colleges in 44 States. Offers suggestions for improving the mathematical curricula of the junior colleges.

958. **Hanson, Harland Hudson.** A study of the mathematics needed in other school subjects in a local school situation, and a reorganization of the mathematics curriculum to meet those needs. Master's, 1939. Iowa.

959. **Harper, M. D., jr.** Integrated junior high mathematics. Master's, 1939. Oglethorp.

Studies the relation between the fundamental principles of mathematics and the proven facts of everyday life.

960. **Healy, Arthur.** Modifications in the mathematics program of Iowa high schools following changes in college entrance requirements. Master's, 1939. Iowa.

961. **Kirkman, Joe E.** A course in numerical mathematics for the twelfth grade. Master's, 1939. Iowa.

962. **Lindsay, Eugene Herschel.** A short course in senior 1 mathematics. Master's, 1939. Ala. Poly. Inst.

963. **Littrell, J. Harvey.** The use of the newspaper in teaching mathematics in seventh and eighth grades. Master's, 1939. Iowa.

964. **Main, Margaret E.** Vocabulary difficulties of seventh-grade mathematics. Master's, 1939. Ohio State. 92 p. ms.

Studies the vocabulary difficulties of one seventh-grade mathematics class. Finds that it is less difficult to draw a figure representing the figure than to spell the word; and that individual difficulties are caused by poor eyesight, lack of interest in school, poor study habits, and spelling and phonetic difficulties.

\*965. **Mallory, Virgil Sampson.** The relative difficulty of certain topics in mathematics for slow-moving ninth-grade pupils. Doctor's, 1938. T. C. C. Univ. New York. Teachers college. Columbia university, 1939. 179 p. (Contributions to education, no. 769.)

966. **Maybee, Gene D.** A survey of the business and social uses of mathematics. Master's, 1939. Michigan.

967. **Morgan, Eva Beatrice.** General mathematics in the junior high school. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university Abstracts of theses . . . no. 7: 31-32.)

Traces briefly the development of secondary school mathematics from the early colonial period to 1900, the general mathematics idea from 1900-1916, and general mathematics as a part of the curriculum of the junior high school since 1916, and the influences that determined the aims in junior high schools. Considers current practices in junior high schools in eight widely separated areas of Texas. Finds a wide variation in the outlines used in mathematics throughout the State; that the content material of general mathematics is psychologically rather than logically organized; that it is a required subject in the seventh grade of the school systems studied and in the seventh and eighth grades in one city school system studied; and that the use of a wide variety of experiences and activities directly related to the environment of the pupils is the general practice in junior high schools.

968. **Morton, Clara Margaret.** A critical compilation of socially significant historical material in mathematics, with a view toward partial modification of high-school mathematics courses. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 96-97.)

Reviews books, pamphlets, monographs, and articles in periodicals, and divides them into material for the teacher's library and material for the pupils' library.

969. **Murdoch, Bernard C.** Sex differences in high-school mathematical achievement. Master's, 1939. Cincinnati. 47 p. ms.

Studies the comparative achievement of 462 boys and 540 girls in six different high-school mathematics courses.

970. **Nugent, Muret.** A guide for the conduct of high-school mathematics clubs. Master's, 1939. Ind. St. T. C. 60 p. ms. (Abstract in: Indiana state teachers college. Teachers college Journal, 10: 136, July 1939.)

Surveys the mathematics club throughout the United States. Indicates that the school mathematics club is a necessary part of education in this period of transition from the formal traditional schools to the school of the future in which life is actually lived.

\*971. **O'Quinn, Ralph Livingstone.** An evaluation of the results of grouping superior calculus students. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 5 p. (Abstract of Contribution to education, no. 222.)

Deals with the effects of sectioning superior calculus students over a period of 3 years into honor sections in order that their instruction may be suited to their ability. Attempts to determine whether honor students achieve more by being in honor sections; whether there is a significant psychological effect that affects achievement in other courses; and studies the status and trends in State universities with regard to sectioning. Concludes that honor students achieve more by being in honor sections in mathematics, provided subject matter and methods of teaching are adapted to the group; that no particular psychological effect was observable as measured by increased achievement in other subjects; and that some form of ability grouping in mathematics has been practiced in more than half of the State universities.

972. **Overton, Emily Josephine.** The teaching of accounting in selected high schools which have membership in the Southern association of colleges and secondary schools. Master's 1939. Kentucky. 157 p. ms.

Discusses aims and objectives, materials of instruction, and methods of instruction, and evaluates practices in high schools of Kentucky as compared with practices in high schools in nearby States.

973. Owens, Carl M. Predicting success in freshman mathematics. Master's, 1939. Sam Houston St. T. C. 79 p. ms.

974. Pitner, Charles Grey. A syllabus in the history of elementary mathematics. Master's, 1939. Peabody. 119 p. ms.

975. Richtmeyer, Cleon C. Functional mathematics for college freshmen. Curriculum Journal, 10: 76-79. February 1939. (Central state teachers college.)

Describes a course in remedial and functional mathematics for college freshmen which was taught to 82 freshmen at Central State Teachers College during the year 1937-38. Indicates that the students felt the whole remedial and functional programs satisfactory.

976. Bouse, J. T. The effects of frequent and infrequent testing upon achievement in junior high school mathematics. Master's, 1939. Kentucky. 73 p. ms.

Describes an experiment conducted at Southern Junior High School, Louisville, Ky., to determine the effects of frequent and infrequent testing upon achievement in junior high school mathematics.

\*977. Scott, Percy Carden. A comparative study of achievement in college freshman mathematics. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 6 p. (Abstract of Contribution to education, no. 243.)

Compares the relative achievement of two groups of 95 students each, one group taking general mathematics and the other group taking the traditional college freshman course. Finds the general mathematics group superior both on the total scores and on the part scores.

978. Wohlers, Arthur E. Reading problems in secondary school mathematics. Master's, 1939. Ohio State. 119 p. ms.

Investigates the reading and study activities in one class in mathematics. Shows the need for guidance in reading. Emphasizes the fact that good reading and study habits improve reading and arithmetic reasoning ability.

#### ARITHMETIC

979. Austermiller, Ralph A. Problem-solving ability as affected by vocabulary and process-selection drills. Master's, 1939. Iowa.

\*980. Bramhall, Edwin W. An experimental study of two types of arithmetic problems. Doctor's, 1939. New York. 175 p. ms.

Attempts to determine the relative effectiveness of the conventional type and the imaginative type of arithmetic problems in the improvement of problem-solving ability of sixth-grade pupils, using an experimental group of 214 pupils in seven classes, and a control group of 214 pupils in seven classes. Finds no statistically significant difference between the effectiveness of the conventional and imaginative type problems in improving problem-solving ability when time is kept constant and pupils work at their own speed.

981. Brownell, William, Kuehner, K. G. and Bein, W. G. Learning as reorganizations: An experimental study in third-grade arithmetic. Durham, N. C., Duke university, 1939. 87 p.

Studies more than 500 third-grade children in 16 classes in four North Carolina cities to ascertain the effects of teaching a "crutch" to help children in borrowing in subtraction. Shows greater initial accuracy for crutch children, with no loss in time. Finds a tendency for the children to abandon the crutch when it is no longer needed.

982. Case, George Waldo. Organized recreational material for junior high-school arithmetic. Master's, 1939. Iowa.

983. Cook, Frederick Edward. Influence of a special training period on individual differences in arithmetic ability. Master's, 1938. Florida.

984. Curtiss, Brinton C. The persistence of errors in the multiplication and subtraction of long division. Master's, 1939. Marquette. 310 p. ms.



985. Doby, J. Lillian. Research studies in number ability of primary grade pupils. Master's, 1939. Duke. 193 p. ms.

Finds that preschool children who have attended nursery schools and kindergarten know considerably more about number than do children of similar age who have had no preschool training and that children in grades 1 and 2 are successful in attaining the arithmetic outcomes which have been set them.

\*986. Ellsworth, Elmer Elliot. What arithmetic do children use in their out-of-school life? Master's, 1939. Boston Univ. 64 p. ms.

987. Flowers, Ernest Clyde. A study of the direct versus the indirect method of teaching arithmetic. Master's, 1939. Stetson. 65 p. ms.

988. Fullerton, Mother Ruth. Diagnostic and remedial procedures in computational skills and reasoning processes in arithmetic. Master's, 1939. Loyola. 181 p. ms.

Indicates that instruction in abstract skills is not sufficient; that children must be taught to bridge the gap between the mastery of occupational skills and the application of these skills in problems.

989. Galphin, Louise. A suggested revision of the Buswell-John diagnostic chart for individual difficulties in multiplication. Master's, 1939. Duke. 66 p. ms.

Describes an experiment in which 600 pupils from grades 3, 4, 5, and 6 were tested in an effort to shorten the Buswell-John diagnostic chart. Finds that it can be shortened from 44 to 26 exercises, and the time required to administer it reduced from 30 to approximately 17 minutes.

\*990. Gillette, John Shackelford. A comparison of blackboard with seat method of doing drill work in seventh-grade arithmetic. Master's, 1938. Texas Coll. of Arts and Inds. 50 p. ms.

Describes an experiment conducted in 1937-38 in the seventh-grade arithmetic class of an elementary school in Kingsville, Tex., in which each of the 21 pupils was taught each of the two methods for two periods of four weeks each. Indicates that the blackboard method of drill in reasoning in seventh-grade arithmetic produces slightly better results than the seat method of drill; and that the seat method of drill in computation produces better results than the blackboard method of drill.

\*991. Gillmore, Ralph Harold. Corrective arithmetic in senior high school. Master's, 1939. Boston Univ. 135 p. ms.

Attempts to determine the possibility of overcoming weaknesses in arithmetic fundamentals at the ninth- and tenth-year levels, through corrective procedures using the "100 percent" plan, using four case studies following preliminary testing to show the general needs and to locate the cases.

992. Hay, Mary M. A critical analysis of selected courses of study in sixth-grade arithmetic. Master's, 1938. Denver. Abstract in: University of Denver. Educational research bulletin, 1: 21-22.)

Analyzes arithmetic courses of study used in Denver, Chicago, Long Beach, Sacramento, Minneapolis, and Baltimore. Discloses some variation in grade placement; that some courses of study encourage a fusion of arithmetic work with other subjects; that to function adequately, arithmetic should be motivated by social interests of the community.

993. Hedges, William M. A survey and analysis of the arithmetic achievement in grades from 4 to 12. Master's, 1939. Iowa.

994. Herrick, Colin James. Awareness in the inductive solution of problems using words as stimuli. Doctor's, 1939. Pennsylvania.

995. Hodges, William E. The extent to which arithmetic is used in the rural areas of central Kansas. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 61, February 1940)

Attempts to determine the content in arithmetic being taught in the seventh and eighth grades of the rural schools of central Kansas; to determine whether adults in their every-

day life have need for the types of problems taught; and to obtain from adults data which might be of future use to educators in the compilation of arithmetic texts which will better meet the needs of adult life. Indicates that there are many more types of problems included in arithmetic texts than are used by rural adults in their everyday affairs. Points out that the infrequent use of a given type of problem by adults is not sufficient reason to eliminate that problem from the curriculum.

1996. Holzinger, Karl J. and Swineford, Frances. A study in factor analysis: The stability of a bi-factor solution. Chicago, University of Chicago, 1939. 91 p. (Supplementary educational monographs, no. 49)

Attempts to determine the stability of factor solutions for pupils in the seventh and eighth grades in the Grant-White elementary school in Forest Park, Ill., and in the same grades in the Pasteur Elementary School in Chicago.

\*997. Houghton, Leroy K., jr. To study the thesis that there is a use for a corrective program in the fundamentals of arithmetic in the grammar school curriculum. Master's, 1939. Boston Univ. 104 p. ms.

Describes an experiment conducted with children in the sixth, seventh, and eighth grades in the elementary school at Wayland, Mass., in which a battery of diagnostic tests was given in the fundamentals of arithmetic. Discusses a drill program which was worked out for them, and presents the results of retests given at the close of the program to determine their progress and improvement.

998. Jackson, Mary Evelyn. The value of a workbook in teaching arithmetic in grades seven and eight. Master's, 1939. Okla. A. & M. Coll.

Describes an experiment conducted with parallel groups, one of which received instruction from the textbook alone, and the other group used a workbook to supplement the textbook. Finds that the value of the workbook as a supplement to the textbook in teaching arithmetic lies in the increase in achievement of the pupils, the stimulation of interest, the aid it gives in building good study habits, and the saving in time it effects for the pupils and for the teacher.

999. Jeans, Wayne Milton. A guide for arithmetic teaching in the Tennessee school for the deaf. Master's, 1939. Tennessee. 134 p. ms.

Analyzes the present arithmetic curriculum and studies the children and their handicap as a factor in the study of arithmetic. Develops an arithmetic curriculum for grades 1-6 stressing the importance of the socialization of the deaf child for adjustment to a normal hearing world.

1000. Kilmer, Hulda. Number abilities of children when they enter school. Master's, 1939. Duke. 69 p. ms.

Attempts to determine the number abilities of children when they enter school; to compare the arithmetical skills and knowledge of rural and city children; and to gain some insight into the level upon which the child thinks about number when he enters school. Finds that from 85 to 95 percent of the children had a working knowledge of simple mathematical terms as they are used in early mathematical instruction; that city children were superior to country children on entering school; and that comparatively few children had a quantity understanding of the larger numbers of the first decade.

1001. Loper, James F. A study of the use of the separate answer sheet at the third and fifth grade levels. Master's, 1939. Iowa.

1002. McCabe, V. A. An analysis of commercial arithmetic in American secondary schools as revealed by state courses of study. Master's, 1939. Duke. 81 p. ms.

Analyzes 20 courses of study and 10 commonly used textbooks to determine the objectives and grade placement of commercial arithmetic, and the extent to which objectives are realized. Finds that commercial arithmetic is a required course in most of the commercial curricula and is placed in the ninth or tenth grades; and that there is uniformity of emphasis on each of the major objectives.

1003. McCurdy, Melvin Byron. A survey and analysis of the arithmetic achievement in grades 4 to 12. Master's, 1939. Iowa.

1004. Manzo, Ricardo. Difficulties of Spanish-speaking children in the fundamental number combinations. Master's, 1939. Arizona. 112 p. ms.

1005. **Martin, Lewis E.** Diagnosis and classification of errors in pharmaceutical arithmetic. Master's, 1939. Loyola. 142 p. ms.

Attempts to discover the factors responsible for the difficulties which many second year college men encounter in solving problems associated with the filling of pharmaceutical prescriptions. Finds the most important factors to be: Ignorance of quantitative relations; failure to comprehend the problem; and carelessness in the use of fundamentals.

\*1006. **Miller, Samuel C.** A comparative experimental study of the teaching and the learning of multiplication in the elementary grades (third and fourth years). Doctor's, 1939. New York. 177 p. ms.

Attempts to determine whether the insight method, stressing meaning, understanding, and relationships is preferable to mechanical method, stressing drill, in the teaching of multiplication in the third and fourth grades of the elementary school. Describes an experiment conducted with two equivalent groups of third- and fourth-grade pupils in two neighboring New York City elementary schools. Concludes that in third- and fourth-grade multiplication teaching and learning, where thoughtful, deliberate, and meaningful responses to the number facts are required, the insight method is preferable; where immediate mechanical responses are desired, the conventional method is preferable.

1007. **Neely, John Robert.** A study of arithmetic accomplishment in the Nichols school. Master's, 1938. Cornell.

1008. **Nichols, Bertha.** How children learn the multiplication facts. Master's, 1939. Duke. 55 p. ms.

Finds, from a study of the thought processes of 348 children, that pupils use many and varied thought processes in habituating the multiplication table.

1009. **Rancher, Mamie Lee.** An improvement program in junior high arithmetic. Master's, 1938. Florida.

1010. **Rickman, Lillie Mae.** Results of solving problems without computation. Master's, 1938. Chicago. 70 p. ms.

\*1011. **Ridlon, Florence.** What need is there for corrective arithmetic, and what progress is it possible to achieve in a limited time? Master's, 1939. Boston Univ. 197 p. ms.

Describes an experiment conducted in the sixth grade of five schools in a metropolitan school system, in which 187 pupils were tested and corrective arithmetic taught by the respective teachers in each school. Finds a real need for a corrective arithmetic program in the district; and that teachers must learn to adapt individual methods to larger groups so that each individual will benefit from the instruction given to the fullest extent possible; and that well planned, well thought-out lessons with each individual need kept as clearly as possible in mind should be the chief objective of every teacher in every grade in which this subject is taught.

1012. **Robinson, Frances.** Arithmetic difficulties in the second grade. Master's, 1939. Duke. 65 p. ms.

Finds that the classes tested showed little knowledge of the meaning of addition and subtraction; that working with concrete materials was more confusing than problem-solving by abstract thinking; that the language forms used were partly responsible for the errors made; and that there is a need for more experiences to develop process meanings.

\*1013. **Rogers, Gertrude M.** To provide aid and a possible method for determining the problem units in arithmetic or the simple situations that connect sufficiently with child experience to indicate their acceptable usage. Master's, 1939. Boston Univ. 81 p. ms.

Attempts to determine, by means of a questionnaire, the experiences which children have that would be useful in planning arithmetic courses, or such units as the post office or grocery store; at what age or grade the teaching of time should be introduced.

1014. **Schultz, Rosa May.** A study of the social situations in life and verbal problems in fifth-grade arithmetic. Master's, 1939. Sam Houston St. T. C. 176 p. ms.

†1015. **Smith, Henry Lester and Eaton, Merrill Thomas.** Two studies in arithmetic: A diagnostic study of efficiency in arithmetic: Teaching the number facts of addition. Bloomington, Indiana university, 1939. 91 p. (Bulletin of the School of education, vol. 15, no. 2)

1016. **Stateman, Katherine T.** The remedial treatment of a group of seventh-grade pupils with individual difficulties in arithmetic. Master's, 1939. Michigan.

1017. **Titus, Virginia May.** Four units in social mathematics for the eighth grade of Roosevelt junior high school in Columbus, Ohio. Master's, 1939. Ohio State. 110 p. ms.

Gives units of work on money, banking, building and loan associations, and taxation based on local practices in 1939.

1018. **Ulrich, Louis E.** The synthesis and analysis of two-by-two digit multiplication examples. Master's, 1939. Marquette. 47 p. ms.

1019. **Vander Molen, Herman.** An evaluation of the most frequently used methods of subtraction. Master's, 1939. Michigan.

1020. **Voigt, Jessie.** An analysis of errors in long division. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 62-63)

Analyses results of a long division test administered to 164 intermediate grade pupils.

1021. **Warfield, Rowena.** Relative difficulty of multiplication and division complications. Master's, 1939. Baylor. 45 p. ms.

Studies the reactions of third-grade pupils to the learning of multiplication and division facts, and finds their reactions at variance with those of other studies.

1022. **Williams, Margaret.** A suggested revision for the Buswell-John diagnostic chart for individual difficulties in division. Master's, 1939. Duke. 75 p. ms.

Attempts to revise the Buswell-John chart by eliminating examples in the original test which contain a repetition of the habits shown in other examples of the test. Revises the test so that the time for administering it is cut in half.

#### ALGEBRA, GEOMETRY

1023. **Allen, Arthur A.** Studies of the retention of algebra by high-school graduates. Master's, 1939. Iowa.

1024. **Barron, Nellie.** A study of the content of senior high-school algebra which will best articulate with college algebra. Master's, 1939. Colo. St. Coll. of Ed.

1025. **Burch, Robert L.** Studies in retention of algebra by high-school seniors: 1. Algebraic representation; 2. Formal skills; 3. Verbal problems. Master's, 1939. Iowa.

1026. **Davidson, Annie Travis.** A professionalized study of high-school algebra. Master's, 1939. Tennessee. 137 p. ms.

Discusses major and minor methods of teaching high-school algebra; lesson planning; excellences and errors; testing; and the hygiene of algebra teaching.

1027. **Drake, Richard M.** The effect of instruction in the vocabulary of algebra upon achievement in ninth-grade mathematics. Doctor's, 1938. Minnesota. 210 p. ms.

Describes an experimental study conducted in six public high schools of Minnesota and finds a significant superiority in achievement in classes in which vocabulary was taught; this superiority including both better and poorer pupils.

1028. **Gates, John Wesley.** The value of concrete illustrations in abstract algebraic principles. Master's, 1938. Chicago. 107 p. ms.

1029. **Kerr, Lester L.** A study of the value of pictures in the teaching of geometry. Master's, 1938. Ball St. T. C. 52 p. ms.

Concludes that some pictures have a practical application and arouse interest, and that there is a trend toward the use of more pictures in geometrics.

1030. **Kuykendall, Austin Lee.** Factors influencing the success of freshmen in mathematics. Master's, 1939. Okla. A. & M. Coll.

Studies the effect of school size; qualifications, experience, tenure, marital status, age, and sex of the teacher; age and sex of the pupil; pupil interest in athletics; occupation of parents; number of living parents; and IQ of pupil on the success in mathematics of first-year high-school students. Finds a significant difference in favor of the five- and six-teacher schools over the four-teacher schools; there is a significant difference in favor of teachers with 60 to 80 college hours over those with degrees; that pupils' scores increased with teacher experience up to 2 years' prior experience, after which there was a decline in efficiency; that pupils' marks on arithmetic tests decrease as the age of the pupil increases. Indicates that economic status, interest in athletics, sex of the pupil, parental occupation, and the number of living parents had no effect on pupils' marks.

1031. **Layton, B. B.** A study of prognosis in high-school algebra. Master's, 1939. Duke. 64 p. ms.

Finds that no pupil whose IQ and eighth-grade mathematics mark was below 110 and 36, respectively, attained a level of mastery in algebra; and that it was impossible to predict failure and superiority in algebra with any significant degree of reliability.

\*1032. **Lazar, Nathan.** The importance of certain concepts and laws of logic for the study and teaching of geometry. Doctor's, 1937. T. C., Col. Univ. Menasha, George Banta publishing company, 1938. 67 p.

1033. **McBeth, Grace M.** An experimental comparison of two methods of teaching ninth-year algebra. Master's, 1938. Ind. St. T. C. 73 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10:128-29, July 1939)

Attempts to determine whether the recitation plan or the unit plan of instruction would yield greater returns with a heterogeneous group. Describes an experiment in which two groups of ninth-year algebra students were used. Finds the unit plan superior in developing such good citizenship traits as honesty, self-reliance, and enthusiasm for knowledge.

1034. **Marshall, M. V.** Some factors which influence success in college algebra. Mathematics teacher, 32:172-74, April 1939. (Franklin and Marshall college)

Studies the relationship between marks on the American psychological examination, Iowa algebra aptitude test, and the Columbia University algebra test with marks in freshman algebra. Finds that knowledge of high-school algebra is the best basis of prediction of success in college algebra.

1035. **Mock, Richard Ralph.** Some applications of the principles of isomorphism and variation to the teaching of geometry. Master's, 1939. New Mexico. 102 p. ms.

1036. **Morris, L. W.** Prognosis in first-year algebra. Master's, 1939. Kentucky. 68 p. ms.

Analyzes the results of a group intelligence test, some standard tests in reading and arithmetic, and some algebra aptitude tests administered to pupils in four schools of Meigs county, Ohio, and teachers' marks in these schools during the school years 1938 and 1939 in an attempt to find the best single instrument for the prediction of success in first-year algebra.

1037. **Mumford, Graydon William.** Measures of the results of remedial instruction with a group of pupils in demonstrative geometry. Master's, 1938. Chicago. 82 p. ms.

1038. **Olson, Owen L.** Studies of retention of algebra by high-school graduates: 1. Algebraic representations; 2. Formal skills; 3. Verbal problems. Master's, 1939. Iowa.

1039. Paine, Edward L. An investigation of the teaching of locus in plane geometry. Master's, 1939. Iowa.

1040. Rosenfeld, Louis. A comparative study of pupils taking algebra and those taking general mathematics in the first year of high school. Master's, 1939. Akron. 65 p. ms.

1041. Sims, Alice. Periodical literature on the teaching of high-school algebra, 1925-27 and 1935-37. Master's, 1939. Duke. 123 p. ms.

Finds that by 1937 many schools were replacing algebra with a general mathematics course; that there was a change of emphasis in algebra; that the study of graphs had become one of the chief topics in algebra during the 1935-37 period; and that interest in the teaching of algebra as such is on the wane.

1042. Snider, Everett Eugene. Difficulties of ninth-grade algebra. Master's, 1939. Colo. St. Coll. of Ed.

1043. Spencer, Fannie. A comparative study of the achievements of first-year algebra pupils with and without home-work assignments. Master's, 1939. Okla. A. & M. Coll.

Describes an experiment conducted with two equated groups containing a total of 154 first-year algebra pupils of the Junior-Senior High School of Bartlesville, Okla., to determine the effect of home study on their achievement. Finds that home study in algebra had a positive effect on the achievement of these groups of pupils as a whole, and that it seemed to have less effect on the achievement of pupils with IQs above 118.

1044. Spong, Clarence Ray. An analysis of certain factors involved in the study of plane geometry. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 67-68, February 1940.)

Deals with the work of 96 students of Great Bend, Kans., High School, who were enrolled in plane geometry during the school year 1938-39. Finds that arithmetic ability has a fairly high relationship with achievement in geometry; that reading ability is a factor, but not a highly significant one, of success in geometry; that intelligence, as shown by IQ scores, is a significant factor of success; that algebra marks have a fairly high relationship with achievement in geometry; that scores on the geometry prognosis test have the highest relationship with geometry achievement of any single factor studied.

1045. Ulmer, Gilbert. Can the teaching of geometry aid in cultivating reflective thinking? Doctor's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 47-56, 79, February 1940.)

Describes an experiment conducted in seven high schools during the first semester of the school year 1938-39, in which emphasis was placed upon reasoning both in geometric and nongeometric situations in the experimental group, and geometry was taught without this emphasis in one control group, and in which the other control group was composed of pupils not studying geometry. Concludes that it is possible for high-school geometry teachers, under normal classroom conditions, to teach in such a way as to cultivate reflective thinking without sacrificing an understanding of geometric relationships, and that pupils at all IQ levels are capable of profiting from such instruction.

1046. Wandrey, Fred H. A comparative study of aptitude and achievement in plane geometry. Master's, 1939. Iowa.

## SCIENCE

### GENERAL SCIENCE

1047. Bahler, Kenneth W. The use of demonstrations in science teaching. Master's, 1939. Ohio State. 145 p. ms.

Suggests and demonstrates 13 specific uses for the demonstration in science teaching.

1048. Bailey, Ralph G. The determination of the degree of attainment of pupil understandings of selected science concepts. Doctor's, 1939. Oregon.

1049. Birdleough, John Chester. An experimental study in the elementary grades of selected experiences in elasticity, ductility, malleability, and surface-tension. Master's, 1939. Cornell. 92 p. ms.

Surveys the extent to which experiments in these fields have been incorporated in standard courses of study. Describes the use of 20 experiments in the selected fields with children of grades 1 to 6 in the schools of Phoenix, N. Y., and compares measurable results. Finds that little is done in these easily demonstrated fields of science in the usual schools offering science in the elementary grades; and that children in these grades vary in their interest in and ability to perform experiments in these fields sufficient to warrant a series of grade-placement recommendations.

1050. Boyd, Frances Parrish. Science in elementary education. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7:7.)

Traces the origin, development, and present status of science in elementary education. Shows that the elementary science program of today is an integral part of a continuous program of science throughout the school years. Indicates that the more important factors to be solved in an elementary science program are those concerned with teacher training, equipment, time allotment, a flexible program, and continuity of content.

1051. Brown, Clara M. A study of prerequisite sciences and their relation to certain sequent courses at the University of Minnesota. Minneapolis. University of Minnesota, 1939.

Analyzes the vocabularies of 11 courses required of home economics majors, and discusses the various science courses taken prior to and in connection with the home economics courses.

\*1052. Brown, H. Emmett. The development of a course in the physical sciences for the senior high school of the Lincoln school of Teachers college. New York, Teachers college, Columbia university, 1939. 205 p.

Discusses the selection of course material for an integrated 2-year sequence in the physical sciences and units of work for the course.

1053. Capps, F. Olin. A survey of the conservation information possessed by pupils in Missouri high schools. Doctor's, 1939. Missouri. 101 p. ms.

Surveys the conservation information possessed by 2,775 pupils in grades 9-12 in 12 Missouri high schools. Concludes that pupils living in rural communities have more conservation information than do those living in cities or suburban communities; that pupils in Missouri high schools have more information about soil conservation than about any other division of conservation; that such subjects as biology, agriculture, vocational agriculture, general science, botany, and geography are the most effective in giving information about conservation; and that certain extra-curricular activities and organizations afford further possibilities for teaching conservation.

1054. Coffindaffer, Fred. Science teaching in the secondary schools of the United States. Master's, 1939. Peabody. 123 p. ms.

Shows a trend toward a more vitalized curriculum.

1055. Cole, John E. A survey of the status of science instruction in the high schools of the third-class cities of Kansas. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 59, February 1940.)

Surveys the science courses offered, the time allotted to class and laboratory procedures, the pedagogical methods and devices employed, the kind and amount of equipment available, the general objectives of the several science courses, and the qualifications of the teaching personnel. Concludes that the courses offered provide an adequate science program for secondary education; that general science, agriculture, and physics are the most popular courses; that the time allotted to recitation and laboratory is adequate and quite uniform over the State; that the project method and field excursions are used extensively and most of the schools report science clubs; that the Class A schools have the best equipment and the best qualified teachers.

1056. **Davis, Warren M.** Preparation of Ohio elementary teachers in the field of science. Master's, 1939. Ohio State. 80 p. ms.

Studies the science training of elementary teachers based on records of the State Department of education. Indicates that Ohio elementary teachers had little training in the field of science as compared with the training experts believe they should have. Outlines a program for a more complete training of elementary teachers than is now in effect.

1057. **Dimattia, Angelo Anthony.** Trends in general science studies at the secondary school level. Master's, 1939. Boston Coll.

\*1058. **Ferguson, William Clarence.** Instructional problems of generalized science in the senior high school. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 7 p. (Abstract of Contribution to education, no. 239.)

Shows the development of the generalized science course in the senior high schools, studying the curricula of 85 schools; and compares the study of physics, chemistry, and biology with senior science. Indicates that senior science made its greatest gains in 1937-38.

1059. **Fish, Fredora Genevieve.** Trends in primary science education reflected through an analysis of children's readers for science content. Master's, 1939. Michigan.

1060. **Fiske, Finley Fred.** A plan for using a park to teach conservation in the elementary school. Master's, 1939. Kans. St. T. C., Pittsburg. 41 p. ms.

Presents a plan for teaching conservation in the public schools of Carroll county, Mo., through the utilization and development of the Mandeville park project. Suggests the use of units on soil conservation, moisture conservation, conservation of wildlife, and outdoor recreation as an aid to healthful living.

1061. **Forsyth, Kenneth E.** A comparison of the relative effectiveness of two methods of teaching general science. Master's, 1939. Michigan.

1062. **Frasch, Joseph F.** Conservation in the science program with a source unit on soil conservation. Master's, 1939. Ohio State. 176 p. ms.

\*1063. **Giovannangeli, Arthur J.** Unit organization of three topics in seventh- and eighth-grade general science with special reference to the supervision of cadet teachers. Master's, 1939. Boston Univ. 160 p. ms.

Outlines three units of work in general science for a specific junior high school in New Hampshire.

1064. **Gossard, Carson F.** An experiment: Vocational information through a course in eighth-grade science. Master's, 1939. Wittenberg. 104 p. ms.

Correlates vocational information with eighth-grade science in order to arouse greater interest in the study of science.

1065. **Green, Edmond William.** Home-made and improvised experimental equipment in science instruction. Master's, 1939. Ala. Poly. Inst.

1066. **Green, Ollie.** The teaching of a generalized science course. Master's, 1939. Peabody. 101 p. ms.

Describes the construction and teaching of a generalized science course in a State teachers college.

1067. **Gruner, Saul G.** The relative effectiveness of the lecture demonstration method and an experimental method in the teaching of general science. Master's, 1939. Mass. St. Coll. 105 p. ms.

1068. **Hainline, A. O.** General science in the secondary school. Master's, 1939. Kans. St. T. C., Emporia. 121 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 16.)

Describes an experiment conducted in the Belleville, Kans., High School in which one class in general science was taught by the laboratory method and the other class was taught by the lecture method. Finds that except in the case of certain units, the lecture method was the more effective teaching method.



1069. Hankamp, Gertrude. Construction of a science unit for the intermediate grades. Master's, 1939. Iowa.

1070. Hepinstall, James Thomas. An analysis of the achievement of eighth-grade pupils in general science previous to a general review period. Master's, 1939. N. Y. St. Coll. for Teach. 72 p. ms.

1071. Hilgers, Robert J. A study of the practices and techniques prevalent in the teaching of science in the secondary schools of Minnesota. Master's, 1938. Minnesota. 116 p. ms.

Surveys 41 percent of the public and 56 percent of the private schools.

1072. Johnson, Philip G. The status of nonregents science courses in high schools of New York State. Science teachers news bulletin, 2-3, 20, October 1939. (Cornell university.)

Finds 34 nonregents science courses offered in 27 high schools in New York State; that 841 pupils were registered in these courses, about four-fifths of whom were boys; that the classes varied in size from 6-10 students to 61-65 students; that the courses were usually 1 year in length; that the prerequisite in 27 of the courses was a year of general science; that the students were permitted to take the regular physics and chemistry courses following the nonregents science course; that most of the courses were planned for nonregent and other vocational students; that the classes were for five periods a week, the periods were from 40 to 65 minutes in length; that the lecture-demonstration method of teaching was most used, followed by visual aids-textbook-recitation method; and that trips and pupil projects are generally used.

1073. Kidwell, Arden A. A program for seventh-grade science, Stuart Junior school, Washington, D. C. Master's, 1939. Ohio State. 191 p. ms.

Offers suggestions for a science course based on health, leisure, and conservation.

\*1074. Kurtz, Ray A. A study of the comparative amount of science information possessed by the farmers and the Future Farmers of Lebanon county, Pennsylvania. Master's, 1939. Penn. State. 61 p. ms.

Describes an especially constructed test which was administered to the farmers of Lebanon County by mail, and to the Future Farmers in the classroom. Analyzes replies received from 52 farmers and 56 Future Farmers. Indicates that the greatest amount of science misconceptions held by both groups was of a technical nature; that they learn to correct misconceptions by direct observation; that there is little difference between the science information and misinformation of the two groups; that there is a positive correlation between the amount of science information and the number of years spent in school; and between the amount of science information and the number of years' farming; that the farmers are slightly more superstitious than the school group; that the farmers excel in biological and health information while the Future Farmers excel in physics, chemistry, and general science information. Indicates that both groups feel that certain practical fields of instruction should receive more emphasis in the schools.

1075. Lampkin, Richard H., jr. Scientific attitudes suggested by selected literature from 1880-1936, and their recognition in the literature of general science. Master's, 1938. Cincinnati.

1076. LeCocq, C. Louis. Integration of science concepts of the major science fields in eighth-grade science. Master's, 1939. Iowa.

1077. Liebengood, Rebekah. The value of making collections by pupils in zoology. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 63-64, February 1940)

Compares the grades made in prerequisite courses in science, chronological ages of pupils, percentile rankings, home background, gains made on special tests and marks on several tests and on laboratory exercises by pupils who collected specimens of insects, and by pupils who did not make such collections. Concludes that the interest of the students increases in the subject in which the collection is made.

1078. **Lockwood, Elizabeth Ann.** A study of the teaching of general science in Detroit, Michigan, with particular consideration of enriching the activities of the seventh, eighth, and ninth grades. Master's, 1938. Cornell.

1079. **Loudin Harold Hugh.** Industrial processes of local industry to vitalize a general science program. Master's, 1939. Ohio State. 190 p. ms.

Finds that the trend is away from specific vocational training in the secondary school program, and that emphasis is being placed on the development of an individual capable of solving problems by using the scientific method.

1080. **McClelland, Evelyn.** Problem-solving experiences of pupils in secondary school science. Master's, 1939. Ohio State. 130 p. ms.

Describes procedures used by pupils in a problem-solving program in science in a progressive school.

1081. **McKeeby, Winifred Isabelle.** A study of science club activities in the secondary schools of New York. Master's, 1938. Cornell.

1082. **Matteson, Harvey D.** Concepts of science possessed by pupils entering seventh grade. Master's, 1939. Iowa.

1083. **Murray, John Joseph.** The present trends in general science. Master's, 1939. Boston Coll.

1084. **Nakagawa, Shizuko.** The effect of a course in general science on the scientific interests of seventh-grade students in the public intermediate schools of Honolulu. Master's, 1939. Hawaii. 103 p. ms.

1085. **O'Neill, Richard Wallace.** A critical compilation of construction projects for junior high-school science. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 101)

Finds 33 projects appropriate for nine teaching units commonly taught.

1086. **Palmer, E. Laurence.** Conservation education in the schools: A report of school activities and suggestions as to programs. Nature magazine, 32: 509-16, November 1939. (Cornell university)

Discusses briefly the several techniques used in teaching conservation in the schools of several States and the grade level in which it is taught, and suggests programs of study.

1087. **Quaintance, Charles.** Conservation education in the schools and colleges of the United States. Doctor's, 1939. Cornell. 500 p. ms.

Concludes that conservation is offered in schools and colleges by departments of science and of social science with no defined responsibility to serve the broader fields involved; that its interests have been advanced through legislation and by various educational practices without an exchange of experiences profitable to a wholesome development of the field.

1088. **Rosenberg, Gertrude.** Trends in elementary school science. Master's, 1939. N. Y. St. Coll. for Teach. 52 p. ms.

1089. **Schaeffer, Maud.** A study of the consideration given color in elementary science programs with suggestions associated with the teaching of this subject. Master's, 1938. Cornell.

1090. **Shane, Harold G.** Functions of science in the modern elementary school: Master's, 1939. Ohio State. 120 p. ms.

Studies the teaching of science from the kindergarten through the first six grades.

1091. **Shevlin, J. H.** Reminiscence and forgetting in eighth-grade science. Master's, 1939. Ohio State. 40 p. ms.

1092. **Shulstad, Clayton P.** A perspective in astronomy for secondary teachers. Master's, 1939. Iowa.

1093. **Spiwak, Lillian.** The status of the workbook for teaching ninth-grade general science. Master's, 1939. Cornell. 62 p. ms.

Finds that workbooks are rather commonly used as a tool of instruction in general science. Indicates that science teachers should develop their own workbook material.

1094. **Sullivan, Marjorie Genevieve.** An evaluation of three science units taught in third grade. Master's, 1939. Iowa.

1095. **Swearingen, Mildred.** A reading vocabulary for general science and suggestions for its use in the improvement of reading. Master's, 1939. Duke. 113 p. ms.

Analyzes vocabulary content of textbooks in general science, and presents a word list derived from the textbook analysis, with recommendations for its use.

1096. **Terry, C. E.** A study of teacher demonstration and student demonstration techniques in the teaching of general science. Master's, 1939. Duke. 55 p. ms.

Compares two different methods of presenting demonstration experiments to a class in general science, and finds no great difference in the results achieved by these methods.

1097. **VenderPloeg, Edward P.** Integration of science concepts of the major science fields in seventh-grade science. Master's, 1939. Iowa.

1098. **Wallace, L. Dean.** Mathematical concepts employed in the junior high school science program. Master's, 1939. Iowa.

\*1099. **Winters, Elwood J.** The determination of the meanings which students of science at different grade levels associate with selected scientific concepts. Doctor's, 1939. New York, 221 p. ms.

Shows growth in the number and scope of pupil knowledges, understandings, and meanings associated with certain selected concepts in the seventh, ninth, twelfth, and thirteenth grades. Finds that certain meanings are correctly associated only at definite stages of mental readiness.

#### NATURE STUDY AND BIOLOGY

1100. **Austern, Harold.** Photomicrography in the teaching of biology. Master's, 1939. T. C., Col. Univ. 43 p. ms.

1101. **Becker, Adam.** An experiment in the teaching of biology through life situation method. Master's, 1939. Wittenberg. 193 p. ms.

Obtains favorable results from teaching biology through the life situation method, and indicates that it is superior to other methods.

1102. **Burdette, O. L.** The development of a high-school museum in biology through pupil participation. Master's, 1939. Duke. 84 p. ms.

Describes various projects leading to the development of a high-school museum and the benefits derived by the pupils from such projects.

\*1103. **Cathcart, Maude Eola.** The historical development of the teaching of biology in the Carolinas. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 9 p. (Abstract of Contribution to education, no. 248)

Traces the development of the teaching of biology in the colleges of North and South Carolina from their inception 120 years ago to the present, emphasizing general trends. Shows the raising of standards by the increase in the number of courses, the intensification of the content of courses, more highly trained teachers, increase in requirements for creditable work, and the provision of better facilities in specially equipped laboratories.

1104. **Crampton, Frank Morton.** A distribution study of the fauna of New York State as an aid to biology teachers. Master's, 1939. N. Y. St. Coll. for Teach. 139 p. ms.

1105. **DeFord, Margaret Lipscomb.** A proposed course in life science for young adults. Master's, 1939. Kans. St. T. C., Pittsburgh. 136 p. ms.

Presents a unit course in life science for young adults designed to aid them in successfully meeting the biological problems of adult life, including a section on personal biology which deals with practical physiology and individual health problems, and a section treating the biological aspects of man's associations with his fellow creatures.

1106. **Dobbin, Catherine N.** Enriching nature study, especially in a university community. School science and mathematics, 39:533-39, June 1939. (Cornell university)

Describes a search made around Ithaca, N. Y., to find interesting and unique material which could be used to enrich nature study.

1107. **Gorton, R. F.** A survey of the progress of biology students in terms of the seven modern aims of education. Master's, 1938. Washington. 100 p. ms.

1108. **Guenzi, Albina Lovina.** The relative effectiveness of remedial reading procedures in a college biological science survey course. Master's, 1939. Colo. St. Coll. of Ed.

1109. **Heger, J. Herbert.** A curriculum enrichment study of national parks and monuments. Master's, 1938. Cincinnati.

\*1110. **Hollister, Paul Livingstone.** Development of the teaching of introductory biology in American colleges. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 11 p. (Abstract of Contribution to education, no. 252.)

Attempts to discover the readily discernible changes that have occurred in the aims, content, and methods of teaching introductory biology in colleges of the United States between 1865 and 1936; to indicate influences and tendencies that seem to be involved prominently in these changes; to disclose the conspicuous attempts to improve instruction in courses arranged for those beginning the study of the biological sciences at the college level; and to present a brief account of the early development of biology teaching in colleges and universities.

\*1111. **Hunter, Loraine.** Some important biological problems of the southeastern region. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 8 p. (Abstract of Contribution to education, no. 247.)

Investigates the biology courses offered by 885 accredited public secondary schools in the region in an attempt to determine what contributions the biology courses were making toward the solution of the five most important biological problems of the region, and offers an outline for a course of study unit in high-school biology.

1112. **Hutchings, Frank F.** A study to determine emphasis of biological interests in social and industrial groups as a basis of biology courses in New Bedford high school. Master's, 1939. Mass. St. Coll. 101 p. ms.

1113. **Keeley, William Enraught.** An investigation of the relation of a tenth-grade biology program to the retention of biological facts and to expressed interests. Master's, 1939. Stanford.

1114. **Keeney, Delia Tibbetts.** The importance of conservation of natural resources in the elementary school curriculum. Master's, 1939. Stanford.

1115. **Keeslar Oron.** A source unit—biological reproduction and heredity. Master's, 1939. Ohio State. 302 p. ms.

1116. **Lantz, C. W.** The individual-laboratory method versus the demonstration method in the teaching of college biology. Cedar Falls, Iowa state teachers college, 1939. 17 p. ms.

Describes an experiment conducted with a control group of students at Iowa State Teachers College, taught by the individual-laboratory method, and an experimental group

of students taught by the demonstration method. There were 36 students in the control group and 69 students in the experimental group. Finds no statistically significant difference in gains between the two classes.

1117. **Mitchell, Robert H.** Laboratory teaching in geology. School science and mathematics, 38: 786-88, October 1938. (Muskingum college.)

Attempts to determine which of several types of laboratory instruction yielded the best results in student learning. Finds that a type of laboratory instruction which permitted flexibility in type of work and rate of work was best.

1118. ——— More effective teaching in the geology laboratory. New Concord, Ohio, Muskingum college, 1939. 9 p. ms.

Discusses the attempts made at Muskingum College to make the laboratory testing in geology more effective.

1119. ——— Vitalizing historical geology through field trips. Science ns 90: 441-42, November 10, 1939. (Muskingum college.)

Tells of a plan for using field trips as a means of teaching certain principles of geology and finds that field trips can be used advantageously.

1120. **Myers, Dallas.** Status of biological sciences in Illinois high schools. Master's, 1939. Kansas.

1121. **Pyles, Henry Milton.** Pre-medical biology in a small liberal arts college. Master's, 1939. Peabody. 23 p. ms.

Shows that all small liberal arts colleges should require pre-medical students to take courses in either general biology or general zoology, comparative anatomy and embryology, and should offer courses in genetics as electives.

1122. **Roberts, Ernestine Winifred.** A self-improvement sheet for biology teachers in the secondary schools. Master's, 1938. Ind. St. T. C. 79 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 126-27, July 1939.)

Attempts to determine the relative importance of various teaching procedures, methods, and techniques; to compile and evaluate these methods and techniques; to discover in what way they relate to the success or failure of the teacher of biology in the secondary school; and to formulate a device which would make a teacher more critical of her teaching procedures.

\*1123. **Busterholtz, John H.** The compilation of general statements of basic knowledge representing the major area of natural science objectives for the pre-service liberal cultural science education of teachers for elementary schools. Doctor's, 1939. New York. 89 p. ms.

1124. **Smith, George D.** A landscape unit, based on home owners' needs, for a high-school biology course. Master's, 1939. Colo. St. Coll. 355 p. ms.

Devises a 6-week biology unit on landscape planning and beautification.

1125. **Smith, Lucile Grant.** Teaching floriculture and ornamental horticulture in New York State through the use of local leaders. Master's, 1938. Cornell.

1126. **Stanton, Mildred Mary.** A differentiated course in biology for the non-academic high-school pupil. Master's, 1939. Brown. 80 p. ms.

1127. **Stevenson, Elmo Nall.** An investigation of the relative effectiveness of three different methods of teaching general biology in a normal school. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 260-68)

Attempts to determine whether the lecture, lecture-discussion, or the experimental method is most effective in attaining the objectives of the survey course, in general biology. Describes three experiments, two of which were conducted at the Eastern Oregon Normal School, and the third in three comparable schools during the school year 1935-36. Finds that the lecture, lecture-discussion, and experimental methods were about equally

effective in attaining the objectives of the survey course in general biology as measured by standardized and teacher-made tests and other evaluating devices; and that the newer, informal, problem type of methods is as applicable in biological science on the college level as are the traditional procedures.

1128. Taylor, John Edward. Social perspectives and natural science; an introductory study of the ideological elements in nineteenth century biology. Master's, 1938. Columbia.

1129. Towles George Clayton. Trends in biology subject matter as indicated by an analysis of textbooks. Master's, 1939. Iowa.

\*1130. Weckstein, Abraham. Laboratory work in elementary general biology in the secondary school: a critical analysis and evaluation of the laboratory work in elementary general biology in selected experimental secondary schools and in typical secondary schools of the larger cities of the country. Doctor's, 1939. New York. 128 p. ms.

Finds, from an analysis of 14 textbooks in general biology, 224 different concrete experiences for laboratory, with no one concrete experience appearing in all of the textbooks; that teachers in experimental schools taught 85.3 concrete experiences, and teachers in typical secondary schools taught 76.4; that in the experimental schools as many concrete experiences are taught by the demonstration method as by the individual method, while in the secondary schools there is a slight preference for demonstration over individual laboratory work; that teachers in experimental schools have more than twice as many field trip experiences as do teachers in typical secondary schools; that the majority of teachers in both types of school feel that a core of minimum essentials should be selected for the class as a whole; and that most of the schools use basic textbooks and many additional references.

1131. White, Arthur L. Projects for high-school biology pupils. Master's, 1939. Iowa.

1132. Wied, Ida Carol. Curriculum relations involved in the construction program of the United States Biological Survey. Master's, 1938. Chicago, 71 p. ms.

\*1133. Woodruff, Nathan Haggard. Mathematics used in biology. Doctor's, 1939. Peabody. Nashville, George Peabody College for teachers, 1940. 266 p. (Contribution to education no. 267)

Studies the mathematics used in 187 recent biological textbooks and in 121 scientific journals devoted in whole or in part to biology and which were issued for the year 1937.

#### CHEMISTRY AND PHYSICS

1134. Andersen, Milo. A comparative study of high-school and college chemistry laboratory manuals. Master's, 1939. Colo. St. Coll. of Ed.

1135. Bowen, Theodore Ben. Predicting success in chemistry in Ellensburg high school. Master's, 1938. St. Coll. of Wash. 31 p. ms.

Finds a significant relationship between success in chemistry and IQ and success in general science and in algebra.

1136. Clancy, William J. A study of the value of physics notebooks as contrasted with substitute activities. Master's, 1939. Mass. St. Coll. 59 p. ms.

1137. Clark, P. E. The effect of the nature of the course on achievement in first-year college chemistry. Journal of chemical education, 16: 510-11, November 1939. (Muskingum college)

Attempts to determine whether students who took a more advanced freshman course in chemistry achieved more than those who took an elementary course. Concludes that the students at Muskingum College who took the more advanced chemistry course achieved more than did those who took the elementary course.

1138. **Flores, Rafael Pont.** An analysis of research studies in the teaching of high-school physics. Master's, 1939. Michigan.

1139. **Franzt, Grant.** A determination of the relative merits of two types of laboratory procedure in chemistry. Master's, 1938. Chicago. 119 p. ms.

1140. **Gillingham, S. W.** A study of pupil errors in high-school physics with a view toward modifying the placement of emphasis in teaching the subject. Master's, 1939. Duke. 96 p. ms.

Analyzes errors made by 65 physics students on a series of standardized tests in order to determine the reasons for the errors. Offers suggestions for the improvement of class instruction in physics.

1141. **Grau R. T.** Study of the relative value of certain prognostic measures for predicting success in the study of high-school physics. Master's, 1939. Drake.

1142. **Hershberger, Walter R.** The reorganization of high-school chemistry with reference to Boardman high school. Master's, 1939. Ohio State.

Shows that chemistry teaching at the high-school level should be more meaningful and more practical instead of the traditional college-preparatory course.

\*1143. **Hitchcock, Richard Cheney.** Demonstration experiments for courses in physics for general education. Doctor's, 1939. New York. 513 p. ms.

Illustrates the fundamental meanings throughout the whole field of physics by demonstration experiments, and evolves criteria for giving successful physics demonstration lectures.

1144. **Kadesch, W. H.** Some factors affecting achievement in the physics portions of a survey of physical sciences, winter quarter, 1938-39. Cedar Falls, Iowa state teachers college, 1939. 14 p. ms. (Iowa state teachers college research report no. 37)

Attempts to determine the correlation between gains made by students as indicated by pretest and objective achievement tests and intelligence rating, and previous study of physics, and whether the courses included laboratory work or laboratory demonstrations. Finds a positive correlation between IQ and gains, and between previous study of physics and gains; and a slight advantage of the lecture demonstration method over the small-group laboratory method.

\*1145. **Lafayette, Norman W.** The construction and standardization of an objective test in high-school chemistry. Master's, 1938. George Washington. 57 p. ms.

1146. **Mathews, J. C.** A study of the qualifications of chemistry teachers in the State of Florida. Master's, 1939. Duke. 99 p. ms.

Surveys the certification, training, experience, positions, teaching fields, tenure, and salaries of 101 chemistry teachers. Finds that wide variations exist among the teachers studied.

1147. **Monell, Ira Hobart.** The comparative value of one quarter of college chemistry and one year of high-school chemistry. Master's, 1939. Loyola. 148 p. ms.

Attempts to determine which of two groups of general chemistry students are superior in achievements in general chemistry. Finds that in the two groups studied, the average student learns more in 1 year of high-school chemistry than he learns in one quarter of college chemistry.

1148. **Muhleman, George W.** The vocabulary of chemistry. St. Paul, Minn., Hamline university, 1939. 8 p. ms.

Emphasizes the difficulty of acquiring a chemical vocabulary, and finds that there are no adequate chemical dictionaries in existence.

\*1149. **Nightwine, Sister Mary Cyprian.** An annotated bibliography of recent materials for the teaching of chemistry. Master's, 1939. George Washington. 58 p. ms.

1150. **Pefley, Arthur Edwin.** A study of the training which a teachers college should give a prospective high-school chemistry teacher. Master's, 1939. Kans. St. T. C., Pittsburg. 57 p. ms.

Finds that the training of chemistry teachers at the Kansas State Teachers College, Pittsburg, compares well with that of other representative teachers colleges, but that inadequate treatment may be given certain elements which teachers of chemistry indicated fuller treatment, and that no preparation is given in some elements which are desirable.

1151. **St. John, Lester.** Consumer education units in high-school chemistry. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 119)

Organizes material on cosmetics, soap, dentifrice, and patent medicine into four units of consumer education. Shows that as a result of the study of these materials by eleventh-grade students in chemistry classes students developed a technique of purchasing and rating products properly; that they acquired a critical attitude in regard to advertisements in popular journals and on the radio, and a more intelligent understanding of the value of ingredients in the products which were studied.

1152. **Schaffer, Mack, jr.** An experimental investigation of the individual laboratory and the lecture-demonstration methods of teaching high-school chemistry. Master's, 1939. Miami. 144 p. ms.

Describes an experimental investigation of the individual laboratory and the lecture-demonstration methods of teaching chemistry in four centralized and two village high schools of Putnam County, Ohio. Finds that the lecture-demonstration method was better than the individual laboratory method in establishing immediate and permanent knowledge of chemical facts.

1153. **Slabosheski, Joe.** Overlapping of high-school and college chemistry. Master's, 1939. Colo. St. Coll. of Ed.

1154. **Spears, Otis Sheldon.** Materials and procedures for classroom use in developing, from the nontechnical point of view, the phenomena and principles of sound in high-school physics. Master's, 1938. Ala. Poly. Inst.

1155. **Trepanier, Richard D.** An analysis of the physics studies conducted in the College of education, 1928-1938. Master's, 1939. Iowa.

1156. **Trytten, M. H.** Teaching physics in Cambria county high schools. Pittsburgh, University of Pittsburgh, 1939.

1157. **Van Meter, C. T.** Why teach physics to pharmacy students? Pittsburgh, University of Pittsburgh, 1939.

\*1158. **Watt, Arthur.** Effect of preliminary study of biology and physics on subsequent achievement of pupils in chemistry in the Greenfield high school. Master's, 1938. Maine. 35 p. ms.

Describes an experiment conducted in a 3-year high school in Greenfield, Mass., to determine the effects of varying amounts of achievement in other sciences on achievement in chemistry as shown by examination results in college-preparatory biology, physics, and chemistry, by grade-point average from the senior high school records, by the results from mental ability tests, and to determine sex differences. Finds a positive correlation between intelligence and achievement in biology, physics, and chemistry, and that success in one science tends to be followed by success in another; that there is a significant correlation between achievement in physics and achievement in chemistry; and that a pupil will do well in chemistry without a foundation in physics.

1159. **Weismiller, Edwin Alfred.** The chemistry needed to interpret health problems. Master's, 1939. Colo. St. Coll. of Ed.



1160. Witte, Marvin Howard. Shall high-school chemistry be a preparation for college chemistry? Master's, 1939. Marquette. 103 p. ms.

1161. Woline, Richard Warren. Essential equipment for high-school physics. Master's, 1939. Iowa.

#### SOCIAL SCIENCES

1162. Allen, Albert Theodore. Individual differences in social studies as revealed by an analysis of aims in those studies. Master's, 1939. Michigan.

1163. Bible, Virgil Lintz. A professionalized study of sociology. Master's, 1939. Tennessee. 370 p. ms.

Studies the professional content of the subject over and above the mastery of its academic content, and discusses educational and psychological phases of teaching it most effectively.

1164. Broderick, Winifred P. Municipal surveys as source material for social science classes. Master's, 1939. Kentucky. 163 p. ms.

1165. Carlson, Roy Harold. The athletic coach as a teacher of the social sciences in the small high schools of Illinois. Master's, 1939. Chicago. 37 p. ms.

1166. Chisholm, Roderick H. Studies of high-school students' understanding of social concepts: 6. Tariffs, the Monroe doctrine. Master's, 1939. Iowa.

1167. Cole, Arden S. Evidence of pupil activities in 7-8-9 years social studies as revealed in an analysis of courses of study. Master's, 1939. Iowa.

1168. Cole, Opal Smith. An evaluation of a social science activity in a fifth grade, based on the Texas curriculum revision outline. Master's, 1938. Okla. A. & M. Coll.

Describes a fifth-grade social science activity developed at McAllen, Tex. Finds that the subject matter of the course of study was covered with greater concomitant learning than is possible in regular classroom procedure. Offers suggestions for improving the activity.

1169. Denning, Cecil D. Utilization of community resources in the teaching of the social studies. Master's, 1939. Ohio State. 73 p. ms.

Describes the way the social studies classes in a small high school made community resources the materials for classroom activities.

1170. Edgar, Gladys L. An analysis of 10 fifth-grade courses of study in the social studies. Master's, 1939. Michigan.

1171. Farley, Barbara. The objectives in the teaching of the social studies in Kansas. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 60-61, February, 1940)

Analyzes replies to a questionnaire mailed to the teachers of the social studies in the secondary schools located in 69 cities of the first and second class in Kansas. Finds the social studies teachers in almost complete agreement as to the most important objectives of the social studies; and that they felt that the objectives can best be realized by a combination of the social studies and other school and community agencies.

\*1172. Hart, Inez Rena. Survey of experiments in teaching the social studies. Master's, 1939. George Washington. 66 p. ms.

Investigates the experimental practices of methods in the field of the social studies from 1900 to 1938, to determine the methods used, ways of selecting students and controlling groups for each experiment, types of subject-matter tests administered to measure achievement, differences in practices of administering tests, grades in which experiments were conducted, length of each experiment, predominating course in which experiments were conducted, magazines in which experimental practices were published, States where most of the experiments were published and where most of the experiments were conducted, types of schools doing experimental work in the social studies, the occupation of those reporting the experiments, and the years in which most of the experiments were conducted.

1173. **Holmes, J. F.** Studies of high-school students' understanding of social concepts: 7. Crime, the metropolitan newspaper, monopoly. Master's, 1939. Iowa.

1174. **Jilek, Dorothy Olga.** The history and development of the social sciences in the school curriculum. Master's, 1939. Ala. Poly. Inst.

1175. **Knobeloch, Dorothy.** The program of social studies in some South Carolina high schools. Master's, 1939. Duke. 97 p. ms.

Investigates the offerings in social studies of 43 high schools in South Carolina, and compares practices in these high schools with those in representative high schools in the United States. Finds practices common to high schools both in South Carolina and in the other high schools studied.

1176. **Larson, Ira E.** Studies of high-school students' understanding of social concepts: 3. The Constitution, citizenship. Master's, 1939. Iowa.

1177. **Lyman, Marian.** Workbook for sixth-grade social science. Master's, 1939. Wayne.

1178. **Mansager, Theodore B.** Studies of high-school students' understanding of social concepts: 9. Economic aspects of American agriculture, climate. Master's, 1939. Iowa.

1179. **Maxwell, Harry J.** Studies of high-school students' understanding of social concepts: 8. Democracy, the American public-school system. Master's, 1939. Iowa.

1180. **Miller, Roger F.** Studies of high-school students' understanding of social concepts: 2. Organized labor, immigration. Master's, 1939. Iowa.

1181. **Morgan, Estelene Williamson.** A classification of aids for teaching social studies available from the federal government. Master's, 1939. Maryland. 47 p. ms.

Discovers the major sources of materials useful to teachers of the social studies and suggests possible uses; proposes a classification of material by the issuing governmental agency, types of material, subject-matter content, school grades, and use. Finds a wide variety of materials available at low costs from each of the major divisions of the government; special agencies of the government tend to produce materials for popular consumption that is well adapted to use in junior high-school grades; materials are available to illustrate all phases of the recognized plans for teaching social studies.

1182. **O'Dell, Inez.** Current trends in the teaching of social studies in the third grade. Master's, 1938. Texas St. Coll. for Women. 116 p. ms.

1183. **Osborn, Wayland W.** An experiment in teaching resistance to propaganda. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Describes an experiment conducted with 20 pairs of senior high school social studies classes, with one teacher for each pair, in 17 Iowa high schools, split at random into two groups of 20 experimental and 20 control classes, in which the pupils in the experimental group studied methods of resisting propaganda, and the pupils in the control group received no such instruction. Indicates that on the basis of various tests, the unit of instruction was ineffective for use in teaching resistance to propaganda.

1184. **Portner, Davis Alden Leonard.** The social opinions of secondary school social-science teachers in Arizona. Master's, 1939. Arizona. 73 p. ms.

1185. **Pratt, G. T.** A study of the teaching of the social studies in the public white high schools of the Eastern Shore of Maryland. Master's, 1939. Duke. 90 p. ms.

Finds that the teachers and teaching methods used in 50 high schools approximate general practices and tendencies.

1186. **Riley, Thomas Milton.** Unified social studies in the junior high school. Doctor's, 1939. Yale.

1187. **Roberson, Olen D.** The Farm security administration project of Coffee county for use in developing the social-studies program of the senior class of New Brockton high school, New Brockton, Alabama. Master's, 1939. Alabama. 68 p. ms.

1188. **Schlicht, Richard William.** An analysis of state courses of study in the social studies. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 111-12)

Finds that 11 States have a course of study in the social studies in the elementary school, and 14 States have courses of study for social studies for the secondary school; that the course most frequently recommended in both the elementary and secondary school was history; and that courses of study in social studies for the elementary school are better organized and more complete than those for the secondary school.

1189. **Schmidt, Mary Louise.** A study of attention-profiles based on observation in the elementary social studies classroom. Master's, 1939. Michigan.

1190. **Shipton, Harry R.** Studies of high-school students' understanding of social concepts: 5. Taxation, money. Master's, 1939. Iowa.

1191. **Southard, Donald.** Studies of high-school students' understanding of social concepts: 4. The Supreme Court, the family. Master's, 1939. Iowa.

1192. **Staker, Lois M.** Studies of high-school students' understanding of social concepts: 1. Political parties, imperialism. Master's, 1939. Iowa.

1193. **Towry, John Wood.** The trend toward the fusion of the social sciences with a unit on oil to be taught in secondary schools. Master's, 1939. Okla. A. & M. Coll.

Finds that the present trend is away from the isolation of the social subjects where each field is set apart and detached from contact with the other related fields; that there is a tendency for the teacher to organize a working unit by which the student does the work and gets the reactions from it, and to use a complete unit of fused material designed so that it might be worked into real life situations.

1194. **Watwood, Juanita Little.** Resources of Talladega county which have value in relation to the intermediate grades' center of interest—exploration and discovery in an expanded environment—with special emphasis on the work of the fifth grade. Master's, 1938. Ala. Poly. Inst.

1195. **Williams, Robert Knight.** A curriculum for fourth-year high-school social sciences. Master's, 1939. Tex. Tech. Coll.

Attempts to select materials that lead to thinking in terms of a cooperative society, rather than in terms of individuals seeking personal advantages. Shows that political pressure groups are demanding that their social ideals be stressed in the public schools; that social science study and aims are in a state of flux; that the latest trend is toward a more completely integrated subject matter; that the social studies program is unpopular with many students; and that unit teaching in some definite form should be followed in all courses in the field of social science.

1196. **Williamson Charles Cecil.** An evaluation of social studies work guides in secondary schools. Master's, 1938. Ala. Poly. Inst.

#### GEOGRAPHY

1197. **Burnham, Archer Lowell.** Basic generalizations in fourth-grade geography. Field study no. 3. Doctor's, 1939. Colo. St. Coll. of Ed.

1198. ——— Basic list of geographic terms in fourth-grade geography. Field study no. 2. Doctor's, 1939. Colo. St. Coll. of Ed.

1199. **Burnham, Archer Lowell.** Minimum list of place names for fourth-grade geography. Field study no. 1. Doctor's, 1939. Colo. St. Coll. of Ed.

1200. **Cosgrove, George William.** A method of teaching the high-school course in economic geography with a suggested plan of content. Master's, 1939. Boston Coll.

\*1201. **Eskridge, T. J., jr.** Growth in understanding of geographic terms in grades 4 to 11. Doctor's, 1937. Duke. Durham. Duke university press, 1939. 67 p. (Duke university research studies in education, no. 4)

1202. **Fisk, Carl.** The use of the bulletin board in the teaching of high-school geography. Master's, 1939. Iowa.

1203. **Haskins, Fleeta Hudson.** The mathematical aspects of early Roman geography. Master's, 1939. Peabody. 75 p. ms.

Reviews source material by early Roman geographers on the dimensions and measurements of the uninhabited and inhabited world. Finds that they had an accurate idea of earth measurements.

1204. **Killins, Doris E.** A study of the concepts obtained by sixth-grade children from reading a given section of geographic material. Master's, 1939. Iowa.

1205. **McLeese, Mary J.** An analysis of the map concepts used in a fifth-grade unit in geography. Master's, 1939. Iowa.

1206. **Ramsey, Gertrude May.** An experimental study of reading difficulty in geography. Master's, 1939. Pittsburgh.

1207. **Reavis, Rebecca.** A study of children's thought processes in geography. Master's, 1939. Duke. 132 p. ms.

Concludes that whether the cause of error is of content or symbol, map legend or of mathematical calculation in connection with graphs, knowledge of the fact of failure and of its origin makes possible instruction that can reduce to a minimum errors in children's thought processes in geography.

\*1208. **Wells A. Edwin.** An investigation of the project materials and project methods used by teachers to motivate the study of geography in the seventh and eighth grades. Master's, 1937. Boston Univ. 101 p. ms.

Offers a unit of work on missionary education as a means of motivating the study of geography.

1209. **Wright, Braxton Ward.** The teaching of the social studies by the project method, with an illustrative major project on Alabama geography. Master's, 1939. Ala. Poly. Inst.

1210. **Zembrodt, Sister Mary Clea.** A comparative study between two methods in the teaching of geography. Master's, 1939. Notre Dame. 117 p. ms.

#### HISTORY

\*1211. **Eichel, Charles G.** Experiment to determine the most effective method of teaching current history. Doctor's, 1939. New York. 454 p. ms.

Compares the use of sound films in the teaching of current history in the elementary grades with such traditional methods as reading of newspaper articles by teachers, the reading of newspaper articles brought to class by the pupils, and the reading of periodicals. Describes an experiment conducted in the 6 B grade of six elementary schools. Finds that the sound-film procedure was more effective than the traditional textbook method of the printed news media, since more of the information gained through the film was retained by the pupils so instructed.

1212. **Elliott, Claire Mary.** Ancient Greek trade and commerce designed for seventh and eighth grades. Master's, 1939. Peabody. 143 p. ms.

1213. Fahrney, Ralph B. A comparison of the effectiveness for learning of the lecture-quiz technique with the classroom-discussion technique in a freshman-sophomore course in American history, fall quarter 1938. Cedar Falls, Iowa state teachers college, 1939. 5 p. ms. (Research report no. 36)

Describes an experiment in which the control and experimental sections used a textbook, a syllabus, collateral reading, and received class lectures; the control group had lectures and class discussion, including the asking and answering of questions, dovetailed; the experimental group had formal hour lectures the first four days of the week, with no opportunity for discussion, and the fifth hour of the week was devoted to a quiz section in which the 88 members of the class were divided into five groups, approximately equal in size, meeting at various hours of the week. Indicates that the experimental procedures were less successful than those used in the control section for the type of learning emphasized in the experiment.

\*1214. Good, Anna Katherine. Unit organization of four topics in American history. Master's, 1939. Boston Univ. 94 p. ms.

Outlines four units in American history for the eighth grade.

\*1215. Gray, Edna Over. An Idealistic philosophy of history. Master's, 1938. New York. 82 p. ms.

Discusses the historical development of the philosophy of history; idealism and its types; and interprets history by idealism.

1216. Greenman, Richard Baker. The unit assignment in the eighth-grade United States history class of a small six-year high school. Master's, 1939. Boston Univ.

1217. Harrington, Marjorie V. A study in the learning of the fundamental special vocabulary of history through direct teaching. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 69)

Concludes that purposeful teaching decreases comprehension time by half; that more efficient teaching methods are needed to challenge pupils of high intelligence; that abstract, unfamiliar words, or those with multiple meanings need emphasis; and that governmental terms are most difficult to comprehend.

\*1218. Hartwig, Caroline E. E. The integration of Missouri history and American history for the senior high schools of Missouri. Doctor's, 1938. Missouri. Jefferson City, Midland printing company, 1939. 47 p. (Missouri at work on the public-school curriculum. Secondary school series. Special bulletin, 1939)

1219. Jones, Catherine H. Teaching history in the junior high school. Master's, 1939. Kans. St. T. C., Emporia. 151 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 33)

Describes a controlled experiment conducted with two junior high school classes over a period of 18 weeks, in which one class was taught by the assignment-study-report method and the other class by the study-discussion method to determine the method best suited to the junior high school class in history.

1220. Knudson, Edwin W. A guide to the selection of history workbooks. Master's, 1939. Michigan.

\*1221. Lewis, Rose. An experiment in the teaching of American history to a group of maladjusted pupils in the eighth grade. Master's, 1939. George Washington. 98 p. ms.

Describes an experiment conducted in the eighth grade of a junior high school in Washington, D. C., with a group of maladjusted pupils. Studies the personality traits, IQ, marks in junior high school history, extracurricular activities and hobbies, subjects in which they have been most successful, physical defects, amount of absence, reading level, nationality of parents, and language spoken in the homes of 13 boys and 8 girls.

1222. Mead, Vera Olbert. Provisions in workbooks in history for the development of certain abilities. Master's, 1938. Chicago. 80 p. ms.

\*1223. **Morris, Robert C.** A study of the comparative effectiveness of the biographical method and the topical method of approach in teaching United States history. Master's, 1939. Penn. State. 26 p. ms.

Describes an experiment conducted with pupils in American history in the eleventh grade of the Fort Mill High School, Cumberland, Md. Finds that the pupils taught by means of biography excelled those taught by means of topics.

1224. **Parnell, John Blaine.** A comparative study of the socialized recitation and the traditional method of teaching American history in high school. Master's, 1939. Okla. A. & M. Coll.

Shows that the socialized recitation group showed greater achievement than the group taught by the traditional method, and that the socialized recitation offered opportunities for greater development in desirable qualities other than subject matter. Indicates that the difference between the two methods was not great enough to warrant the general adoption of the socialized recitation method.

1225. **Ringer, Harold E.** Improving the teaching of eleventh-grade American history in Pioneer high school. Master's, 1939. Ohio State.

Finds numerous methods and devices used in progressive schools which are applicable to the local situation.

1226. **Rost, Arley F.** A workbook in United States history. Master's, 1939. West. St. Coll. 201 p. ms.

1227. **Sackman, Kathryn Virginia.** Directed study workbook for American history. Master's, 1939. Peabody. 200 p. ms.

Shows the need for a better method of subject-matter presentation for groups of children of varied interests and abilities.

\*1228. **Solis-Cohen, Rosebud Teschner.** A comparative study of the history program in English and American secondary schools. Doctor's, 1938. Pennsylvania. Philadelphia, 1939. 198 p.

Compares the similarities and differences in the history programs of the two countries with respect to: Dominant objectives, organization of subject matter, activities, internal and external examinations, and examinations. Attempts to determine the relationship between the history program and the other parts of the educational program in the secondary schools of each country; to determine the important specific problems faced by the schools of each country in the history program; and to determine the points of strength and of weakness in the respective history programs of the two countries. Finds that the secondary schools of England and the United States attempt to correlate history with other parts of the educational program; and that they face the same problems in their history programs.

1229. **Traister, Harold W.** The effect of adjustment of materials on pupil accomplishment in history in the middle grades. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 374-77)

Describes an experiment conducted with six different elementary schools, involving six different grade classifications, and using the equivalent grade group technique, to show the effect of this adjustment of materials on pupil accomplishments. Shows the value of using adjusted material in history as a means of effecting pupil accomplishment. Suggests the possibility of developing different types of adjusted materials for different ability groups represented within a given grade group.

1230. **Troppmann, Emily Ann.** The effect of instruction in how to study on attainment in American history. Master's, 1939. Chicago. 104 p. ms.

1231. **Wilber, Leon Austin.** The relation of knowledge of facts to power: A study of the relationship between the growth which secondary school pupils make in factual knowledge of history and the growth which they make in power to solve civics and social problems. Doctor's, 1939. Michigan.

## CIVICS

1232. Cowles, LeRoy E. Citizenship for high-school and college students. National exchange club, 1939. (University of Utah)

1233. Douglass, Harl B. Citizenship and the schools. School activities, 332-34, April 1939. (University of North Carolina)

1234. Enlow, Lillian M. A new aspect in the teaching of citizenship on the high-school level. Master's, 1939. Iowa.

1235. Fouts, Clark M. The value of citizenship education to the average student in the public schools. Master's, 1939. Ohio State. 95 p.ms.

Deals with the relationship of citizenship education to the average student in the educational program. Shows the need for reorienting the subject and for developing plans in terms of adaptation and adjustment rather than of tradition.

1236. Hamilton, Earle E. A study of recent trends in citizenship education in the schools of the United States, with special reference to the high school at Monticello, Florida. Master's, 1939. Florida.

\*1237. Hawkins, Joseph Allen. The teaching of current events in the high schools of West Virginia. Master's, 1939. George Washington. 90 p.ms.

Attempts to determine the percent of time given to current events in each year of the social studies and miscellaneous other subjects in the high schools of West Virginia; to find the importance of current events in the social studies courses on the basis of the number of pupils receiving instruction; to find basic material used in teaching current events; to find predominant methods of teaching and testing in current events; and to find materials in the pupils' environment which make a background for current events teaching. Finds that the percent of time used for current events varied in the different social studies courses; that it was greatest in civics in the ninth year and least in world history in the tenth year; that 20 percent, or 60 minutes a week, was the time most frequently used for current events; that the daily paper was the most used material in presenting current events in combination with other material; that discussion was the most used single method in current events; that the newer objective type of testing predominated over the essay type; and that almost half of the pupils listened to radio news reports.

1238. Hochwalt, Rev. Frederick G. Present trends in civic education in the intermediate grades in the United States. Master's, 1939. Catholic Univ. 56 p. ms.

1239. Holmead, Frances Strickland. A study of the status of seventh- and eighth-grade pupils in five areas of citizenship. Master's, 1939. Maryland. 51 p. ms.

Reports a survey of 234 pupils in the seventh and eighth grades of the Richard Montgomery High School, Rockville, Md., to determine the extent to which they are adjusted to the demands of citizenship in their school life as measured by an arbitrary citizenship scale. Finds that the pupils made their most satisfactory adjustments in the recreational and health areas of citizenship, and that their adjustments were less satisfactory in preparation for gainful employment; that IQs are of great importance in determining educational attainments and civic participation; that economic status of the family has important bearings upon status in each of the areas; and that average pupils uniformly fail to make satisfactory adjustments.

1240. Jones, Haven Franklin. A course in community civics based on the interests of the pupils in grade nine of the Kokomo high school, Kokomo, Indiana. Master's, 1938. Chicago. 62 p. ms.

1241. Merritt, Winona Viola. Evolution of the subject of civics. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 92-98)

Traces the change in school and college subjects from the first American schools in order to ascertain from what subjects civics evolved.

1242. Meyer, Frank. Methods of teaching current events in the junior high schools of Michigan. Master's, 1939. Michigan.

1243. Payne, J. Everett. Knowledge of contemporary affairs by representative adult groups in a rural Iowa community. Master's, 1939. Iowa.

1244. Reynolds, Moe D. Citizenship training in the public school. Master's, 1939. West. St. Coll. 103 p. ms.

1245. Samford, Clarence D. An experimental study of the effects of teaching current events in connection with a high-school course in modern European history. Doctor's, 1939. New York. 143 p. ms.

1246. Simpson, Lawrence B. Developing citizenship in high school through student participation. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 67, February 1940)

Describes an experiment conducted with 148 students enrolled in the Blue Mound, Kans., High School during the school year 1938-39, employing a citizenship self-rating chart, citizenship pointers, selected books, and general announcements. Finds a decided improvement in school citizenship; fewer disciplinary problems; improvement in student conduct, school property protection, and school marks; and the student activity council solved several important and perplexing school problems during the year.

#### ECONOMICS

1247. Henderson, John L. A course of study in economics for the later years of the secondary school. Master's, 1939. Cincinnati. 160 p. ms.

Includes 12 units intended to serve as the basis for a semester's work for high-school juniors and seniors. Attempts to relate economics to the actual problems of today and of the future, based in part on data secured from 12 State and local courses of study, 30 modern textbooks, professional literature for teachers of economics, and graduate theses.

1248. Nutter, Hazen E. Systems of economic control as presented in original materials: Source materials for curriculum planning. Master's, 1939. Florida. 374 p. ms.

#### POLITICAL SCIENCE

1249. Fitch, Mildred Loring. A survey of student opinion on problems of government. Master's, 1939. Purdue.

Describes an experiment in which a test on government problems and a personal data sheet was administered to 565 students of the class in American institutions at Purdue University, in October 1938. Finds significant differences in the attitudes of the students between the various groups; and that class shift in attitudes at the close of the semester indicated considerable flexibility in the opinions of the group.

#### PSYCHOLOGY

1250. Blumenson, Seymour. Unpleasantness as a factor in immediate and delayed recall. Master's, 1938. Columbia.

\*1251. Cartwright, Benjamin Asa. Four decades of development of psychology in State teachers colleges. Doctor's, 1938. Peabody. Nashville, George Peabody college for teachers, 1938. 167 p. (Contribution to education, no. 235)

Shows the status of the courses offered in psychology in State teachers colleges over a period of 40 years, at 10-year intervals beginning with the school year of 1897 and including the school year of 1937.

\*1252. Conkey, Ruth Clark. Psychological changes associated with head injuries. Doctor's, 1938. Columbia. New York, 1938. 61 p. (Archives of psychology, no. 232)

Describes an experiment in which tests involving simple mental activities, tests requiring more complex and symbolic activity, but depending mainly on old knowledge and associa-



tion, and tests requiring new learning, apprehension, and perception of an abstract sort are used in an attempt to obtain quantitative measures of the effects of head injury. Uses two groups of control subjects and an experimental group, all of whom covered a wide age range, including some men and some women in each group. Finds that a battery of tests gave a quantitative measure of the psychological effects of head injury; that a head injury patient should not be considered fully recovered until psychological recovery has reached its maximum; that a principal result of head injury seemed to be a loss of power to sustain attention and that the recovery of psychological processes lagged behind physical recovery and affected the performance of the patient after all apparent physical symptoms had disappeared.

1253. Dresser, Lillian Paula. The development of auditory imagery in music. Master's, 1938. Cincinnati.

\*1254. Feinbloom, William. A quantitative study of the visual after-image. Doctor's, 1938. Columbia. New York, 1938. 47 p. (Archives of psychology, no. 233)

1255. FitzGerald, Marie A. An experimental study of attention: Sex differences. Master's, 1938. Fordham. (Abstract in: Fordham University. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 96)

Describes an experiment in which a battery of the 10 most reliable tests in the field of intelligence, attention, and sensory acuity was given to 30 girls in the first and second years of high school, and the same battery later given to a group of boys who were equated to the girls in intelligence, school standing, and social environment. Indicates the presence of a few sex differences which exert an effect upon attentive states and modify them to some extent.

\*1256. Gregg, F. M. Are morot accompaniments necessary to orientation perception? Doctor's, 1939. Nebraska. Journal of psychology, 8: 63-67, July, 1939. (Reprint)

1257. Hagood, Thomas W. The theory of attention in psychology. Master's, 1938. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 38, no. 11: 60)

1258. Held, Omer C. Genetics, psychology, and character education. Character and citizenship magazine, 5: 30, February 1939. (University of Pittsburgh)

1259. Humphreys, Lloyd Girton. Effects of distribution of reinforcement upon the acquisition and extinction of conditioned responses. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 193-96)

Describes an experiment conducted with 66 college students who were trained under three different experimental conditions, to give conditioned eyelid responses to a change in illumination followed by a puff of air to the cornea. Indicates that successive nonreinforced trials lead to decrements, successive reinforced trials to increments in acquisition; and that the results are more in harmony with classical conditioning theory than with the expectancy hypothesis.

1260. Johnson, Ethel. Retention and temporal distribution of review. Master's, 1939. Iowa.

\*1261. Johnson, Lillian M. The relative effect of a time interval upon learning and retention. Doctor's, 1938. Chicago. Journal of experimental education, 24: 169-79, February 1939. (Reprint)

1262. Kennedy, Leland McDuffie, jr. The conception of the various parts of the true pathway and efficiency in maze learning. Master's, 1939. South Methodist. (Abstract in: Southern Methodist university. Abstracts of theses ... no. 7: 58-59)

Describes an experiment conducted on a metal maze 12 inches square by 80 college students chosen at random, and records kept of the number of trials, errors, and the length of time for each subject. Concludes that each individual, in learning a maze pathway,

develops a conception of the maze pattern; that map study is helpful in forming an accurate conception of the pathway; and that when a part of the path is given for study before going through the maze itself, study of the middle one-third is most beneficial to learning efficiency, the first one-third ranking next, and the last one-third ranking last.

1263. King, Mabel Ruth. Intelligence requirements of occupations. Master's, 1939. Colo. St. Coll. 164 p. ms.

Suggests that in the development of social intelligence lies the greatest opportunity for education.

1264. Kochs, Sigmund. A logical analysis of the motivation concept. Master's, 1939. Iowa.

1265. Lewin, Kurt. Formalization and progress in psychology. Iowa City, University of Iowa press, 1940. (University of Iowa studies, new series no. 380. Studies in child welfare, vol. 16, no. 3. Studies in topological and vector psychology, 1: 9-42)

1266. Lewinski, Robert John. A tachistoscopic investigation of the visual perception of complex forms. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

1267. McHose, Samuel B. Effectiveness of review as a function of the methods of measuring retention. Master's, 1939.

1268. McIntyre, Sherwood C. The role of summation and of some other variations in the visual perception and memory for forms. Master's, 1939. Ohio State. 52 p. ms.

Deals with the memorization of 12 digit numbers under such conditions as serial order, limited exposure, color, and various instruction.

\*1269. Nelson, Erland N. F. Radicalism-conservatism in student attitudes. Doctor's, 1937. Nebraska. Lincoln, Nebr., 1937. 32 p. (Psychological monographs, vol. 50, no. 4. Reprint.)

1270. Patton, Robert Adams. The transfer of double alternation behavior acquired in the temporal maze. Master's, 1939. Pittsburgh.

1271. Reiser, O. L. Gestalt psychology. Journal of social philosophy, 4: 280, 1939. (University of Pittsburgh.)

1272. ———. Modes of thinking. Psychological review, 46: 151, 1939. (University of Pittsburgh.)

1273. Smith, J. J. Cooperative evaluation of teaching and learning methods in psychology. New Concord, Ohio, Muskingum college, 1939.

Deals with student evaluations of teaching and learning methods in general psychology. Ranks the methods in accord with student preferences and shows the statistical differences in degree of preference.

1274. Sones, A. Merlin. A study in memory, with special reference to temporal distribution of review. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63.)

Studies the relative effect on retention of different temporal positions and distributions of rereading and testing reviews, using seventh-grade pupils as subjects. Shows that if a multiple-choice test is to be used as a review it is relatively ineffective for retention unless given immediately or within a few days; that testing reviews given on the first and third days after study are more effective than two rereading reviews on the same day.

1275. Stark, Clara K. The psychology of self. Master's, 1939. Marquette. 87 p. ms.

1276. Taves, Ernest Henry. An exploratory study of extra-sensory perception. Master's, 1938. Columbia.

1277. Zegers, Richard T. What is attention? An experimental investigation of the factors involved in attention. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 102.)

Describes the results of 10 tests devised and administered to a group of 31 high-school students in the first and second years. Concludes that attention is not sensory in nature, not a distinct or group factor, not a congeries of specific factors, but the concentration of intellectual energy upon the object known.

#### MUSIC EDUCATION

1278. Allen, Warren Dwight. Philosophies of music history. New York. American book company, 1939. 382 p. (Stanford university.)

Discusses musical research in the Baroque era; the controversial background; religious, naturalist, and ethical traditions; lexicons, dictionaries, and encyclopedias; eighteenth century histories, the enlightenment; the romantic era; revolutionists and evolutionists; histories of music since 1900; the quest for origins, "The clearest view"; the development and progress of music; the evolution of music; sequential patterns summarized.

1279. Ayres, Evard. Current practices in the administration of high-school bands in Michigan. Master's, 1939. Michigan.

1280. Beck, Mary E. An experiment in the use of the keyboard approach to reading music notation in the third grade. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 8-9.)

Describes an experiment conducted with the 3A class at Roskrige Elementary School, in which three 30-minute periods each week were devoted to the keyboard work and two periods a week to the regular singing lesson. Shows that the class as a whole enjoyed the lessons; the children were interested and enthusiastic; every child learned to play the songs they sang and to transpose them to other keys; and the children acquired the ability to read simple music notation and the knowledge of musical essentials.

1281. Bezdeny, Charles. Problems in arranging the second movement, *Andante*, from Brahms' *Symphony no. 3* for small high-school band. Master's, 1939. Iowa.

1282. Blood, Mary Elizabeth. A proposal for a course of study in music appreciation for junior high-school grades. Master's, 1939. Southern California.

1283. Boysen, Miriam. Problems in arranging Mozart's *Quartet in D major* (K. 285) for small high-school orchestras. Master's, 1939. Iowa.

1284. Bradshaw, Lewis. Problems in arranging selected songs for training boys' voices during the period of mutation. Master's, 1939. Iowa.

\*1285. Braun Robert. A comparative study of Bach, Chopin, Godowsky: their philosophy as revealed through their works. Master's, 1938. New York. 107 p. ms.

Traces the contributing forces of Johann Sebastian Bach, Frederic François Chopin, and Leopold Godowsky in the development of the art of composition for the piano-forte as a means of aesthetic expression.

1286. Bunch, Mary Elizabeth. Collections of French songs suitable for high school. Master's, 1939. Peabody. 38 p. ms.

Examines 15 collections of French songs to determine their suitability for high schools, and finds five of them suitable.

1287. Burnett, Mildred Messer. The ministry of music: handbook for clergymen of so-called nonliturgical churches. Master's, 1938. N. E. Conservatory. 120 p. ms.

Surveys the place of music in curricula of schools training ministers. Gives a brief history of church music, a study of the relationship of the minister to the musical service, and offers concrete suggestions as to study.

1288. Capper, Louis A. A study treating the music-listening habits of high-school students. Master's, 1939. Ohio State.

Finds that students with some training listen to the broad structures of a musical composition as contrasted to listening to minor details of nontrained students; and that a simple repetition of music is not a satisfactory substitute for music education.

1289. Cash, Oliver P. Instrumental music in the grades. Master's, 1939. Ohio State. 100 p. ms.

Develops a course of study for grades 1-8.

1290. Clikeman, Don F. The attitudes of school administrators of Illinois respecting certain questions relating to music education. Master's, 1939. Michigan.

1291. Danielson, Sarah. Music as a useful art in correlation, integration, and fusion. Master's, 1939. Colo. St. Coll. of Ed.

1292. Davis, Glenn Francis. Music preparation of elementary teachers in the Texas Panhandle. Master's, 1939. Colo. St. Coll. of Ed.

1293. Dickson, Dorothy Corrine. Problems in arranging selected part songs for high-school mixed chorus. Master's, 1939. Iowa.

1294. Dougherty, Polley Eva. Recent trends in the use of music in Christian education. Master's, 1939. South Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 64-65)

Indicates a growing appreciation for the true function and worth of music as an aid to worship.

1295. Dvorak, Leo J. An analysis of training values in selected symphonic masterpieces. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Analyzes the training values provided by certain symphonic compositions for the high-school orchestra. Finds that the expressive quality of this music is chiefly characterized by the prominence, variety, and contrast of melodies. Analyzes each symphony or symphonic movement with emphasis on the principles of expressive characteristics and their relationship to training values for the high-school orchestra.

1296. Edquist, Hubert L. The status of choral organizations in 160 Wisconsin high schools. Master's, 1938. Minnesota.

Discusses the training, experience, and activities of directors; membership and organization of choral organizations; administration; procedures and techniques; equipment, property, and song materials; finance and maintenance; and motivation and performance. Shows that school administrators, boards of education, and the general public need to be shown the need and importance of public-school music; that the voice class should be inaugurated whenever possible; that the song repertoires of the group should be enlarged; that the use of the radio and phonograph in training vocal groups and teaching appreciation is recommended; that directors should take every opportunity to make their vocal ensembles useful to the community. Indicates a decided lack of standardization in procedures, techniques, and activities among the schools; that there is marked superiority in the large high schools. Suggests that the State establish a department of music with a State director of music education as an integral part of the State Department of Public Instruction.

1297. Elliott, Ambrose, jr. Relationships between voice ranges and song material in grades 6 to 9. Master's, 1939. Cincinnati. 96 p. ms.

Reports voice ranges for 468 pupils in grades 6 to 9 and ranges required by songs in five music textbooks and four songbooks often used in these grades. Finds a discrepancy between the two sets of data.

1298. Fields, Clarence. Management of high-school bands in the separate schools of Oklahoma. Master's, 1939. Colo. St. Coll. of Ed.

1299. Franks, Hetty L. The study of selected material for developmental training in the elementary school chorus. Master's, 1939. Iowa.

1300. Gill, Ethan M. School bands in second-class cities of Kansas. Master's, 1939. Kans. St. T. C., Emporia. 65 p. ms. (Abstract in: Kansas State teachers college of Emporia. Studies in education, 17: 29)

Attempts to determine current practices in the administration and financing of high-school bands in Kansas. Compares student, school, and city ownership; instrumental valuation in the various cities; length of contract of directors and teaching load; band trips and other activities; district valuation in relation to band programs; band libraries, rehearsal rooms, and uniforms; and time allowed for band work and amount of credit given.

1301. Glenn, Louise. A study of the song choices of children and teachers of the fourth, fifth, and sixth grades. Master's, 1939. Colo. St. Coll. of Ed.

1302. Goucher, Russell E. The effect of music on mental deficiency. Master's, 1939. Jordan Conservatory. 86 p. ms.

Indicates that by teaching a child music in the public schools, he is not only being treated for his mental disorder, but is being given a balanced emotional experience which may lay the foundation for learning habits.

\*1303. Greene, Maurice Mark. Physiological factors in music education. Master's, 1939. Boston Univ. 75 p. ms.

Discusses the human ear, theories of hearing, auditory defects, ear training, visual and auditory imagery, color and music, music as medicine, music and the body and the mind, gustatory music, and music as a stimulant.

1304. Hagamon, J. G. The present status of instrumental music instruction in the larger high schools of North Carolina. Master's, 1939. Duke. 65 p. ms.

Analyzes replies to a questionnaire given in 157 high schools to determine the extent to which instrumental music instruction is a part of their curriculum. Finds that music instruction in North Carolina is on a par with that in other southern States, but less extensive than in most other sections of the country.

1305. Haley, Sister Mary Inez. Music instruction in the Catholic elementary schools of the diocese of Covington, Kentucky. Master's, 1939. Notre Dame. 358 p. ms.

1306. Harms, David L. Music in California State institutions. Master's, 1939. Coll. of the Pacific. 74 p. ms.

Treats all types of institutions, penal as well as those for the blind and insane. Finds the program in these institutions sound, though lack of funds prevents its fullest development; and that few experiments have been carried out, and their results were inconclusive.

1307. Hemond, Harold C. An objective evaluation of music in the school. Master's, 1939. Mass. St. Coll. 99 p. ms.

1308. Hartzell, Ralph Eugene. The musical activities of 892 ninth-grade pupils. Master's, 1938. Cincinnati.

1309. Hensley, Johnnie Morgan. The organization and administration of high-school bands in Texas. Master's, 1939. Tex. Tech. Coll.

Finds that more boys than girls participate in bands in Texas; that school bands are considered curricular rather than extracurricular activities; that pupils in bands in the Class A schools are older, practice during school hours, while pupils in Class B and Class C schools are younger, and have to practice after school hours.

1310. Heuser, Marion Frederick. Certain factors basic to the musical education of young children. Master's, 1939. Cincinnati. 68 p. ms.

Analyzes literature on the physiological structure of the ear, physical characteristics of sound, auditory development in childhood, and speech as a measure of auditory development. Concludes that speech development has much in common with auditory development and may aid it.

1311. Hewitt, Christine. Music in the activity curriculum. Master's, 1939. East Texas St. T. C. 125 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 26-27)

Shows the place which should be given to music in elementary schools and suggests ways of developing a functional music program.

1312. Hill, Frank W. Survey of harmony courses in American colleges and universities. Cedar Falls, Iowa State teachers college, 1939. 8 p. ms.

Analyzes replies to a questionnaire sent to 125 colleges and universities. Studies course content, enrollment, textbooks, number, and length of class periods a week, type of examination, and the problems of the instructors of harmony.

1313. Holcomb, Dorothy. A study of the technical problems involved in the rehearsal and performance by high-school groups of the *String Quartet in F major, op. 18, no. 1* of Beethoven. Master's, 1939. Iowa.

1314. Immel, Earle Barnard. An experimental investigation of the relationship between musical capacity and emotional status of high-school seniors. Master's, 1939. Southern California.

1315. Johe, Edward H. A general music course for senior high school. Master's, 1939. Allegheny. 89 p. ms.

Attempts to unify a curriculum of music, literature, and history with each subject a phase of the total development.

\*1316. King, Harry A. Auditory and visual characteristics of poor music readers. Doctor's, 1939. New York. 74 p. ms.

Investigates music reading disability of pupils in the fifth and sixth grades of the public schools of Dunkirk and Fredonia, N. Y., by equating an experimental group of 60 pupils who were poor in music reading with a control group of 60 good music readers as to age, IQ, semesters in school, school grade, sex, and outside music study. Studies the auditory and visual characteristics of both groups. Finds group differences small in most of the tests of visual functions and were not contributing to any reliable extent to music reading disability; and that pupils in the fifth and sixth grades can have an adequate hearing sense in terms of auditory acuity and still do poor work in music reading. Suggests the use of a diagnostic program to determine the elementary school pupils best endowed for work in music reading.

1317. Krasser Paul Frederick. Instrumental class instruction in the public schools in Missouri. Master's, 1939. Colo. St. Coll. of Ed.

1318. Laux, James J. The application of psychological principles to the teaching of public-school classes in instrumental music. Master's, 1939. Lawrence. 77 p. ms.

Applies the principles of psychology to the teaching problems of the instrumental instructor, and shows that a knowledge of these principles and their application is an asset in setting up effective learning situations.

1319. Lucas, William A. Problems in arranging Haydn's *Piano sonata in D major* for a small high-school band. Master's, 1939. Iowa.

1320. Lynch, William. Procedure in arranging Schumann's *Second symphony, opus 61, fourth movement* for high-school band. Master's, 1939. Iowa.

1321. McLane, Wilhelmina. Psychological and pedagogical procedure for preschool piano teaching. Master's, 1939. College of Music.

1322. Manley, Robert. Problems in arranging Grieg's *Sonata in E minor* for high-school orchestra. Master's, 1939. Iowa.

1323. Matthews, Holon. The development of Negro music. Master's, 1938. College of Music.

1324. Mayer, Fred C. The summer music program in our public schools. Master's, 1939. Ohio State. 80 p. ms.

Surveys the summer music program in the public schools of Ohio, and offers suggestions for such a program.

1325. Meachum, Elizabeth. Four chapters of a course in the literature of music as given at the Sam Houston State teachers college. Master's, 1939. Sam Houston St. T. C. 222 p. ms.

1326. Messing, Margaret. A study of the type and content of music courses offered in teachers colleges. Master's, 1939. Northwestern. 82 p. ms.

Studies the music courses listed in the college catalogs as to the type of work offered and the material covered in these courses in 72 colleges. Finds a lack of uniformity in nomenclature; a lack of a well-balanced curriculum for music teachers in many of the schools; an inadequate teaching staff for subject load in some of the schools; and a need for more practice teaching in music.

1327. Mirick, Irving. Problems in arranging Bach's *Fantasia and Fugue in C minor* for organ as training material for high-school band. Master's, 1939. Iowa.

1328. Monk, Leo Paschal. Musical aptitude in relation to a high-school music program. Master's, 1939. Cincinnati. 79 p. ms.

Surveys the musical aptitude of senior pupils in two large cosmopolitan high schools to determine how adequately the schools are meeting the musical needs of the pupils.

1329. Montel, Mrs. Margie de. The general development of public-school music and its present status in the elementary schools of Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses. . . . no. 7: 30-31)

Traces the general development of public-school music. Studies the organization of school music and the qualifications of music supervisors and music teachers in Texas; the methods, materials, and textbooks used by the teachers of the State; and compares the teaching of music in the elementary schools of Texas with that of other States. Shows that the larger cities have more and better trained teachers and supervisors than the smaller cities; there is little uniformity as to the average length of the daily music class; there is little variation in the regular activities of the music program; that appreciation, singing, and sight singing are the activities most generally employed; the victrola is the instrument most generally used; little use is made of the radio in the schools. Finds that of the five States studied, Virginia is the only one having a matching fund for the purpose of helping schools to buy phonographs, recordings, and music books.

1330. Moore, Mary Elizabeth. A study of high-school voice classes and a survey of voice classes in Ohio high schools. Master's, 1939. Ohio State. 62 p. ms.

Finds voice classes in the high schools of 17 cities and towns, and that overcrowded conditions and financial difficulties prevented their development in other schools. Shows that teachers recognize the value of voice classes and feel that they should be included in the school curriculum.

\*1331. Nalbach, Ernest W. Music appreciation: A textbook for junior and senior high schools. Doctor's, 1939. New York. 160 p. ms.

1332. Noyes, Frank. Problems in arranging Schubert's *sonatina in D major, opus 157 no. 1*, as training material for string orchestra. Master's, 1939. Iowa.

\*1333. Ode, Sigurd J. A survey to show what percentage of musically talented pupils are overlooked by school music educators. Master's, 1939. North Dakota. 42 p. ms.

Describes the Seashore and the Kwalwasser-Dykema tests of musical aptitude. Analyzes the results of music talent tests given to 135 pupils in several North Dakota high schools, and freshmen at the University of North Dakota and at Bemidji State Teachers College. Indicates that the percentage of musically talented pupils overlooked in high schools today

is extremely low. Suggests that music-aptitude tests be given to pupils in the junior high schools in order that the spirit and mechanics of music education may serve the all-round musical development of the pupil.

1334. Phillips, Seybirth Raleigh. A study of the offerings in music in Alabama schools. Master's, 1938. Ala. Poly. Inst.

1335. Pittman, Anna G. Workbook in the fundamentals of music for grade five. Master's, 1939. East Texas St. T. C. 94 p. ms. (Abstract in: Bulletin of the East Texas State teachers college, vol. 22, no. 4: 46-47)

Presents a workbook of 15 divisions dealing with the fundamentals of music presented in previous grades: The staff and rhythmic signatures, an introduction to harmony, kinds of music, kinds of songs, kinds of dance music, the difference between the band and the orchestra, musical terms commonly encountered, concert programs, tests and materials for review, and outstanding composers and opera singers as a means of teaching music appreciation.

1336. Rausenberger, Gretchen H. A critical analysis of commonly accepted methods of teaching music reading in public schools. Master's, 1939. Iowa.

1337. Benfro, Richard. Problems in arranging Beethoven's *Sonata in C minor for piano, opus 10, no. 1* as training material for high-school orchestra. Master's, 1939. Iowa.

1338. Richman, Luther A. The status of music education in the public schools of Virginia. Doctor's, 1938. Cincinnati.

1339. Ross, Edith. The part music plays in an integrated junior high school. Master's, 1939. Michigan.

1340. Schultz, John Thomas. The organization and administration of high-school bands in Mississippi. Master's, 1939. Peabody, 86 p. ms.

Shows that the high-school bands in Mississippi justify the money spent on their maintenance.

1341. Smith, A. Wesley. Teaching of music in public high schools of Connecticut. Master's, 1939. Cornell. 105 p. ms.

Finds a lack of uniform standards in curriculum, administration, methods of instruction, and status of instructors.

1342. Smith, William Arthur. The administration of instrumental music in high schools of three states. Master's, 1939. Duke. 98 p. ms.

Studies the use of bands and orchestras in the high schools of South Carolina, Georgia, and Florida, stressing finances, practice periods, training of directors, and size of school.

1343. Snyder, Frederick E. An approach to piano pedagogy. Master's, 1939. College of Music.

1344. Sprenger, Gertrude Regina. A survey of the musical interests, activities, and plans of 100 students of the Cincinnati conservatory of music. Master's, 1938. Cincinnati.

1345. Stallings, Ruth Collins. The status of public-school music in Kentucky. Master's, 1939. Kentucky. 128 p. ms.

Attempts to ascertain the number of school districts in Kentucky having music supervision, to get the ideas of superintendents respecting the employment of a State supervisor of music, and to find out how the problem of teaching music is handled in both the elementary and high schools of Kentucky.

\*1346. Stelzer, Theodore George Wilhelm. Construction, interpretation, and use of a sight-reading scale in organ music with an analysis of organ playing into fundamental abilities. Doctor's, 1935. Nebraska. Journal of experimental education, 7: 35-43, September 1938. (Reprint)



1347. Stokes, Charles F. Methods of guidance in instrumental music. Master's, 1939. Cincinnati. 103 p. ms.

Presents data on the growth of an instrumental music program in a large 6-year high school, including the generally unsuccessful use of aptitude tests and the successful use of recorders and similar instruments in preorchestral training classes. Surveys experience and views of 100 instrumental music teachers in schools, colleges, and universities, as to selection of students for instrumental training, aptitude testing, and use of simple instruments.

1348. Swift, Emma Hargrave. A historical study of the development of the high-school band. Master's, 1939. Southern California.

1349. Taylor, Thomas Belt. Bands in 21 small high schools in southwestern Oklahoma. Master's, 1939. Oklahoma. 69 p. ms.

Studies the administration, equipment, financing, functions, marking systems, instrumentation, organization, and the benefit of bands in 21 small high schools. Finds that the unusually rapid growth of bands in these schools resulted in unsatisfactory conditions and in situations which seem hard to control, but that conditions are improving.

1350. Thompson, Allen R. The status of instrumental music in the county schools of Indiana for the school year 1938-39. Master's, 1939. Ball St. T. C. 120 p. ms.

Analyzes replies to questionnaires answered by 79 county superintendents and 125 music teachers in the county schools of Indiana. Shows that approximately 25 percent of the schools offer instrumental instruction; that there is a tendency toward the development of better music departments; and that there is little standardization.

1351. Turner, Mildred Louise. A study of song literature for senior high school work. Master's, 1939. Iowa.

1352. Van Rees, Earl. Problems in arranging Mozart's *Sonata in E flat major for piano* (K. 282) as training material for high-school orchestra. Master's, 1939. Iowa.

1353. Weigel, Eugene J. The string ensemble in the high school. Master's, 1939. Ohio State. 76 p. ms.

Studies the present status of the string ensemble in 37 Ohio high schools. Finds that 70 percent of the high schools have ensembles; that 60 percent of them rehearse after school hours; that credit is seldom given for work in ensembles; that the ensemble is considered valuable as a social subject; and that it is a help in building better orchestras.

1354. Wetterer, Sister Macrina. The place of music in the college curriculum. Master's, 1939. College of Music.

1355. Wiener, Maryanne. The effect of home practice upon musical ability as measured by five of the Kwalwasser-Dykema music tests. Master's, 1938. Coll. of the City of N. Y. 54 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 106)

Attempts to determine whether instrument practice at home improves the ability of a musically superior group by administering five of the Kwalwasser-Dykema music tests to a group of 129 second- and third-grade pupils from the High School of Music and Art in the City of New York. Indicates that the amount of practice has little if any effect upon improvement in the functions tested; that intelligence is unrelated to improvement; that the music tests have low reliability and are not sensitive enough to detect small individual differences in a group of more than average musical ability.

1356. Williams, Gomer. History of music in Emporia, Kansas (1858-1938). Master's, 1939. Kans. St. T. C., Emporia. 170 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 18.)

Shows the part played by various musicians, teachers, and music organizations in the development of music in the cities and in the schools.

1357. Willis, Madge Ward. Children's spontaneous choices of music with certain educational implications. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 39-40.)

Analyses the spontaneous responses to a questionnaire on music appreciation by 621 children in the fourth and fifth grades of the Tyler public schools, and an experiment conducted with 40 students selected as the result of this analysis. Shows that the home and the community do not furnish sufficient positive environment for the development of desirable appreciation outcomes; that the children were not adequately conscious of the aesthetic elements about them; and that the training program of these children did not include sufficient opportunity for their development in the realm of sound musical judgment.

1358. Wilson, Dorothy. Some experiments in creative musical work with children. Master's, 1939. Iowa.

1359. Wilson, Mary Elizabeth. Violin playing—its development and style. Master's, 1938. College of Music.

1360. Wright, Harriet Jean. Educational qualifications and personality characteristics of the grade teacher who teaches music. Master's, 1939. Jordan Conservatory. 54 p. ms.

Finds that little music training is given students preparing to teach in the elementary school, and shows the need for additional work in this field of music.

1361. Young, Frances Elizabeth. Development of public-school music in Sam Houston State teachers college and Texas technological college. Master's, 1939. Tex. Tech. Coll.

Shows that in addition to music activities and organizations, formal courses in both schools have developed into practical programs and departments.

#### ART EDUCATION

1362. Ashley, Mary. The influence of Mexican art upon the home, commercial, and school life of Texas. Master's, 1939. Colo. St. Coll. of Ed.

1363. Church, Howard. Portrait painting in a university curriculum. Master's, 1939. Ohio State. 20 p. ms.

Studies the relation of portrait painting to the objectives of general education, the benefits to be derived from the correlation of technical courses with those in art history, the importance of correlating preconceived ideas of the relationship of beauty and art, and of enlarging the conceptions of art in everyday life. Presents a unit of work in portrait painting.

1364. Clark, Dorothy Muriel. Objectives and subject matter in art for grades 10, 11, and 12. Master's, 1938. Chicago. 154 p. ms.

1365. Cook, Charles Francis. A summary analysis of the field of art instruction (with particular reference to teaching the fine arts in the Fieldston school, New York City). Master's, 1938. Columbia.

1366. Crowley, Mary M. A study of four plans of drawing instruction in the primary school. Master's, 1939. Mass. St. Coll. 71 p. ms.

1367. Galloway, Bernice. A study of the artistic abilities of natively Spanish-speaking children and natively English-speaking children. Master's, 1939. New Mexico. 85 p. ms.

1368. Glanville, Ruth. Art education in the public schools. Master's, 1939. East Texas St. T. C. 88 p. ms. (Abstract in: Bulletin of the East Texas State teachers college, vol. 22, no. 4: 21-23)

Studies modern trends in art education as found through an analysis of the history of art education and replies to a questionnaire sent to 33 art supervisors and to 106 teachers. Finds

that no distinction is made between fine and industrial arts in most public schools; that drawing, lettering, paper-cutting, appreciation, clay and pottery work, and doll and furniture construction are the most important phases of art education in Texas; lists the 15 most widely used art materials. Indicates that teachers today know more about art and place more emphasis on it.

1369. Goss, Clara Louise. Art problems in education relative to stage design. Master's, 1939. Ohio State. 35 p. ms.

1370. Greenough, Fred Jerome. An experiment in art instruction in Carpinteria Union high school. Master's, 1939. Arizona. 72 p. ms.

1371. Grosse, Joseph L. Realism in art teaching. Master's, 1939. T. C., Col. Univ. 30 p. ms.

Shows that teaching methods need to be changed to a more modern approach, and that more careful training of art teachers is important.

1372. Halsey, Margaret Jeanne. A method of evaluating children's use of plastic materials. Master's, 1939. Iowa.

1373. Heflinger, Grace Katherine. A study of special art classes for lower IQ levels. Doctor's, 1939. Stanford.

1374. Kapanke, Frances. An investigation into the value of competitive art in the high school. Master's, 1939. Southern California.

1375. Kirkman, Consuelo G. An analytical study of education and art publications to determine the trends in art education. Master's, 1939. Ind. St. T. C. 94 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 135-36, July 1939)

Surveys the trend of art education through an analysis of art books, books on education, and articles on art from a selected group of magazines; analyzes and classifies several courses of study to determine the trend in content and subject matter commonly employed in organizing the curriculum in art.

1376. Lockwood, William F. Analysis of a mural painting as an element in art education. Master's, 1939. Florida.

1377. Long, Elsie Post. A comparative study of two methods used in teaching picture appreciation to sixth-grade pupils. Master's, 1938. Cincinnati.

1378. McWhorter, Margaret. Appreciation of pictures as a phase of enriched living. Master's, 1939. Oglethorp.

1379. Relyea, Dorothy. Picture making with watercolors. Master's 1939. Ohio State. 18 p. ms.

Relates current trends of watercolor painting to past traditions.

1380. Benfrow, Omer W. A study of principles and practices for pictorial art appreciation courses in the elementary schools. Doctor's, 1939. Cincinnati. 326 p. ms.

Develops a course of study in art appreciation for children in the elementary schools and shows related materials from the field of poetry.

1381. Richard, K. Helena. Creating an art interest in pupils of junior high school level. Master's, 1939. Mass. St. Coll. 32 p. ms.

1382. Roush, Elva Alice. Mural painting for children. Master's, 1939. St. Coll. of Ed.

1383. Rubinstein, Rena. An experiment in the matching of children's drawings with sketches of their personality patterns. Master's, 1939. Smith. 76 p. ms.

Utilizes the matching technique to discover whether judges can match drawings of pre-school children with personality sketches in such a way as to show a relationship between style of drawing and unified personality patterns. Finds that no relationship was demonstrated.

1384. **Selke, Frances.** Correlations of art and environment and social values of art in elementary schools of the United States. Master's, 1939. West. St. Coll. 92 p. ms.

1385. **Shoemaker, Edwin Allen.** A comparative study of two methods of teaching drawing: Guide sheet method versus oral method. Master's, 1939. Ohio State. 219 p. ms.

Finds that the group of high-school drawing students taught by the guide sheet method acquired more technical information, developed more skill in performing the fundamental drawing techniques and developed more wholesome attitudes toward conduct in the drawing classroom than did those taught by the oral method.

1386. **Stanfield, John M.** An art program for the Rushsylvania village schools. Master's, 1939. Ohio State. 94 p. ms.

Outlines a program of art instruction for elementary and secondary rural schools.

1387. **Thomas, Joseph C.** Art grades and general ability scores: University of Puerto Rico. Master's, 1939. Peabody. 41 p. ms.

Analyzes the achievement of students on the college level on the basis of standardized tests as compared with past achievement. Finds that the negligible degree of dependence between present and past achievement does not justify the use of past achievement to predict future achievement.

\*1388. **Young, Eleanor N.** Appreciation—creativity—cycle in art teaching. Master's, 1939. Boston Univ. 108 p. ms.

Tries to determine how an appreciation-creativity cycle can further the aims of art education; how much technical knowledge is necessary to appreciation; the standards that must be set up to determine reaction to this unit cycle; and the conclusions that can be drawn as to probable centers of interest for the future. Gives four units of work designed for different age groups and different grades in school.

#### DRAMATICS

1389. **Bradford, Arthur Lenox.** The direction of educational dramatics in the high school. Doctor's, 1939. Peabody. 349 p. ms.

Studies the philosophy and technical procedures in educational play direction as revealed in the published expressions of directors during the period 1928-1938. Finds that the educational objectives of school dramatics are the self-realization and socialization of the student; that the generally concurred in opinion of directors is that acting and all the associated arts and crafts of the theater provide valuable direct and vicarious experience with the realities of life; that the choice of plays should be governed by educational considerations and student-written plays are favored; that the casting of plays should take account of the necessity for a good production, and the benefits derived by students from participation; that rehearsal direction is a form of teaching and should not be dictatorial; that the director of educational dramatics requires special training; that the dramatics course should provide a nurture of special talents, and should help the appreciation, critical sense, and expressive abilities of the rank and file.

1390. **Brixey, Helen.** An experiment in creative dramatics. Master's, 1939. Tennessee. 72 p. ms.

Describes an experiment in creative dramatics undertaken with junior high school children in an effort to give the children who participated both creative and social values that would help in meeting certain of their needs. Shows that the experiment afforded an opportunity for creative expression, for critical thinking, for working together in a democratic group, for acquiring poise, for organization of thoughts and actions, for developing leadership, for finding worthwhile leisure activities, and for the general development and growth of their personality.

1391. **Chapp, Evelyn Ann.** Original plays for children. Master's, 1939. Colo. St. Coll. of Ed.

\*1392. **Clement, Matilda.** The classics through dramatics. Master's, 1939. Boston Univ. 223 p. ms.

Discusses reasons for teaching the classics; the value of dramatics; the class-room play, procedures, casting, group assistance, audience reactions, entertainment, and instruction;

the duties of the director; the use of a handbook for the English classroom; and testing dramatic aptitudes. Includes several short plays introducing the classics, and an original play written and produced in a high school in Everett, Mass.

1393. **Cunningham, Hallie Dale.** Pupperty in education. Master's, 1939. Ohio State. 52 p. ms.

Studies the use of pupperty in the elementary grades of the public schools.

1394. **Golden, Alfred L.** A study of the personality traits of drama school students. Master's, 1939. Pittsburgh.

1395. **Letendre, Donald Henry.** Personality traits of men college students active in dramatics. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 158-60.)

Compares two groups of 50 men students at Clark University selected on the basis of active participation and nonparticipation in dramatics. Finds a definite tendency for the dramatic group to rate higher than the nondramatic, but the scholastic marks of the dramatic group coincide with those of the nondramatic; the interest profile, reading preferences and extracurricular activities yield a positive score for the dramatic group on literary and social and a negative rating on business and science interest factors; family factors show that the mother's participation in amateur dramatics tends to be more prevalent and more influential than the father's, and that men students who are active in dramatics are apt to have brothers and sisters who are active in dramatics too; self-ratings on the personality questionnaire show the dramatic group to be less delinquent as children, to be better able to stand criticism without feeling hurt, and to enliven a dull party more often than the nondramatic group; that there is a great similarity in the vocational selections; that students who major in English and modern languages comprise the largest part of the dramatic group, and those majoring in the sciences constitute the largest part of the nondramatic group.

1396. **McKee, Mary Frances.** Operetta production in the secondary school. Master's, 1939. Southern California.

1397. **McLeon, Ethel F.** Pageantry. Master's, 1939. Ohio State.

Shows the need of awakening the interest of the community in art education through pageantry.

1398. **McPharlin, Paul.** Aesthetic of the puppet revival. Master's, 1938. Wayne. 115 p. ms.

Traces the historical background of the revival of pupperty. Surveys the causes of the effectiveness of the puppet, stressing the factors that give it a semblance of life; its structure, means of control, and manipulation in various types; and its theatricality.

1399. **Raines, Earl L.** A Sacajawea pageant unit as a core for the integration of instruction. Master's, 1939. Colo. St. Coll. 180 p. ms.

1400. **Reeves, Joanna S.** Bringing socio-political situations into the eighth-grade class. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 50.)

Sets up 24 citizenship dramatizations planned for the activity program in the junior high school to interest the adolescent pupil and stimulate desirable and emotionally satisfying reactions to life situations.

\*1401. **Richmond, Samuel Smith.** The guidance function of the junior high school assembly with particular reference to programs in drama. Master's, 1939. Boston Univ. 159 p. ms.

Studies the use in assembly programs of the drama, debate, talk, and motion pictures as means of vocational, leisure, orientation, and ethical or moral guidance in the junior high school. Gives a vocational guidance play, written for this study, to illustrate the drama as a technique in presenting occupational information, as well as sample plays for the other types of guidance.

1402. **Bidgley, Helen M.** A selection of plays for class and individual reading for the eleventh grade, Warren G. Harding senior high school, Warren, Ohio. Master's, 1939. Ohio State. 130 p. ms.

Selects 80 plays, 40 of which were one-act and full length for classroom reading, and 40 one-act and full length for individual reading.

1403. **Ruff, Erwin.** The place of music-drama in the curriculum of the American colleges and universities. Master's, 1939. Coll. of the Pacific. 70 p. ms.

Analyzes replies to a questionnaire sent to 96 institutions. Concludes that there is an awakening of interest in the music-drama, and suggests ways in which the colleges can further it.

1404. **Whitaker, Joseph Eric.** An analysis of current opinion relative to the teaching of dramatics in the high school. Master's, 1939. Stanford.

#### SPEECH EDUCATION

1405. **Belfour, C. S.** Selecting next year's high-school debate topic. School activities, 10: 305-306, March 1939. (University of Pittsburgh.)

1406. **Calmenson, Benita Cyril.** A survey of speech correction in the public schools of California. Master's, 1939. Stanford.

1407. **Cordray, Albert Thornton.** A case study of the speech of 100 college freshmen. Doctor's, 1939. Iowa. (Abstract in: University of Iowa, Series on aims and progress of research, no. 63.)

Studies 66 male and 34 female students enrolled in speech courses at the University of Iowa, to determine the nature of the instructional problems in speech presented by each student. Finds that individuals with grossly equivalent abilities in speech may vary widely and unsystematically in basic speech habits, training, and experience; attitudes toward speech and speech training; insight as related to standards of evaluating achievement in speech; personal habits, poise, self-reliance, confidence, emotional stability, scholarship, industry, goals, background, home, high school, and general culture. Shows that the individual pattern of variables in each case is significant and must be discovered by the teacher if instruction is to be effective.

1408. **Curry, E. Thayer.** An objective study of the pitch characteristics of the adolescent male voice. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63.)

Investigates objectively the vocal pitch of pre-adolescent, adolescent, and post-adolescent males.

1409. **Franke, Phyllis.** Study of rate of speech in words per minute and relation to judgments of rate. Master's, 1939. Iowa.

1410. **Fuller, Jane.** The contribution of speech clinic methods in spastic paralysis cases. Master's, 1938. Texas St. Coll. for Women. 148 p. ms.

1411. **Gwinn, William Madison.** A comparison of methods for training the speaking and the singing voice. Master's, 1939. Stanford.

1412. **Koetting, Laura Marguerite.** The status of speech education in the small high schools of five mid-western States. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 86-87.)

Studies the status of speech education in 303 schools with enrollments ranging from 10 to 300 pupils in high schools in Illinois, Iowa, Kansas, Missouri, and Wisconsin. Finds that 48 percent of the schools have separate speech courses; that all phases of speech training found in separate courses in speech are found in English courses but with a difference in emphasis; that the training given in speech courses is general; that dramatics is the most common among specialized courses and among extracurricular activities; that the median preparation of teachers of English is 30 semester hours in English and 6 in speech, whereas the median preparation of teachers of speech is 30 hours in English and 14½ hours in speech.

1413. Lumpkin, J. Howard. A series of progressive assignments for a course in speech in Waco high school, Waco, Texas. Master's, 1939. Iowa.

1414. McIntosh, Carl Weston, jr. A study of the relationship between pitch level and pitch variability in the voices of superior speakers. Doctor's, 1939. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 63.)

Investigates experimentally the relationship between pitch level and pitch variability by controlling each in turn, allowing the other to vary, and comparing the results to a "normal" reading.

1415. Mead, Loyd. A study of debate in the high school. Master's, 1939. East Texas St. T. C. 108 p. ms. (Abstract *in*: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 36-38)

Studies the history of debating, its aims and values, new types of debating, coaching, and judging the debate. Finds that when rightly conducted debating is one of the most valuable activities in which pupils can engage; that among its most significant values are skill in delivery, efficiency in clear thinking, and intelligence in citizenship; that the debate coach is considered an integral part of debating; that more emphasis should be placed on the debate and less on winning the decision; that debate judges should be discouraged from purchasing ready-made speeches. Suggests ways in which debate judging can be improved.

1416. Morris, John. A study of students receiving low grades in principles of speech. Master's, 1939. Iowa.

1417. Osborn, Courtney D. A comparative study of the tongue pressures of speech-defective and normal speakers: a problem in experimental phonetics. Master's, 1939. Wichita. 29 p. ms.

\*1418. Pennington, B. Corbin. Speech in the teaching profession: a study of the professional requirements and the quality of the speech of three groups of teachers. Doctor's, 1939. T. C., Col. Univ. New York, 1939. 80 p.

Attempts to determine the part speech plays in the selection of teachers; the quality of speech of teachers in service and of teachers in training; and the steps taken by teacher-training institutions to develop good speech among their students. Analyzes replies of 115 boards of education in cities of 75,000 population or more, to an inquiry to determine whether requirements in speech have been set up for candidates for teaching positions. Finds that only 8 of these cities reported definite requirements in speech. Indicates that the speech of the average teacher can be described as fair; that the speech of teachers in training is not superior to that of unselected teachers in service; and that the schools of the country do not provide an adequate program of speech development. Recommends that comprehensive programs of speech training be established throughout the school systems; that requirements in speech for candidates for teaching positions be established throughout the country; that teacher-training institutions provide more adequate training in speech for prospective teachers; and that the jury method of rating speech be investigated thoroughly in order that speech education may be more reliable.

1419. Peterson, Wiley K. An evaluation of the speech programs of the State colleges of California. Master's, 1938. Arizona. (Abstract *in*: University of Arizona record, 32: 47)

Finds a complete lack of uniformity in the speech facilities and programs of the State colleges; that there is no definite program of State-wide State college speech cooperation.

1420. Pronovost, Wilbert Lucien, jr. An experimental study of the habitual and natural pitch levels of superior speakers. Doctor's, 1939. Iowa. (Abstract *in*: University of Iowa. Series on aims and progress of research, no. 63)

Investigates some of the methods proposed for determining natural and habitual pitch levels of individual voices by a physical analysis of the pitch usage of six superior speakers giving their best reading performances and by relating the median pitch levels of the readings to other pitch performances.

1421. **Rae, Jane.** Better speech in secondary schools and selections for all occasions. Master's, 1939. Sam Houston St. T. C. 288 p. ms.

1422. **Ross, Paula Mildred.** The correction and treatment of speech defects in the classroom. Master's, 1939. Oglethorp.

1423. **Rother, Harriet Vivian.** A study of methods for motivating speech education. Master's, 1939. Stanford.

1424. **Seigfred, Earl Covert.** Analysis of programs of study and demands of teaching positions of M. A. graduates in speech. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Analyses the undergraduate preparation, the graduate programs of study and the teaching positions held by 200 persons who completed requirements for the master's degree in speech at the University of Iowa. Concludes that the master's degree in speech is a professional degree for teachers; and that the combination of subjects which graduates are called upon to teach extends broadly over the principal areas of work and service within the field.

1425. **Stiles, Lindley Joseph.** Speech training available in summer schools. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 118-19)

Studies the catalogs of 131 summer schools of four types of institutions throughout the United States to determine how much, the type, where, and by whom speech training is offered in summer schools. Concludes that there is a lack of uniformity in nomenclature of courses among schools; that a comparatively small amount of speech training is offered at the average summer school; that inadequate training in speech for teachers is offered by teachers colleges; and that the greatest amount and greatest variety of speech training is provided by universities.

1426. **Tudor, Mary.** An experimental study of the effect of evaluative labeling on speech fluency. Master's, 1939. Iowa.

\*1427. **Wagner, Loretta A.** A diagnosis of the speech needs and abilities of prospective teachers. Doctor's, 1937. Iowa. Iowa City, University of Iowa, 1939. (University of Iowa studies, new series, no. 368. Studies in education, vol. 10, no. 5. Doctoral theses in education, 4: 66-78)

### JOURNALISM

1428. **Bell, William Jackson.** High-school annuals in Kansas. Master's, 1939. Kans. St. T. C., Emporia. 128 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 17)

Attempts to determine the extent to which annuals are advisable and practicable in high schools, the type best suited to certain situations, the size and kind of annuals now being produced and methods and conditions of production, cost of various types and means used to pay the cost, content of high-school annuals, amount and kind of illustrations, and such general features as binding and extent of commercial production.

1429. **Campbell, Laurence Randolph.** The teacher of journalistic activities in the American public high school. Doctor's, 1939. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations . . . 7: 73-76)

Analyses replies to eight questionnaires sent to high-school teachers, high-school pupils, principals of high schools, State departments of public instruction, directors of teachers' agencies and college placement bureaus, educators, teacher-training institutions, schools and departments of journalism in the American Association of Schools and Departments of Journalism, and to students in the journalism division of the National Institute for High-School Students in 1937. Concludes that if journalism courses, student publications, and school publicity are to be wholly successful, teachers of these activities must have specialized as well as general training.

1430. **Georgiady, Alexander P.** Analysis of the content of elementary-school newspapers. Master's, 1939. Chicago. 59 p. ms.



\*1431. Gillespie, Mary Ann. A survey of journalistic practices in small high schools in the United States. Master's, 1939. Syracuse. 93 p. ms.

Studies the type of newspaper, publication data, financing the paper, selection of advisers, source and treatment of copy, the editorial staff, circulation, the journalism class, and problems involved in the publication of a newspaper in 85 small high schools throughout the United States. Finds the major difficulties encountered by a typical high-school newspaper are: Insufficient income on the part of the staff, quality of subject matter, insufficient time on the part of the staff, and poor writing. Shows that the major values gained from the publication of a typical high-school newspaper are: Development of independence and initiative, integration of the functions of the school, and a better relationship with the community.

1432. Godbold, J. J. An analysis of elementary school newspapers in South Carolina. Master's, 1939. Duke. 88 p. ms.

Studies the editing, financing, format, and organization of school newspapers in 81 schools ranging in enrollment from 100 to 1,500. Finds that most of the elementary school newspapers are sponsored by the grade teacher; that the most common source of financial support is the sale of the papers. Offers suggestions for improving the newspapers.

1433. Hunt, Jean. The status of the mimeographed secondary school newspaper in the State of Colorado. Master's, 1939. Colo. St. Coll. of Ed.

\*1434. Logie, Iona Robertson. Careers for women in journalism: a composite picture of 881 salaried women writers at work in journalism, advertising, publicity, and promotion. Doctor's, 1937. T. C., Col. Univ. Scranton, Pa., international textbook company, 1938. 307 p.

Defines journalistic writing. Discusses journalistic and semijournalistic jobs and the way they are secured; jobs in advertising, publicity, and promotion; the earnings of salaried women writers; preparation for journalistic work; and the married salaried woman writer.

1435. McIlroy, Baird. A survey of journalism as it is taught in Iowa high schools. Master's, 1939. Iowa.

1436. Mannschott, Robert M. The status of the elementary school newspaper. Master's, 1939. Iowa.

1437. Bedford, Edward Horrall. A critical study of the curriculum in high-school journalism. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 239-43)

Traces the historical development of high-school journalism from the first high-school publication of record in 1829, down through the first class in journalism established in 1912, to present practices in journalism classes in thousands of schools. Discusses the aims of high-school journalism, organizing the subject, censorship of student publications, teaching the journalism class, press associations and contests, and the journalism teacher.

1438. Slack, Jennie F. A survey of student publications in the smaller high schools of the State of Indiana. Master's, 1938. Ind. St. T. C. 46 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 128, July 1939)

Seeks to determine the number of high schools with an enrollment of fewer than 400 students sponsoring publications, the types of publications sponsored, methods of financing publications, groups sponsoring publications, training of sponsors, relationship of the high-school principal and sponsor in supervising publications, methods of staff selection, journalism training offered, and the method of producing copies of the publications. Analyzes replies to a questionnaire received from 592 principals of the 753 high schools in this enrollment group. Finds that 57 percent of the schools sponsored one or more publications; that publications were financed by subscription charge and advertising although in 11 percent of the schools all expenses were paid by school authorities; that commerce teachers were used most often as sponsors and 64 percent of the publications were mimeographed; that 74 percent of the high-school principals helped in the supervision and 69 percent contributed articles to the publications; that staffs were usually appointed by the faculty sponsors; that the editor in chief was usually a senior and a girl was considered to be the better editor; that less than 20 percent of the smaller schools offered journalism training; and that art work was an important feature in all school publications.

1439. **Swartz, Thurston Bryan.** A survey of the teaching of journalism and the content of journalism courses in the secondary schools of Oklahoma. Master's 1939. Okla. A. & M. Coll.

Shows a definite need for standardization of the content of journalism courses, for standardization of the training of journalism teachers, for standardization of textbooks, and for enlarging and enriching high-school libraries. Finds that journalism is not considered a vocational course in the secondary schools of Oklahoma; that the chief objectives of the course are the teaching of pupils to express their ideas clearly and concisely, and the principal phase of the course is writing news stories. Points out the need of a carefully compiled State course of study for journalism classes.

1440. **Tate, William Preston.** An analysis of the magazine articles and courses of study in high-school journalism published between July 1933 and January 1938. Master's, 1939. Rochester. 184 p. ms.

1441. **Thompson, Dorothy Flo.** National survey of duplicated school newspapers. Master's, 1939. Iowa.

#### THRIFT EDUCATION

1442. **Black, Rutherford Ray.** Monetary experiences of pupils in two high schools. Master's, 1939. Chicago. 71 p. ms.

1443. **Lindsay, C. S.** Current practices in schools of Pennsylvania in regard to pupil savings accounts. Master's, 1939. Duke. 71 p. ms.

Studies current practices, principles, and objectives of school savings banks in 59 schools. Finds that the present system of operating school banks is apt to break down.

1444. **Rollins, Frances.** Money management of the eighth-grade girl as related to the Denver home problems course. Masters, 1939. Colo. St. Coll. 62 p. ms.

Shows that most of the eighth-grade girls in Denver had some money to spend; that they buy some items for personal needs and recreation for themselves; and that most parents believe children should have an allowance.

1445. **Stowell, Margaret D.** A study of the personal accounts kept by a selected group of high-school home economics students living in a southern mill town. Master's, 1939. Tennessee. 94 p. ms.

Studies the expenditures of 87 high-school students of home economics, by analyzing records of personal accounts kept during the school years 1937-38 and 1938-39. Indicates that girls in the second year of account keeping spend more thoughtfully than those who have kept records for only 1 year. Shows the advisability of adapting subject matter to the economic level of the families from which the students come.

1446. **Yule, Marion.** Needs of a selected group of tenth-grade pupils for education concerning the use of money. Master's, 1939. Iowa State.

Attempts to determine the interests and experiences of tenth-grade pupils in Hardin County, Iowa, in managing personal and family finances. Finds a need for guidance in the selection of clothing and for increasing responsibility in the management of money and selection of goods. Shows the need for some parent education.

#### SAFETY EDUCATION

\*1447. **Cressman, Paul L.** Safety education in industrial school shops: a study of accidents in school shops, their causes, and recommendations for approved procedures. Doctor's, 1934. Penn. State. Harrisburg, Pennsylvania department of public instruction, 1938. 87 p. (Bulletin 332)

\*1448. **Doscher, Nathan.** A critical analysis of some visual aids used in teaching pedestrian safety on city streets. Doctor's, 1939. New York. 239 p. ms.

Describes experiments conducted in the 4A and 4B grades of the New York City schools, in which equivalent groups of children were given safety instruction by one of three methods: A film, slides, or posters. Finds that with the 4A group the methods of instruction were equivalent, and that the differences in the 4B group were so slight as to be statistically insignificant.

1449. Dougherty, Robert Allan. A history of safety education in the public schools of the United States. Master's, 1938. Chicago. 74 p. ms.

1450. Estabrooke, Edward C. Safety and health instruction and practice in school shops. Doctor's, 1939. Penn. State. 213 p. ms.

Studies safety and health practices in 203 school districts in Pennsylvania.

1451. Ford, Carl G. The present status of safety legislation and safety education in the United States, with a tentative safety program. Master's, 1939. Kentucky. 123 p. ms.

Deals with traffic, industrial, home, and school safety problems, and offers a tentative program of safety education.

1452. Fosse, Agatha Ruth. Safety education as provided in courses of study of large cities. Master's, 1938. Chicago. 140 p. ms.

\*1453. Garber, Elizabeth Louise. A study of traffic accidents to children 16 years of age and under, Washington, D. C., September 21, 1935, to September 21, 1937. Master's, 1939. George Washington. 127 p. ms.

Attempts to determine the number of accidents, by months, to white and colored children; the time of day when such accidents occurred; the ages of the children involved and their sex; the location and the cause of accidents, based on official traffic accident reports on file in the District of Columbia Traffic bureau. Recommends that greater emphasis be placed on the teaching of safety education in the schools of Washington, D. C.; that a course of study in safety education and reference material be made readily available for the use of all teachers; and that children in the primary grades be especially considered in planning a program of safety education.

1454. Pogue, Earl L. Safety education in high schools of the State of Washington. Master's, 1939. St. Coll. of Wash. 88 p. ms.

Finds some type of safety education in all of the schools studied, and that talks on safety education in a general assembly were most common. Shows that few schools had a comprehensive program.

1455. Simonds, Gladys. A program in safety and health education. Master's, 1939. Michigan.

1456. Spencer, Herman H. The present status of traffic safety in education. Master's, 1938. Ind. St. T. C. 71 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 10: 132-33, July 1939)

Studies the number of States requiring the teaching of safety; the departments in which the subject is taught; methods and devices used in teaching safety education; States having laws pertaining to school bus drivers; and analyzes reports from various schools throughout the United States. Finds that 24 States require the teaching of traffic education which is taught in practically every department in the school system but more especially in the social studies and physical education departments; that methods vary and include classroom, assembly programs, special safety week, radio, posters, and driving courses; that 22 States have definite requirements for bus drivers; and that traffic education is considered an important phase of teaching.

1457. Van Buren, John R. A survey of the safety education program required by the New York State board of regents as administered in the small high schools of eastern New York. Master's, 1939. N. Y. St. Coll. for Teach. 60 p. ms.

#### HEALTH EDUCATION

1458. Adams, Catherine E. An analysis of health experiences on the secondary school level. Master's, 1939. Michigan.

1459. Allenbaugh, Naomi Mae. A continuous program of health education for a private school. Master's, 1939. Ohio State. 83 p. ms.

Traces the development of teaching techniques and their relation to health education, the use of the outline method and the use of integration. Finds that the outline method tends to destroy the initiative of the students, and that the integration method uses the pupils' environment and the material used meets their needs and interests.

1460. **Arnold, Lorne S.** The history of the South Dakota health-physical education and the high-school athletic associations. Master's, 1939. Iowa.

1461. **Carter, Marion Dolores.** A study of a diphtheria and smallpox prevention program. Master's, 1938. Cincinnati.

1462. **Christ, V. Thomas.** Health-physical education in the junior high schools of Texas. Master's, 1939. South. Methodist. (*Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 12*)

Shows that a greater emphasis is being placed on the time allotment for health and physical education; athletics is being made a part of the general physical education program; less stress is being placed on inter-school athletics and more stress on intra-mural games; there is a movement away from the formal drill type of program in physical education; the conception of physical education as a part of education is definitely established; greater emphasis is being placed on the educational content and value of physical education; there is a definite trend toward articulating health and physical education, and toward correlating the health-physical education program with other core areas; the ultimate aims and objectives of health-physical education are becoming more thoroughly understood; and the health service is definitely made a part of the health-physical education program of many schools.

1463. **Chu, Buoy Mun.** The health components in the core curriculum. Master's, 1939. Stanford.

1464. **Cochran, J. M.** Health in education as a goal. Master's, 1939. Oglethorp.

Studies the necessity of health promotion and the present contribution of the public schools.

1465. **Cofer, Eloise Snowden.** A report of the teaching of nutrition in relation to the teeth: Feeding our teeth. Master's, 1939. T. C., Col. Univ. 32 p. ms.

Outlines a nutrition unit to be taught in the lower elementary school. Indicates that the knowledge, habits, and attitudes of lower elementary school children regarding their teeth can be altered to some extent by the proper teaching of nutrition as related to the teeth.

1466. **DeLoaco, Lora Lee.** The educational importance of knowing the glands regulating personality. Master's, 1939. Oglethorp.

1467. **Dennis, Marjorie Hampton.** Breathing capacity in relation to posture, motor ability, and medical restriction at Wellesley college. Master's, 1939. Wellesley. 109 p. ms.

Finds that the wet spirometer or the flarimeter may be used to determine breathing capacity. Works out breathing capacity norms according to height. Finds that the ratio of actual to expected scores correlated significantly with neither postural nor motor ability measures; and that the differences between the scores of restricted and unrestricted students is significant.

1468. **Epps, Jewelne.** A program of eugenics and euthenics. Master's, 1939. Oglethorp.

Teaches the importance of giving children a good heredity and providing training for that inheritance.

1469. **Evans, Jeanette.** A survey of health education in elementary schools of Michigan. Master's, 1939. Michigan.

1470. **Ferguson, Ruth Standish.** The use of the posture photograph and individual conference to promote posture improvement among adolescent girls. Master's, 1939. Wellesley. 102 p. ms.

Shows that the posture photograph with individual analysis can be very useful as one means of arousing the interest of adolescent girls in improving their posture; that in working with adolescent girls on their posture problems, it is necessary to make only one major correction at a time so that the pupil may not become confused.

1471. **Frost, Marvel.** Health education in rural schools of Larimer county, Colorado. Master's, 1939. Colo. St. Coll. of Ed.

1472. **Geddes, Alfred Thomas.** The health program in elementary schools in Connecticut. Master's, 1939. Yale.

1473. **Humphrey, James E.** Health knowledge and attitudes of eighth-grade students. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the health knowledge and attitudes of eighth-grade students in Seminole and Okfuskee Counties in east central Oklahoma. Concludes that there is little correlation between health knowledge and attitudes, and that health practices are far behind the health knowledge of the students. Shows the need for more specific objectives, for greater emphasis on health training and more uniformity of health instruction.

1474. **Hunt, Marjorie Simpson.** A handbook of health and disease for students of secondary schools. Master's, 1939. Kansas.

1475. **Jasper, Marvin.** A study of the hookworm problem in an Alabama county. Master's, 1939. Cincinnati. 76 p. ms.

Reports the prevalence of hookworm as a school health problem in this county, and describes the corrective and remedial measures applied over a period of 3 years.

1476. **Knight, William Floyd.** A limited survey of the prevalence of respiratory infections of Ashford school. Master's, 1939. Ala. Poly. Inst.

1477. **Lindberg, G. Waldemar.** The status of venereal disease instruction in Kansas high schools. Master's, 1939. Kansas.

1478. **McCullum, Thomas Edwin.** The status and trends of health and physical education in the secondary schools of the Texas panhandle. Master's, 1939. Tex. Tech. Coll.

Surveys health and physical education in the accredited high schools in the 44 counties of the panhandle. Finds that boys are better cared for than girls in the field of health and physical education; that the activity part of the program is well taken care of, but health itself is neglected. Shows the need for more teachers trained in health and physical education, more full-time teachers in this field, a program to include all students, more physical examinations for defects, and more corrective work.

1479. **MacDonald, Isabelle Marie.** Man's search for health, a curriculum study in hygiene for the upper elementary grades. Master's, 1939. Iowa.

\*1480. **Maze, Coleman L.** Municipal organization for public health control in New York City. Doctor's, 1938. New York. 124 p. ms.

1481. **Meyer, Mattie Y.** A health survey of the one-, two-, and three-room schools of Maricopa County in relation to health diagnosis and remedial procedure. Master's, 1939. Arizona. (Abstract in: University of Arizona record, 32: 39-40)

Concludes that the rural schools do not utilize the help available for health advancement to as great an extent as is possible. Shows the advisability for some plan of instruction in health knowledge, habits, attitudes, and sanitation to be given the children in the rural schools and the adults in the rural communities.

1482. **Moody, Caesar B., jr.** Areas for emphasis in Druid Hills high-school health program. Master's, 1939. Peabody. 60 p. ms.

1483. **Norris, Maude.** An investigation of an evolutionary theory of individual differences in the co-related structure and function of the human foot. Master's, 1939. Iowa.

1484. **Norton, Paul Maddux.** A limited survey of the prevalence of respiratory infections in the Frisco city school. Master's, 1938. Ala. Poly. Inst.

\*1485. **Permenter, John.** Suggestions for teaching the effects of narcotics and stimulants. Master's, 1939. Florida Southern. Tallahassee, Florida State department of education, 1939. 45 p. (Florida program for improvement of schools, Bulletin no. 7, 1939)

1486. **Ratcliff, B. O.** Provisions for health instruction of children of school age in Logan county, West Virginia. Master's, 1939. Duke. 80 p. ms.

Analyzes data reported from physical examinations of 728 pupils in order to determine how well health needs are being met by various health-aiding agencies. Finds that insufficient emphasis has been put on health instruction by the agencies responsible for it.

1487. **Reynolds, Margaret.** The study of posture and its implications for education, a survey of recent literature. Master's, 1939. Smith. 119 p. ms.

Evaluates recent literature on posture with reference to its possible implications for education. Shows the need for further research to clarify the concepts of good posture, to evaluate the present methods for postural improvement, and to produce more scientific evidence of the relationship of posture to physical and mental characteristics.

1488. **Rittgers, Forest Sheldon.** A proposed health program for Coe college. Master's, 1939. Stanford.

1489. **Roach, Leon.** A study of the information possessed by 138 adults concerning social hygiene. Master's, 1939. Michigan.

1490. **Robb, Mary Jane.** A study of the relative prevalence of unfounded health beliefs in a particular rural area. Master's, 1939. Ohio Wesleyan. 106 p. ms.

Describes an experiment in which pupils in grades 7 through 12 in three rural consolidated high schools were tested for belief in 288 unfounded health statements. Finds that girls believed fewer of the statements that they heard than did the boys; that the more education the pupils had, especially in science, the less they believed the unfounded health statements.

1491. **Robinson, Charles Hugh.** A study guide for a course in senior high school health. Master's, 1939. New Mexico. 100 p. ms.

\*1492. **Rowe, Charlotte.** A study of the effects of vitamin A and vitamin D on cultures of epithelial and connective tissues. Doctor's, 1939. New York. 71 p. ms.

Proves that vitamins A and D are essential for the proper growth and development of the most important tissue systems of the body. Shows the effects of malnutrition on the health and attitudes of the children in the school systems.

1493. **Siebert, Dorothea.** A study to determine the influence of a nutrition clinic on food and health habits of 40 undernourished children. Minneapolis, University of Minnesota, 1939. 40 p. ms.

Describes case studies made of 40 children in two junior high schools. Finds the most prevalent physical defects were poor posture and anemia; the characteristics most often noted by teachers were inattentiveness and low scholarship; most of the undernourished children came from families with low incomes whose fathers were unskilled laborers. Shows that after eating at the nutrition clinic they showed a marked gain in weight, improved in scholarship, improved in eating habits and in table manners, and their appetites improved.

1494. **Simonson, Evans Virgil.** A health and physical education program for junior high school boys in Richmond, Indiana. Master's, 1938. Ball. St. T. C. 114 p. ms.

\*1495. **Smith, Frances O.** A study of the relationship of intelligence quotient to nutritional status. Master's, 1939. Penn. State. 26 p. ms.

Studies 172 boys and 218 girls, ranging in age from 6 years, 9 months to 16 years, in the public and parochial schools of Luzerne County, Pa., to determine the relationship between IQ and their responses to these nutrition tests: Hemoglobin, measurements for weight status, ratings for nutritional status by physical examination, incidence of dental caries, skeletal maturity, vitamin A status, and muscle tone status. Concludes that there is definite relationship between certain of the nutritional tests and intelligence, even though the relationship appears only as low or fair correlations.

1496. **Strayer, Francis Henry.** A survey of health examinations and follow-up programs for boys of the white junior high schools in the District of Columbia. Master's, 1939. George Washington. 38 p. ms.

\*1497. Sweigard, Lulu E. Bilateral asymmetry in the alignment of the skeletal framework of the human body. Doctor's, 1939. New York. 184 p. ms.

Using as subjects 516 students in the department of physical education and health at New York University, studies some of the bilateral asymmetries in the alignment of the skeletal framework of the human body when subjects stand with the weight distributed equally between the feet, and attempts to determine the relationship between these asymmetries.

1498. West, Martha Jane. A survey of dental conditions found in the school children of grades 1-12, inclusive, in Emery county, Utah, 1937-39. Master's, 1939. Brigham Young.

1499. Wilkinson, Kathleen Perry. A study of the relationship of certain nutritional and other health factors to the incidence of the folliculosis in the school children of Leon county, Florida. Master's, 1939. Fla. St. Coll.

1500. Williamson, Snowden Thomas. A limited survey of the prevalence of respiratory infections in the Excel school. Master's, 1938. Ala. Poly. Inst.

#### MENTAL HYGIENE AND PSYCHIATRY

1501. Adrion, Walter M. The physical instructor and some problems in mental hygiene. Master's, 1939. Michigan.

1502. Amerman, Russell H. A study of the financial problems in mental hygiene. Master's, 1939. Michigan.

1503. Ashcraft, Kenneth. The effect of physical recreative activities on psychopathic patients. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1: 34)

Studies the case histories, charts, and observational reports on a group of patients ranging in age from 11 to 80 years. Finds that physical recreative activities are somewhat beneficial; that the teaching of these activities must be elemental in required skill and technique; that the type of psychosis as well as age determine the types of activities to be administered; and that recreational activities have value in the restoration of normal behavior and in the prevention or recurrence of such disturbances.

1504. Betterly, Jane. Personality traits as criteria for the psychiatric treatment of adolescents: a second investigation. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 117-18)

Studies the cases of 24 adolescent girls who had been given psychiatric treatment at the Girls Service League of America. New York City. Concludes that adolescents who were selective in their aggressive behavior, responded to frustration by renewed attack, and showed evidence of relative maturity, or were introvertedly submissive, mature, and reacted to frustration by avoiding or retiring from the frustration situation had a high probability of successful outcome of treatment; and that adolescents whose behavior was that of generalized aggression or anesthetic submission were not likely to be successfully treated. Concludes that the general pattern of response to ordinary life situations of an adolescent can be considered of prognostic value in psychiatric treatment, and that certain characteristic traits are essential for successful treatment, whereas certain others determine failure.

\*1505. Chamberlain, Robert S. Elements of mental hygiene in homiletic literature. Doctor's, 1938. New York. 221 p. ms.

Compares the published sermons or similar writings of leading American clergymen for the period 1901-1910, inclusive, and 1926-1935, inclusive, to determine the knowledge of mental hygiene exhibited by clergymen during these periods. Indicates that ministers of the later period have a greater knowledge of mental hygiene.

1506. Domanowski, Walter P. Mental hygiene and the secondary school. Master's, 1939. Michigan.

1507. **Halloran, Mona M.** A survey of home influences which cause mental ill-health in children. Master's, 1939. Ind. St. T. C. 58 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 143, July 1939.)

Analyzes replies to a questionnaire given to 200 children in six junior high school classes in one school in an attempt to determine of what extent home influences cause mental ill-health in children; to analyze the factors in the family background, in the social, mental, physical, and recreational activities of the home environment which cause neurotic maladjustment in children. Finds that most homes afford influences which contribute toward the good mental health of children; that 24 percent of the children came from broken homes; that 80 percent of the parents had never attended high school; that the greatest number of children who drink intoxicants came from homes where the parents had no education; that 42 percent of the group came from homes where the family had barely enough to live on; that social relationships between siblings were not congenial; that the only child had mental disturbances of a serious nature; that the factors which caused mental depression in children were worry about money, illness, family, school, the future, personal things, and pets; that 25 percent of the children never went to church or Sunday school; that unethical conduct was general and tolerated in children; that recreational activities were poorly chosen by the children and not supervised by the parents; that there was a great range of hobbies which ought to be promoted to replace some of the less helpful activities and interests; and that there was a lack of industrial and vocational training in the homes.

1508. **Katz, Barney.** The etiology of the deteriorating psychoses of adolescence and early adult life. Doctor's, 1939. Southern California. (Abstract in: University of Southern California. Abstracts of dissertations . . . 1939: 115-17)

Attempts to determine the etiological role of cerebral birth trauma in the deteriorating psychoses of adolescence and early adult life, by studying birth records and family histories of 100 mental patients, all of whom were diagnosed as either dementia praecox, or schizophrenia and whose symptoms attested to progressive mental deterioration. Compares the mental patients with 100 unselected individuals in good mental and physical health. Concludes that in many instances the deteriorating types of schizophrenic psychoses of adolescence and early adult life appear to originate in a cerebral birth trauma. Finds a high incidence of neuropsychiatric conditions in the families of the patients as compared to the families of the control group; and that two or more factors operate in the causation of the deteriorating psychoses suggesting that multiple factors are necessary to bring on such a condition.

1509. **Pogue, Jacqueline Berenice.** Responsibility of the classroom teacher in the field of mental health. Master's, 1939. Cincinnati. 70 p. ms.

Gives material useable by classroom teachers who have had no special training in the field of mental health.

\*1510. **Rice, Sister Mary Berenice.** Diagnosis of the mental hygiene problems of college women by means of personality ratings. Doctor's, 1937. Catholic Univ. Washington, D. C., Catholic university of America, 1937. 71 p.

1511. **Strong, Clara.** The mental health of the elementary school child. Master's, 1939. Southern California.

1512. **Wachtel, Lillian.** The place of mental hygiene in settlement work. Master's, 1939. New York. 68 p. ms.

Studies the suitability of the settlement for a mental hygiene program; the relation between rehabilitation and preventive mental hygiene programs; and approaches to a preventive mental hygiene program in the settlement.

#### PHYSICAL EXAMINATION

\*1513. **Baker, Mary Catherine.** A study of factors which may influence the participation in physical education of girls and women, 15-25. Doctor's, 1939. New York. 135 p. ms.

Finds that amounts of participation in physical education varied inversely with chronological age; that decrease in participation is a gradual process, accelerated slightly in the beginning and tapering off as age increases; that girls who reached the menarche after



15 participated more extensively in physical education activities than those who reached it earlier; that environmental influence was discernible in participatory habits; that the range of participation was small, concentrating in a few activities; that familiarity with an activity tends to increase participation in that activity; and that the origin of learning physical education activities does not influence voluntary participation in them.

1514. **Biddulph, Lowell G.** The status of physical education in the schools of the Intermountain junior college league. Master's, 1939. Michigan.

\*1515. **Brock, John D.** A study of psychological traits on physical education students and their relation to achievement. Doctor's, 1939. New York. 95 p. ms.

Studies the prognostic value of selected psychological tests by comparing freshman and graduated groups of majors in physical education. Compares a freshman physical education group with a freshman nonphysical education group on the psychological tests; compares physical education major students who have graduated with a typical nonphysical education group on these tests; compares the psychological scores of a selected physical education group to discover the relationship of such scores to a criterion of achievement over 4 years of college life. Arranges the tests for tentative prognostic use in the selection of students who wish to study in the field of physical education. Finds that these selected tests can be used for prognostic purposes for majors of physical education as they distinguish between nonphysical education and physical education students.

1516. **Bunte, Berenice M.** A study of the effects of a physical education program on character trends of children in the 4A and 5B grades. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1: 35)

Describes an experiment conducted with two groups of pupils from a Denver elementary school, in which the experimental group was given a definite character education program to supplement the regular activities. Finds that experiences and activities found in physical education may produce desirable modifications of behavior.

1517. **Draves, Lillian Shattuck.** A survey of coeducational physical education programs in selected secondary schools. Master's, 1939. Southern California.

1518. **DuBois, Goddard.** The relationship between the posterior view contour of the human body and the bilateral alignment of its skeletal framework. Doctor's, 1939. New York. 135 p. ms.

1519. **Fearey, Hiram Day.** A physical education activity program for California high schools. Master's, 1939. Stanford.

1520. **Fox, Henry Corbett.** Physical education in the elementary schools of Dade county. Master's, 1938. Florida.

1521. **Garrett, Lucian P.** A study of the training of the teachers of physical education in the public high schools of Missouri. Master's, 1939. Iowa.

\*1522. **Goehrs, Warren J.** A curriculum in physical education for boys in a State school for dependent children. Master's, 1939. New York. 338 p. ms.

1523. **Hensel, Paul E.** A study of the professional preparation of the men teachers of physical education in accredited high schools in Illinois. Master's, 1939. Iowa.

1524. **Hoover, Louis Henry.** Physical examinations in schools of Kansas with suggestions for changes and improvements. Master's, 1939. Kans. St. T. C., Pittsburg. 164 p. ms.

Lists recognized practices and methods in physical examinations of school children. Describes desirable practices in England, New York City, New York State, Los Angeles, and Detroit. Finds that Kansas has State laws for dental and medical inspection, but that they are not mandatory; that some counties have nursing service and other health work in the schools; that only a few city school systems in Kansas carry out adequate physical examinations for school children.

\*1525. **Houston, Ruth Elliott.** Modern trends in physical education facilities for college women. Master's, 1936. California. New York, A. S. Barnes and company, 1939. 198 p.

1526. **Janes, William H.** Individual differences in spontaneous bodily activity under conditions of boredom and interest. Master's, 1938. Columbia.

1527. **Kerekes, John Joe.** A program of physical education evolved from the study of the facilities. Master's, 1939. Ohio State. 75 p. ms.

Finds that the current program of physical education did not utilize the available facilities, and presents a program based on a study of the community.

1528. **Kurz, Rosalie C.** Character outcomes of physical education. Master's, 1939. Loyola. 85 p. ms.

Finds that physical education traits were in accord with those of education in general, and that physical education provided for the development of the important moral virtues.

1529. **Kyle, Katherine.** An argument for coeducational physical education. Master's, 1939. Ohio State. 139 p. ms.

Discusses the relationship of coeducational physical education and play in the adolescent years to delinquency and to marital happiness.

1530. **McAfee, Florence.** A curriculum for the preparation of the general elementary teacher in relation to physical education. Doctor's, 1939. New York. 404 p. ms.

1531. **McCarthy, Donald Russell.** A study of activities of federal emergency and relief agencies in the promotion of physical education and recreation in Iowa, 1933-37. Master's, 1939. Iowa.

1532. **McClung, Anna Madge.** A personnel study of women physical-education teachers in the senior high schools of West Virginia. Master's, 1939. West Virginia. 143 p. ms.

1533. **McLaren, Marjorie Elizabeth.** An attempt to evaluate the program of physical education for women in the light of their past experience and present interests. Master's, 1939. Stanford.

1534. **Martin, Foy.** A suggested program for teacher training in physical education at Appalachian State teachers college. Master's, 1938. Louisiana State. (Abstract in: Louisiana State university. Abstracts of theses, session of 1937-38. Bulletin, 31: 146)

1535. **Millsaps, William Hobart.** A study of steadiness of the upper extremities of boys from the age of 10 through 15 years. Master's, 1939. Tennessee. 59 p. ms.

Attempts to determine whether or not the pubescent boy lacked the steadiness of the upper extremities which was normally possessed during the prepubescent and postpubescent periods, by studying 336 boys. Finds the right upper extremity steadier than the left upper extremity; the increase in steadiness is fluctuating but the increase is greater and more frequent than the decrease; the period of pubescence does not materially affect the steadiness of the upper extremities; and there is an interrelation of steadiness between the right and left upper extremities.

\*1536. **Moore, Margaret C.** A comparison of the status of the students entering physical education and secondary education at New York university. Master's, 1939. New York. 31 p. ms.

Finds that the girls majoring in physical education and secondary education are about equal in ability, but that the boys majoring in secondary education are superior to boys majoring in physical education.

- \*1537. Mullen, Frances Andrews. Factors in the growth of girls. Doctor's, 1939. Chicago. Chicago, University of Chicago libraries, 1939. 50 p. (Reprint from Child development, Vol. 11, no. 1, March 1940)
1538. Munn, John S. A survey of physical education for boys in the secondary schools of Michigan. Master's, 1939. Michigan.
1539. Nichols, Harold M. A survey of physical education for boys in the high schools of Monroe county, Ohio. Master's, 1939. West Virginia.
1540. Novak, Joseph Clifton. Personnel study of physical education faculty and professional physical education curriculums of North central association colleges and universities. Master's, 1938. Chicago. 99 p. ms.
1541. Oermann, Karl Henry. A study of interest in indoor physical activities and the factors which adversely affect it. Master's, 1939. Pittsburgh.
1542. Opdycke, LeRoy Dwight. Survey of physical education instructors and coaches of Union Pacific league and Northwest league of Canada. Master's, 1938. Colo. St. Coll. of Ed.
1543. Paterson, Ann. A study of physical education interests of Ohio State university women students. Master's, 1939. Ohio State.
1544. Pedersen, Edward J. A descriptive and experimental study of the individual physical education program in the township schools of Wakefield, Michigan. Master's, 1939. Iowa.
1545. Pettis, Katherine Lucile. A physical education program for the elementary schools of Alliance, Ohio. Master's, 1939. Ohio State. 106 p. ms.  
Formulates a physical education program which could be used by the various elementary schools, with an analysis of the entire system.
1546. Pryor, Cecif O. A comparison of the physiques of adolescent boys as influenced by physical education programs. Master's, 1939. Iowa.
1547. Ritzman, Fred M. A study of the relative strength of college men and women and its relationship to fatigue and to activities. Master's, 1939. Iowa.
- \*1548. Tudor, Pauline. A program of publicity for physical education in Jersey City. Master's, 1939. New York. 63 p. ms.  
Shows that the radio, motion picture, newspapers, magazines, billboards, and other advertising devices can be applied to advertising and publicizing physical education.
1549. Vanous, Emma. A study of the physical needs of junior high-school girls. Master's, 1939. Kansas.
1550. Vincent, Robert W. A study of the possible effects of the freshman physical education program at Massachusetts State college on the strength tests and physical fitness indices. Master's, 1939. Mass. St. Coll. 68 p. ms.
1551. Warren, Robert Sullivan. A study of typical injuries occurring in physical education and athletics, together with the development of methods for their prevention, diagnosis, and treatment. Master's, 1939. North Carolina. (Abstract in: University of North Carolina, no. 347: 64)
- †1552. Wayman, Agnes R. A modern philosophy of physical education with special implications for girls and women and for the college freshman program. Philadelphia, W. B. Saunders company, 1938. 231 p. (Barnard college, Columbia university)  
Discusses significant social trends in America, the definition of education, physical education and its relation to health education, trends in physical and health education, aims and objectives of physical education, tests and measurements in physical education, the physical education program and activities, requirements in physical education, the program in college, athletics, and the training and status of teachers of physical education.

## ATHLETICS

1553. **Allen, F. Merritt.** A study of provisions for care and treatment of varsity athletic injuries in large high schools of Illinois. Master's, 1939. Iowa.
1554. **Amonson, Louis S.** Age, height, and weight as predictors of athletic ability in elementary and junior high school girls. Master's, 1939. Iowa.
1555. **Anderson, Richard F.** An analysis of tackling in football. Master's, 1939. Iowa.
1556. **Becker, Paul Arthur.** A study of the movement pattern of football guards leading interference. Master's, 1939. Iowa.
1557. **Blake, Raymond.** Distance traversed by basketball players in different types of defense. Master's, 1939. Iowa.
1558. **Bloxham, Rosa Lee.** A study of the objectives in swimming. Master's, 1939. Stanford.
1559. **Blum, Theodore W.** The relation of intramural competition to scholastic achievement in a large high school. Master's, 1939. Iowa.
1560. **Bowling, Maurine.** A study of content for standards for women's intramurals in colleges and universities. Master's, 1939. Michigan.
1561. **Boyett, Theodore.** A study of the use of starting blocks in the swimming sprints. Master's, 1939. Iowa.
1562. **Bronson, Alice O.** An adequate athletic program for high-school girls. Utah educational review, 32: 227, March 15, 1938. (University of Utah)
1563. **Burkness, Julien.** An experimental standardization of a modified basketball for junior high school boys. Master's, 1939. Iowa.
1564. **Christensen, J. Merion.** A study of rate of learning in the broad jump. Master's, 1939. Stanford.
1565. **Colebank, Albert Deahl.** A history of intercollegiate basketball in the United States with especial reference to West Virginia University. Master's, 1939. West Virginia. 111 p. ms.
1566. **Cram, Edwin C.** A study of the knowledge of rules and nomenclature of football, basketball, volley ball, and tennis as demonstrated by junior high school boys of Des Moines, Iowa. Master's, 1939. Iowa.
1567. **Cutchin, George Stanfill.** Physical achievement of high-school boys in South Central states. Master's, 1939. Peabody. 68 p. ms.
- Compares the performance of 525 selected boys in a group of athletic skills with the performance of a group of California boys. Finds that achievement scales standardized with California boys may be used without modification to evaluate achievement of boys in the South Central States.
1568. **Dixon, Fred W.** The present status of the game of tennis in the high schools of Utah with recommendations for the improvement and development of the tennis program based on needs discovered in this survey. Master's, 1939. Brigham Young.
1569. **Emrich, John Wesley.** The relationship of strength to success in junior high school athletics. Master's, 1939. Iowa.
- \*1570. **Fenniman, Harriet Gellen.** The relationship between the high-school female athlete and nonathlete in regard to intelligence, academic grades, and interests. Master's, 1939. New York. 53 p. ms.
- Finds, from a study of 44 high-school girls, that the nonathletes rank higher in intelligence, and in academic marks; that the scholarship of both groups is dependent on the IQ; that the scholarship of athletes does not suffer from participation in athletics; and that athletes participate in more school and out-of-school activities than the nonathletes.

1571. **Gibbs, Lynn H.** A study of the duties of the high-school principal in relation to interscholastic athletics in Illinois. Master's, 1939. Iowa.
1572. **Golden, Lafayette.** Administrative problems in interscholastic high-school athletics: proposed regulations for their simplification and solution. Master's, 1938. Florida.
1573. **Goldin, Ernest H.** Comparison of certain aspects of the Olympic games. Master's, 1939. Alabama. 153 p. ms.
1574. **Grow, Judith.** A study of the vertical jump as a measure of foot function. Master's, 1939. Iowa.
1575. **Hackler, Russell M.** The vertical jump as a predictor of athletic ability in power events. Master's, 1939. Iowa.
- \*1576. **Hammond, Carolyn B.** A course of study in physical education for elementary school teachers in training. Master's, 1938. New York. 77 p. ms.  
Proposes a course of study in archery, soccer, soft ball, tennis, group games, badminton and ping-pong, an intramural program, elementary school games, rhythms, and dances for training elementary school teachers.
1577. **Hanhila, Matt O.** A study of the intramural sports programs in the high schools of Arizona. Master's, 1939. Arizona. 87 p. ms.
1578. **Harley, Dwight Leroy.** A kinesiological analysis of the shot-put. Master's, 1939. Iowa.
1579. **Hawes, Orville W.** The status of the athletic coach in Class B schools of Ohio. Master's, 1939. Ohio State. 112 p. ms.  
Presents a composite picture of coaches of boys' athletics in Ohio schools with an enrollment of fewer than 150 boys.
1580. **Hesalroad, Lorraine.** Comparison of the response of the heart of college women to swimming and basketball. Master's, 1939. Iowa.
1581. **Hutchison, Wilson J.** Scholastic achievement of athletes and non-athletes. Master's, 1939. Kans. St. T. C., Emporia. 15 p. ms. (Abstract in: Kansas State teachers college of Emporia. Studies in education, 17: 8)  
Attempts to point out the part which athletics play in holding students in school. Compares athletes and nonathletes as to their interest in scholastic success, and compares their progress in school.
1582. **Hutton, Robert.** A survey of night football in the secondary schools of Ohio. Master's, 1939. Michigan.
1583. **Keene, E. L.** A survey of intramural athletics in Lancaster county, Pennsylvania. Master's, 1939. Duke. 62 p. ms.  
Surveys the status of intramural athletics in 28 high schools in Lancaster County.
1584. **Klumpar, Emil Allen.** An analysis of blocking in football. Master's, 1939. Iowa.
1585. **Koll, Anna M.** Influences determining present trends in feminine attire for athletic activities. Master's, 1938. Louisiana State. (Abstract in: Louisiana State university. Abstracts of theses, session of 1937-38. Bulletin, 31: 146)  
Shows the trends in athletic costumes and uniforms for girls from the middle of the nineteenth century to date.
1586. **Labrichsen, M. A.** Comparative analysis of some putting methods. Master's, 1939. New York. 63 p. ms.
1587. **Lambert, Josephine.** Comparison of the response of the heart of college women to running and to badminton. Master's, 1939. Iowa.

1588. **McCann, Lloyd Ellis.** The administration of interscholastic competition in Nebraska. Master's, 1939. Colo. St. Coll. of Ed.

1589. **Madison, Charles B.** A course in boxing, based upon a critical review of the literature and of the best current professional practice. Master's, 1939. Iowa.

1590. **Marshall, M. V., and Nagle, B. N.** Sports in which men over 20 engage. Lancaster, Pa., Franklin and Marshall college, 1938.

1591. **Mason, Lenel.** A study of the effect of overweight upon performance in the vertical jump. Master's, 1939. Iowa.

1592. **Miller, Jake.** The West Virginia State high-school athletic association. Master's, 1938. West Virginia. 88 p. ms.

1593. **Ogilvie, William K.** A comparative study of the undergraduate professional physical education curricula offered for men in universities, colleges, and teachers colleges in the United States. Master's, 1939. Iowa.

1594. **Olander, Clifford John.** Desired qualifications and tenure of coaches in Kansas high schools. Master's, 1939. Kansas.

1595. **Oliphant, Harve A.** A study of improvement in shooting baskets as related to the amount of practice. Master's, 1939. Iowa.

1596. **Overholser, Floyd Emerson.** A study of freshman (ninth-grade) boys' secondary school athletics in the State of Ohio. Master's, 1938. Cincinnati.

1597. **Ranes, Raymond S.** A comparative study of the bounce pass and direct pass in basketball. Master's, 1939. Iowa.

1598. **Redfern, George B.** Organization and administration of athletics in a selected group of Ohio high schools. Master's, 1939. Cincinnati. 100 p. ms.

Covers the organization and administration of intramural athletics for boys and girls, and the organization and supervision of interscholastic sports, in 16 high schools. Reports a tendency to overemphasize major sports and a need for systematic physical examinations and better organized health programs.

1599. **Roberts, John E.** Intramurals for boys in the senior high schools of Nebraska. Master's, 1939. Iowa.

\*1600. **Sechler, Harvey Clarence.** Interest and ability in swimming of pupils in the secondary schools of the District of Columbia. Master's, 1939. George Washington. 40 p. ms.

Analyzes replies to a questionnaire in which 1,800 boys and girls in the junior and senior high schools of Washington, D. C., participated. Indicates that the economic status of the families affects the swimming abilities of the pupils, and that nearly all pupils are interested in swimming instructions.

1601. **Simonich, Edwin James.** Rules and regulations governing interscholastic athletic activities in the United States. Master's, 1939. Arizona. 135 p. ms.

1602. **Smith, J. Towner.** The optimum relation between speed training and endurance training in improving the time of college men students in running the quarter-mile. Master's, 1939. Michigan.

1603. **Snoddy, Marvin L.** A comparison of scholastic achievements of high-school athletes and nonathletes of Greene county, Indiana. Master's, 1938. Ind. St. T. C. 26 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 10; 125-26, July 1939)

Attempts to determine whether participation in organized, interscholastic athletics had any effect on academic achievement as measured by standardized achievement tests in the

12 high schools of Greene County. Indicates that participation in athletics by high-school students had no detrimental effect upon their scholastic rating during their high-school careers. Finds some evidence that participation in athletics induced the athlete to do better work in school than he would if certain scholastic requirements were not placed upon him. Concludes that if the school is to educate the child in the broadest sense, participation in some athletic program is of importance to both the pupil and the community.

1604. Soloman, Edward Wellington. A comparison of athletes and non-athletes of similar intelligence in four District of Columbia white high schools. Master's, 1939. George Washington. 22 p. ms.

1605. Staley, Seward C. Sports education: the new curriculum in physical education. New York, A. S. Barnes and company, 1939. 325 p. (University of Illinois)

Discusses the objectives and concomitant outcomes of sports education, the increase in leisure time, leisure time and sports, character and health and sports, principles for evaluating sports, methods of teaching, sports appreciation, and future changes in the program.

1606. Stevens, John Alton. A comparative analysis of defensive end play. Master's, 1939. Peabody. 59 p. ms.

Compares defensive end play as advocated by authorities in football literature and end play as shown by motion pictures of college football games.

1607. Swann, James Hubert. The educational values of football. Master's, 1939. Stanford.

1608. Timmermann, Johannes. A study of the possible effect of basketball on the feet of college freshman men. Master's, 1939. Iowa.

1609. Topping, George G. The influence of the physical education program and the available facilities on intramurals in the senior high schools of a large city system. Master's, 1939. Iowa.

1610. Truesdale, John C. Some trends in organization and administration procedures in intramural athletics in 32 American colleges and universities. Master's, 1939. Iowa.

1611. Vinzant, I. Dennis. A survey of conference control of intercollegiate athletics in Texas. Master's, 1939. East Texas St. T. C. 165 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 56-57)

States definitely and in parallel form the administration and eligibility rules of each of the five conferences; shows the improvement of academic standards of institutions through intercollegiate athletic conference control and regulations; and shows the similarity and diversity of the constitutions and by-laws of four Texas-conferences.

1612. Wester, Bernice. A comparison of the accuracy of throwing of third-, fourth-, and fifth-grade boys. Master's, 1939. Iowa.

1613. Whipkey, Everett H. The organization of managers and facilities in athletic equipment accounting. Master's, 1939. Ohio State. 114 p. ms.

Studies practices in athletic equipment accounting in 34 high schools and colleges. Recommends an organization of managers, better facilities, and gives methods for performing the manager's work.

1614. Whitford, Lawrence W. A study of factors relating to proficiency in batting in baseball. Master's, 1939. Michigan. 50 p. ms.

1615. Willett, Myron Frank. The cost and income of athletics in the South central and Southern Colorado leagues. Master's, 1939. Colo. St. Coll. of Ed.

## PLAY AND RECREATION

\*1616. Allard, Lucile. A study of the leisure activities of certain elementary school teachers of Long Island. Doctor's, 1939. T. C. Col. Univ. New York, Teachers college, Columbia university, 1939. 117 p. (Contributions to education, no. 779)

Presents a picture of what 500 elementary school teachers of Long Island do with their leisure time, and discusses the reasons given by them for participating or not participating in 43 activities presented to them for consideration. Finds no typical individual leisure pattern of activities; shows that the activities most frequently engaged in were reading, radio, movies, visiting and entertaining friends, and swimming; that there is little difference in participation at different ages, except in physical activities. Shows that leisure behavior patterns were influenced by cost and availability, by technological development, and by education in the early years. Shows that educational institutions must afford almost innumerable facilities for teaching people how to live; and must provide the opportunity to develop skills which will give the individual satisfactions in his work and in his leisure hours, not only for the present but also for the future.

\*1617. Arthur, Mary Lennis. A survey of the playground facilities of certain Houston elementary schools. Master's, 1938. Texas Coll. of Arts and Inds; 53 p. ms.

Analyzes data on the adequacy of playgrounds of 53 Houston elementary schools. Finds the playground areas and playgrounds adequate in the efficiency and amount of play equipment, and in sanitation and first-aid equipment.

1618. Bagby, Maurice Silsby. A comparative study of the recreational life of teachers and other professional groups in a rural county of Ohio. Master's, 1938. Cincinnati.

1619. Bannin, Thomas Joseph, jr. Entertainment for large groups of pre-adolescent boys. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 110)

1620. Bowles, Luellen. A unit in developing a basis for appreciation and understanding of modern dance through the use of films and discussions. Master's, 1939. Iowa.

1621. Branin, C. E. A study of the carry-over into after school life of physical activities as taught in the schools. Master's, 1939. Wittenberg. 152 p. ms.

Analyzes replies to a questionnaire received from 2,153 men between the ages of 21 and 70 in 128 different occupations. Finds that schools and colleges are increasing the number and variety of activities in physical education instruction and in athletics to include those that will be of more value in after school life. Indicates that noncompetitive activities have the greatest carry-over value and that there is no connection between a man's occupation and his recreational activities.

1622. Brinley, Eldon D. The carry-over value of certain physical recreational activities of college graduates. Master's, 1939. Southern California.

1623. Broad, George B. The backyard playyard program in Tulsa. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the value of the playyard program carried on in Tulsa during the summer of 1938, and finds that it met the requirements for a safe, well-supervised play area for younger children.

1624. Brown, Martha M. Recreation of business and professional men and women 50 years of age and over. Master's, 1939. Ball St. T. C. 48 p. ms.

Studies the recreational pursuits of 186 business and professional men and women 50 years of age and over living in Dodge City, Kans., Muncie, Ind., and New Smyrna Beach, Fla. Finds that most recreational activities were participated in by both sexes equally, although there were indications of seasonal and geographical differences.



1625. **Bushman, William W.** The educational values of summer camps for boys. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 9-10)

Presents data showing the development and growth, the essential features, the educational objectives, and the program of activities of a good summer camp for boys. Shows that the summer camp may become a standard part of the organized educational program supplementing the regular school with disciplined recreation during the summer vacation.

1626. **Carlson, Venice Lucille.** A program of social dancing for secondary schools. Master's, 1938. Stanford.

1627. **Cockerill, Eleanor.** An evaluation of a summer camp for children conducted by a psychiatric clinic. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 152-53)

Analyzes case records of 44 children who attended camp during July and August 1937 to determine the types of children who seem to benefit most and the kinds of cases in which study or treatment are definitely enhanced. Finds that 21 children were definitely improved, 22 were unimproved, and the status of one case could not be determined. Finds that an important function of the camp was the intensive observation and clarification of the children's problems.

1628. **Dennis, Fan.** Social aspects of leisure-time activities of teen-age girls in Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of these . . . 7: 13-14)

Surveys the activities in which teen age girls of Dallas engage during their free time; the activities in which the girls would like to participate during their leisure time; and discusses the leisure-time organizations to which the girls belong and those to which they would like to belong, together with the reasons the girls gave for nonmembership in desired groups. Reveals that the activities in which they engage are not necessarily the activities in which they prefer to engage; that they are interested in physical activities and engage largely in sedentary activities.

1629. **Dyke, Jennie.** Dance notation: a comparative analysis and evaluation of various systems. Master's, 1939. Wellesley. 151 p. ms.

Gives the history and present need for dance notation; studies analytically six systems of dance notation; and offers suggestions for their adaptation and use in dance education.

1630. **Eubank, Luzilla Francis.** Palo Alto's program to serve the recreational needs of its younger citizens. Master's, 1939. Stanford.

1631. **Gottshall, Elsie.** A study of the use of activities in a physical education program for high-school girls as leisure-time activities after graduation. Master's, 1939. Michigan.

1632. **Hawke, Virginia Eileen.** A program of dance for the University school, Columbus, Ohio. Master's, 1939. Ohio State. 114 p. ms.

1633. **Herbert, Ellen Louise.** A program of coeducational recreation for the University of Arizona. Master's, 1939. Arizona. 175 p. ms.

\*1634. **Hoffman, Frances P.** Playgrounds and safety among children of the Borough of Manhattan. Master's, 1938. New York. 54 p. ms.

Finds that accidents vary in the different sections of the city, due to many causes and to differences in conditions; and that most of the accidents occur when playgrounds are in full swing throughout the city.

1635. **Hotchkiss, Myra Cantrell.** Physical education as training for the use of leisure time. Master's, 1939. Arizona. 72 p. ms.

1636. **Kovar, Dan R.** Student attitudes toward the program of social recreation in certain high schools of western Pennsylvania. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 169-74)

Analyzes 1,048 replies of seniors, and 1,070 replies of sophomores to a questionnaire sent to students in 10 high schools to determine their participation in social recreation; pupil

opinion of faculty cooperation; training in social amenities; obstacles to participation in school dances; problems in the acquisition of social poise; and their criticism of the social program. Recommends that each school prepare a program of recreation for the school year; that get-acquainted parties be held for new students early in the school year; that informal dances have a part in the school recreational program, and more informal parties at which dancing is not the main diversion; that at any school party or dance, some general activity be planned to include everyone present; that teaching of social usage be provided through clubs, the home room, or through regular classes; and that the faculty adopt a more sympathetic and democratic attitude toward the social aspirations of the adolescents in their care.

1637. Kuhl, Louise. A survey of co-recreational programs in a selected group of small colleges in Nebraska. Master's, 1939. Iowa.

1638. Larson, Fenton Leroy. A survey and critical study of the summer playgrounds of Greensboro, North Carolina. Master's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 62)

Evaluates the existing summer playgrounds for white children of elementary school age in Greensboro.

1639. Lyle, James. The formulation of criteria for the evaluation of active games; B. The evaluation of games used in the physical education curriculum. Master's, 1939. Iowa.

1640. Poole, T. B. A survey of social and recreational opportunities for seniors in Sanilac county. Master's, 1939. Michigan.

1641. Rehberg, Clark F. Recreation for handicapped children. Master's, 1939. Michigan.

\*1642. Sauthoff, Hermine. An analysis of some aspects of skill in tap dance. Master's, 1939. New York. 57 p. ms.

Studies 129 students in tap dancing at New York University during the academic year 1937-38 to determine whether leg strength, movement reaction to auditory stimulus, and perception of rhythmic patterns were responsible for a high degree of skill, and whether these factors were trainable. Fails to show a close relationship between tap skill and the test items as a group for all of the subjects.

1643. Schuchardt, Charles B. The recreational interests of former Ohio northern university men. Master's, 1939. Ohio State. 65 p. ms.

Finds that most of the alumni engage in individual or companionship recreational activities.

1644. Schwartz, Ruth. An evaluation of the modern dance with respect to certain physical objectives of physical education. Master's, 1939. Wellesley. 101 p. ms.

Finds no significant difference between the benefits derived from modern dance and from gymnastics with respect to posture achievement, motor ability improvement, weight normalization, and improvement in vital capacity. Suggests that because of the extreme variation in circulatory response from a single lesson in the modern dance, it can be adapted for therapeutic purposes and for cases involving structural and functional disability. Shows that the modern dance provides an opportunity for systematic all-round physical development.

1645. Stout, Ralph A. The educational effect of camp experiences. Master's, 1939. Mass. St. Coll. 80 p. ms.

1646. Wright, Ruth. Recreational education as an integral part of twentieth century American living. Master's, 1938. Louisiana State. (Abstract in: Louisiana State university. Abstracts of theses, session of 1937-38. Bulletin, 31: 69-70)

1647. Zielasko, Gustave W. The historical development of recreation legislation in the United States. Master's, 1939. Michigan.

## COMMERCIAL EDUCATION

1648. **Abney, Ethel M.** A study of the adequacy and appropriate character of the commercial teaching program of the Stockton, Illinois, high school. Master's, 1939. Iowa.

1649. **Aiken, Durward W.** An institutional training program for teacher coordinators of distributive occupations. Master's 1939. Colo. St. Coll. 117 p. ms.

Studies 12 of the 26 cities in Mississippi whose schools offer courses in distributive occupations. Finds that placement opportunities vary with the size of the cities. Recommends that courses be given only in cities of more than 2,500 population. Finds that a single curriculum would be satisfactory to all cities over that size.

1650. **Anderson, Roy L.** A study of the columnar journal in teaching beginning bookkeeping. Master's, 1939. Cincinnati. 57 p. ms.

Studies the value of the columnar journal as a teaching device and attempts to determine its vocational value to prospective bookkeepers.

1651. **Bailey, Culver G.** A study to determine the minimum essentials of a high-school one-year course in bookkeeping. Master's, 1939. Michigan.

1652. **Boggs, Rose Elizabeth.** An opinion analysis of subject content in junior business education. Master's, 1939. Indiana. 69 p. ms.

1653. **Brock, Ethel.** Implications of the youth employment problem to secondary business education. Master's, 1939. Okla. A. & M. Coll.

Studies the age, training, and length of unemployment of young people, as well as the age, training, occupations, wages received, and interval of unemployment before beginning work. Finds that youth between the ages of 18 and 20 constitute the group affected most seriously by unemployment; that employment possibilities increase with increase in training; that vocational training does not aid young people materially in getting jobs; that with few exceptions the youth who remain in school longest have the shortest idle periods; that wages range from \$5 to \$50 a week, with the median about \$15; that the highest wages are paid to boys and to the older youth who have had the most education; that more of them are found in clerical and semiskilled occupations than in any other fields; that the number engaged in selling fields exceeds the number trained in selling while in school; that intelligence is a limiting factor in occupational opportunities; that youth without placement advice have more difficulty in locating jobs than youth with such advice. Indicates that business education departments must cooperate with other departments in giving youth profitable educational opportunities until they are ready and able to get jobs. Recommends that courses in consumer education be given in order to raise the standard of living of low-paid youth; that business courses be adapted to the needs of the students and of the communities; and that schools provide placement services.

1654. **Burke, Ethel Fitzpatrick.** An experimental study of the educational use of the typewriter in the second grade. Master's, 1939. Loyola. 142 p. ms.

Studies the effect of the use of the typewriter on learning to read and write in the second grade, and indicates that typewriting activity motivated learning and stimulated written expression.

\*1655. **Burke, Frances Marie.** Educational opportunities in commercial schools in the District of Columbia. Master's, 1939. George Washington. 143 p. ms.

Surveys all but two of the private business schools, some private and denominational schools offering business training, several office machine distribution agencies offering business training for use of their machines, the Chesapeake and Potomac Telephone Company, and all correspondence schools offering business training with headquarters or agencies located in Washington. Gives the course of study for the schools. Discusses the location of the schools, enrollment, number of instructors, school hours and school year, training offered, entrance requirements, time of entrance, cost of tuition and supplies, other charges, scholarship and student aids, and placement.

1656. **Calkins, William Baird.** Are keyboard shields of benefit in the group teaching of "touch" typewriting? Master's, 1938. Chicago. 64 p. ms.

1657. **Carlton, Oscar F.** The development of commercial education in El Reno, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Studies the development of commercial education in the private business schools, the public high schools, and the Catholic high school from 1895 to 1939. Finds that the commercial program developed slowly, was narrow, unplanned, and lacking in objectives; that the program was built around bookkeeping, typewriting, and shorthand; and that enrollment has increased greatly since 1922.

\*1658. **Castelli, Philip V.** Status of office practice and secretarial training in the senior high schools of Westchester county. Master's, 1939. Syracuse. 110 p. ms.

Finds that a relatively high percentage of the public senior high schools of Westchester County, N. Y.; offer training in office practice; that it is required in only 18.75 percent of the schools reporting; that 91.4 percent teach the subject in the twelfth year and 8.6 percent in the eleventh year; that 10 different subjects were named as prerequisite to office practice training; that the subject is comparatively new; that 96.9 percent of the schools conducted five class periods a week, each averaging 45 minutes; that the aims of the office practice course are to serve as a course for the correlation of knowledge gained from previous business subjects, and to improve commercial efficiency by presenting information that will aid to bridge the gap between formal class work and office routine; that there was little uniformity in the subject-matter content of the course; that secretarial training was stressed in the basic textbooks; that a small percentage of the schools report extensive use of office machines and appliances; that 21 teachers reported that practical experience was given to students; that the average class numbers 19 students; that teachers of the subject need better preparation; and that the schools are attempting to place students in positions for which they have been especially trained, with little follow-up of graduates who had been placed in office jobs.

1659. **Chapman, Grace Adelaide.** An evaluation of business letters. Master's, 1939. Chicago. 97 p. ms.

1660. **Clymer, Jennie Alice.** Supplementary material for the development of personality in connection with shorthand instruction. Master's, 1939. Iowa.

1661. **DeHaven, Cecil C.** A study of occupations, training, and opportunities of commercial graduates of Sturgis high school. Master's, 1939. Michigan.

1662. **DeWalt, Ray C.** Information significant to commercial teachers concerning carbon papers and their use. Master's, 1939. Iowa.

1663. **Doepke, Fred William.** Commercial education in Kansas high schools 1934-35 and 1937-38. Master's, 1939. Kansas.

1664. **Doubleday, Lewis E.** A study of the factors affecting achievement in shorthand. Master's, 1939. Iowa.

†1665. **Douglas, Lloyd V., and Skar, R. O.** A survey of commercial education in the public schools of Iowa based on information supplied by the administrators of 523 Iowa high schools and by teachers of commercial subjects in these schools. Cedar Falls, Iowa state teachers college, 1939. 20 p. (Iowa state teachers college bulletin, research report no. 34)

Discusses the curriculum, curriculum trends, equipment, teacher preparation, subject combinations, and teacher activities in 523 Iowa public high schools, in an effort to assist Iowa state teachers college to evaluate and revise its commercial teacher-training curriculum in accordance with present and probable future needs of the public schools of Iowa.

1666. **Douglass, Harl B.** Expanding business education to meet present conditions. Business education world, 19: 19-22, September 1938. (University of North Carolina)

1667. **Duvall, Hazel Irene.** An investigation of the uses of personal bookkeeping in selected rural communities. Master's, 1939. Iowa.

1668. **Edmonds, Catherine Alicia.** Personnel and student problems in the office practice course. Master's, 1939. Boston Coll.

1669. **Edwards, Arthur Preston.** General business information possessed by high-school seniors in Tennessee. Master's, 1939. Tennessee. 160 p. ms.
- Surveys the business information possessed by high-school seniors in Chattanooga, Knoxville, Memphis, and Nashville. Finds the junior business training pupils superior to those in other curricula: boys had a better grasp of general business information than girls; commercial majors were superior in their knowledge of business information to noncommercial pupils. Indicates that the general business information possessed by high-school seniors is not adequate to meet their adult needs.
- \*1670. **Ellmann, Florence Smith.** The evolution of the junior business-training course. Master's, 1939. George Washington. 134 p. ms.
- Traces the development of the junior business curriculum from 1915 to date and shows the changes made in junior business training in accordance with the changing character of our economic life and the ever-changing philosophy of the junior high school.
1671. **Farrar, Arthur.** The development of personality and character traits through business education. Master's, 1939. Colo. St. Coll. of Ed.
1672. **Ferguson, Emily Claire.** A survey of junior business training in Texas. Master's, 1939. East Texas St. T. C. 133 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 17-19)
- Studies the historical background, the aims of junior business training, the materials used in junior business training courses, and methods of teaching this work. Finds that teachers in Texas prefer the project method, socialized recitation, and daily assignment and recitation. Shows that the subject has found a real place for itself as a most important and necessary subject in the junior high school.
1673. **Fink, Edwin E.** Bookkeeping in high school as preparation for accounting in college. Master's, 1939. Kansas.
1674. **Frellick, Ralph S.** Salesmanship courses in high school. Master's, 1939. Mass. St. Coll. 116 p. ms.
1675. **Frink, Inez.** A survey of commercial work offered in the public high schools of the State of Florida for the school year 1938-39. Master's, 1939. Fla. St. Coll.
1676. **Garvin, Eva.** A follow-up study of business administration majors and minors of East Texas state teachers college. Master's, 1939. East Texas St. T. C. 57 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 20-21)
- Analyzes college records and statements of 122 students who graduated from East Texas State teachers college in the years 1931-1938, inclusive, with majors or minors in business administration. Finds that 64.93 percent of the total number of graduates in the business administration field are using their training to a greater or less extent; that of the 122 business education graduates teaching has absorbed 62 percent of whom 30 percent are not teaching commercial subjects; that high schools enrolling from 100 to 250 students employed the greatest percentage of the commercial graduates studied; and that the median earned income of these business education graduates in 1939 was \$960.
1677. **Gettys, Maurice E.** Study of junior business training in the public schools of Iowa. Master's, 1939. Drake.
1678. **Gibson, Ernest Dana.** An experiment in introduction to business. Master's, 1939. Colo. St. Coll. of Ed.
- \*1679. **Glover, John George.** The fundamental principles of internal business control. Master's, 1930. New York. 189 p. ms.
1680. **Greene, Thomas M.** Changes in philosophy of secondary business education during the past decade. Master's, 1939. Kentucky. 76 p. ms.
- Attempts to set forth the new philosophy of secondary business education by a study of its objectives and by showing its relation to general secondary education. States the principles on which a sound philosophy of business education might be based.

1681. **Grossnickle, Edwin.** The status of commercial education in the rural public secondary schools of Indiana. Master's, 1939. Iowa.

1682. **Hall, Linnie Ruth.** Problems of teachers of first-year typewriting in Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the problems of the teachers of first-year typewriting in the white high schools of Oklahoma, using questionnaire responses from 150 teachers of first-year typewriting. Finds that the teachers vary greatly in their qualifications; that their most important problems are: Planning and using remedial measures; determining criteria for measuring their work as teachers; analyzing errors; caring for individual differences; and aiding in the development of desirable character traits. Indicates that the problems teachers face are the result of individual viewpoints, preparation, and situations.

1683. **Hammerand, Wayne.** The semestral achievements of typewriting students in New Mexico high schools. Master's, 1939. Colo. St. Coll. of Ed.

\*1684. **Hanna, J. Marshall.** Conflicting viewpoints in the field of secondary school business education: A study of 52 fundamental issues in business education and the opinions of 58 prominent business educators regarding these issues. Doctor's, 1939. New York. 281 p. ms.

Studies 52 fundamental issues in business education and the opinion of 58 prominent business educators on these issues.

1685. **Hansen, Barbara Olivia.** A study of the growth and trends in common office machine occupations. Master's, 1939. Iowa.

1686. **Hanson, Noble F.** The organization of a course of study combining second year shorthand and office practice in a small high school. Master's, 1939. Michigan.

1687. **Harshman, Ralph Garling.** A critical analysis of the methods and media used in sales training. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, 29: 187-95)

Studies methods and media used in the training of salesmen by 552 companies in various parts of the country. Indicates that classifications of companies with relatively small sales organizations use individual training methods (personal conferences and field training) more extensively than group training methods; that organizations with large sales organizations use group training methods (company sales schools, sales meetings, group conferences, and conventions). Finds little agreement among the classifications based on the size of the sales organization as to the relative value of a particular sales training medium in a training program. Discusses the use of sales manuals, letters, bulletins, house organs, sales literature, advertising literature, demonstration sales portfolios, trade papers, charts, catalogs, and films in sales training.

1688. **Head, Bena.** Frederick O. Nichols' philosophy of secondary commercial education. Master's, 1939. Okla. A. & M. Coll.

Studies Nichols' writings, and concludes that it is imperative for commercial education to adopt a standard terminology; that all objectives must be achievable within the capacities of high-school pupils and within the limitations of the high-school curriculum; that occupational understanding, economic understanding, citizenship training, consumer efficiency, and social intelligence should be included in the objectives of the commercial department; that an adequate program is only possible under the leadership of people trained in that capacity; that research must be a continuous process; and that a multiple-choice curriculum must be provided so that commercial students may choose offerings best suited to their interests, aptitudes, and abilities; that vocational training should be divided into two periods, prevocational and vocational; that guidance is a necessary part of the commercial educational program.

1689. **Henrich, W. E.** An experimental comparison of two methods of teaching typewriting. Master's, 1938. Cincinnati.

1690. **Hibner, Evalyn M.** The status of commercial teacher training in Ohio. Master's, 1939. Cincinnati. 68 p. ms.

Studies curriculum requirements, practices in granting credit, methods and practice teaching requirements, and guidance in training commercial teachers in Ohio colleges.

1691. Houtchens, Janet. A survey of office standards in Wenatchee, Washington. Master's, 1939. St. Coll. of Wash. 40 p. ms.

Surveys office practices and equipment in Wenatchee, with special reference to the office practice course and equipment in the high school. Finds that a study of current office practices affords valuable information in planning the office practice course as well as part-time courses in office practices; and that a survey of office equipment is of little value as many businesses have old machines which are much less efficient than newer machines.

1692. Huebner, Carl W. Commercial education in the vocational schools of Wisconsin. Master's, 1939. Iowa.

1693. Hufford, Kenneth W. Accounting laboratories in collegiate schools of business. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1: 18)

Finds that a majority of collegiate schools of business are operating accounting laboratories and most of them are satisfied with the results obtained in these laboratories, especially where compulsory attendance is required.

1694. Hyde, Harold E. A follow-up study of the commercial students of the Nyack, New York, high school for 10 years previous to 1938 as a basis for curriculum revision. Master's, 1939. N. Y. St. Coll. for Teach. 76 p. ms.

1695. Ingram, Clara D. The educational program in the retail stores of Louisiana. Master's, 1938. Louisiana State. (Abstract in: Louisiana state university. Abstracts of theses, session of 1937-38. Bulletin, 31: 95-96)

Attempts to determine the extent and character of training of store employees in all of the various types of stores. Finds that a small percentage of the retail stores have training departments giving definite training in store systems, store policies, stockkeeping, salesmanship, knowledge of merchandise, personality development, and other phases of retailing; that in many stores without training departments there is no definite training program; that there is little formality in hiring the employees; and that the training of retail employees is being given increasing attention.

1696. Johnson, Charlotte Jean. A determination of objectives for a one-year general typewriting course. Master's, 1939. Michigan.

1697. Johnson, Elsie Ortner. Differentiated curricula in business education in Southern junior college. Master's, 1939. Tennessee. 184 p. ms.

Studies business education in six junior colleges under the auspices of the Seventh-day Adventist church. Analyzes the records of business graduates of the Southern junior college for the last 5 years, and replies of a questionnaire administered to students now enrolled as business majors. Finds that business education in the six Seventh-day Adventist junior colleges was organized into a separate department, although not all the work in all the junior colleges was given in the department of commerce; that there was little uniformity among the colleges in the amount of credit allowed for courses, in the number of class meetings held, or in curriculum requirements.

1698. Kauzlarich, Charles E. A critical examination of teachers' manuals for general business courses. Master's, 1939. Iowa.

1699. Kelley, Earl Lewis. The upward extension of vocational business education. Doctor's, 1939. Southern California.

Attempts to discover to what extent and for what types and levels of work vocational business training has become wholly or partly, a post-high-school or junior college and university school of business function; to what extent and for what types and levels of work it remains a high-school function. Concludes that the junior and senior high schools should offer general basic background and appreciation courses supplemented by specialization courses until more mature and highly trained workers with post-high-school training become available; that post-high-schools should offer general and specialized vocational business courses according to community needs; and that the university upper division and graduate schools should offer the highly specialized and professional training.

1700. Knight, Everille. A study of the employment conditions of office machine operators in the United States. Master's, 1939. Iowa.

1701. **Kosanke, Martha.** Difficulties of first-job office workers as they see them. Master's, 1939. Michigan.

1702. **Lackey, Grace.** Problems and procedures in business education. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 25-26)

Studies the growth of business education in private and public institutions; problems related to business education in public schools and methods of solution as found in actual practice; aspirations of students enrolled in business courses in a number of Texas high schools; and views of some Texas commercial teachers as to the outstanding problems in their respective schools. Concludes that the curriculum should be adjusted so as to better satisfy the needs of the community; apprenticeships should be insured for students who are preparing for certain types of positions; proper equipment should be supplied; the work of the different departments should be correlated; properly trained teachers should be selected; students should be selected for courses designed for the preparation for positions; there should be a placement service for graduates of the commercial department.

1703. **Lincoln, Mary Hazel.** The need for cooperative courses in retail merchandising for secondary schools of the United States. Master's, 1939. Colo. St. Coll. of Ed.

\*1704. **Lomax, Beatrice Loyer.** A comparative study of the results obtained in college groups learning typewriting by the whole and part methods. Master's, 1930. New York. 135 p. ms.

1705. **Lundquest, Clarence Howard.** A study to determine the effect of finger gymnastics upon attainment in typewriting. Master's, 1939. Kans. St. T. C., Pittsburg. 48 p. ms.

Describes an experiment conducted with 82 pupils in beginning typewriting who were given about 3 minutes of finger gymnastics at the beginning of each class period, and with 73 pupils in beginning typewriting who were taught without the finger gymnastics. Finds that the pupils who had finger gymnastics were superior in number of words per minute and in accuracy, but the difference between the groups was not statistically significant.

1706. **McCammion, Chester L.** Principles of office machine practice related to accounting procedures. Master's, 1939. Okla. A. & M. Coll.

Attempts to correlate the use of calculating machines to accounting procedures, and to prepare a textbook that supplies the student with proper descriptions, instructions, and exercises to enable him to become familiar with the most used types of calculators and to become proficient in the technique of their operation.

1707. **McCormick, Victor.** Prediction of success in typewriting at the end of a three weeks' test period. Master's, 1939. Iowa.

1708. **McCoy, Freeman S.** A study of the commercial curriculum and community needs. Master's, 1938. Ind. St. T. C. 47 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 131, July 1939)

Studies vocational opportunities in Warren, Ohio, and attempts to determine how well the business curriculum fits the community needs; to determine the desired training, age, sex, and experience for employees in different office positions.

1709. **MacDonald, Donald D.** A study of the relative value of vocabulary scores and arithmetical ability in predicting bookkeeping achievement with an incidental investigation into vocabulary building and arithmetical improvement. Master's, 1939. Michigan.

1710. **McGarty, Edward S.,** A course in retail selling. Master's, 1939. Marquette. 249 p. ms.

1711. **McKay, Robert H.** Commercial education in Sunset high school, Dallas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 28-29)

Shows the rapid increase in enrollment between 1926 and 1938, and studies the occupational status of the June 1938 graduates and the business aptitudes of the 1939 seniors as judged by the administration of an aptitude test. Recommends that a commercial department be organized, and that a vocational guidance program be attempted.



†1712. Matherly, Walter J. Business education in the changing South. Chapel Hill, University of North Carolina press, 1939. 342 p. (University of Florida)

Discusses the general aspects of business education in the South; the beginnings of business education; the development of secondary and of higher business education; the present and probable future needs and the response of the South to its needs for business education; the administration of business education, including the qualifications, experience, teaching load, duties, and salaries of teachers of business education; and the preparation of business leaders in the South.

1713. Maxon, Charles. Employment opportunities in Burlington, Iowa, considered as a basis for proposed commercial curriculum changes in the Burlington public schools. Master's, 1939. Iowa.

\*1714. Maze, Coleman L. Principles and methods of business organization and management. Master's, 1930. New York. 106 p. ms.

1715. Melbourne, Cleo V. The place of commercial work in the programs of the graduates of June 1937 of the Denver senior high schools. Master's, 1938. Denver. (Abstract in: Denver. University. Educational research bulletin, 1: 19)

Analyzes data relative to commercial work completed by the 2,317 high-school graduates of Denver high schools in 1937. Shows that commercial work occupies an important position in the school programs of the students, nearly half of the graduates being commercial graduates.

1716. Mitchell, Mary. A study of the federal statutes with special reference to the points usually incorporated in a high-school course in business law. Master's, 1939. Iowa.

1717. Moody, Ivy LaCour. The development and application of a rating scale to the evaluation of workbooks in elementary business training. Master's, 1939. Okla. A. & M. Coll.

Develops a rating scale and applies it to eight workbooks in elementary business training. Finds that the workbooks were satisfactory on most counts, but were deficient in their provision for individual differences.

1718. Moser, Frances L. A comparison of two equated groups of students in eleventh grade typewriting on the basis of speed and accuracy. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 97)

Compares two equated groups of eleventh-grade typewriting students as to speed and accuracy achieved on 25 straight-copy time tests during the school year 1938-39 in the senior high school at Galesburg, Ill. Finds that the group which had received training in a preliminary eighth-grade typewriting course was more accurate, had greater speed, and manifested greater adaptability to a more advanced approach to typewriting than the group which began the study of typewriting in the eleventh grade.

1719. Mrazek, Albie Frances. Development of commercial education in the Chicago public schools. Master's, 1938. Chicago. 163 p. ms.

1720. Murphy, Wilbert Stair. An effective bookkeeping curriculum for the West Allis, Wisconsin, high school. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 97)

Shows that the present bookkeeping curriculum, adopted in 1932, fails to meet the needs of the community. Points out that emphasis on social-economic aims as well as on vocational aims are desirable in this curriculum, and that various topics throughout the course should be presented with these two aims in mind.

1721. Murray, Ruth A. A study of the need of retail-selling instruction in secondary schools. Master's, 1939. Iowa.

1722. Newman, Carl John. A study of the results of cooperative stenographic training of secondary pupils in East Moline, Illinois. Master's, 1939. Iowa.

1723. **Newton, Byron Louis.** A study to determine the major issues of commercial education. Master's, 1939. Okla. A. & M. Coll.

Discusses the objectives of commercial education; the components of the commercial curriculum; the organization and administration of the commercial education department; the qualifications of business teachers; methods of teaching commercial courses; measures of achievement in business education; the responsibilities of the commercial department in the guidance and selectivity of pupils; and the responsibilities of the department for placement and follow-up work.

1724. **Nott, Elwood E.** A survey of office appliances in Norwood to determine the proper equipment for an office practice course. Master's, 1939. Cincinnati. 47 p. ms.

Attempts to determine the office machines used in Norwood, Ohio, and machines used in other cities and schools as a basis for selecting equipment for an office practice course.

\*1725. **Nott, Mildred.** Field trips in junior business training. Master's, 1939. George Washington. 43 p. ms.

Attempts to determine the extent field trips are used as a teaching device in junior business training, the relative frequency of the trips and whether they are made by classes, committees, or by individuals; the subject matter in connection with which trips are made; the use made of information obtained from the trips; what teaching devices, in lieu of field trips, have proved successful in making the classroom situation more vital; whether or not the size of the city has any influence on the field work undertaken; and whether or not the territorial location has any influence on the number of field trips taken. Finds that the field trip is not used extensively as a teaching device in junior business training; that trips made by individuals are used more widely than by committees or class groups; that the fields most popular for trips are communication by telephone and telegraph, transportation of mail, banking, and travel by train, airplane, and bus; that the information obtained is used in many ways, but mostly for notebook work; that the field trip is impractical as a device to be used frequently, so teachers make use of other devices; that the size of the city is an important factor in connection with field trips; and that the territorial location has no effect on the number of trips undertaken.

1726. **O'Brien, Leslie W.** An evaluation of bookkeeping systems of retail stores in New Hampton, Iowa, as a basis for the revision of instruction in bookkeeping. Master's, 1939. Iowa.

1727. **Perrigo, Russell M.** Business vocabulary that should be taught in secondary schools, as determined by a study of trade journals. Master's, 1938. Ball St. T. C. 85 p. ms.

Studies the business terms and the frequency of their occurrence in 12 business and trade journals. Finds that a large number of terms occur many times in certain retail fields; that there is a general overlapping of uses of terms in all fields of business; that many more of the terms found pertain to advertising, merchandising, and trade in general than to accounting, corporation, financial, or legal fields; and that approximately three-fourths of the terms taken from the journals are not discussed in widely used business education textbooks.

1728. **Pokorny, Arthur Charles.** Merritt business school: public business education on the post-high-school level in Oakland, California. Master's, 1939. Stanford.

1729. **Priestley, Fred Melbern.** A study of the needs and facilities for training in accounting in the secondary schools and business colleges of northeast Kansas. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 107)

Attempts to determine whether the accounting courses meet the needs of the locality in view of the types of industries in that section of the State. Shows that the present bookkeeping course emphasizes vocational bookkeeping for retail, wholesale, and manufacturing industries and disregards the rural aspect. Constructs a course of study which places bookkeeping on a plane whereby all of the pupils may benefit by the study, not just those whose aim is vocational bookkeeping as a career.

1730. **Prinsen, George Edward.** The relation of nationality to typewriting performance. Master's, 1938. Chicago. 37 p. ms.

\*1731. **Reynolds, Helen.** Handbook for studying business education. Doctor's, 1939. New York. 280 p. ms.

Presents a series of check lists for studying business education in secondary schools with a manual of instructions for their use and interpretation.

1732. **Ribble, Vera B.** A survey of the commercial occupations of Albion, Michigan. Master's, 1939. Michigan.

1733. **Bittenhouse, Pearl Pond.** A follow-up of commercial graduates of the Huntsville high school. Master's, 1939. Sam Houston St. T. C. 84 p. ms.

1734. **Robinson, Allen G.** A study of 100 graduates of the commercial department of Ludington high school for the period from 1928 to 1938. Master's, 1939. Michigan.

1735. **Robinson, Stanley C.** A survey of method of dictation in offices in Decatur, Illinois. Master's, 1939. Iowa.

1736. **Romkey, Helen E.** The history of the private business college in the United States with special reference to its development in Iowa. Master's, 1939. Iowa.

1737. **Rowe, John L.** A survey of commercial education in the upper peninsula of Michigan. Master's, 1939. Iowa.

\*1738. **Ruppert, Marie Louise.** A survey of the commercial department of a Long Island high school and its surrounding business community. Master's, 1930. New York. 62 p. ms.

1739. **Scearce, Joe L.** A study of commercial education in high schools of Eastern Oklahoma college area with particular reference to the articulation of the high-school commercial subject with the commercial courses offered at Eastern Oklahoma college. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the relationship, if any, between commercial subjects offered in the 39 high schools of the Eastern Oklahoma College area and those offered at Eastern Oklahoma College. Finds that in view of the small number of high-school commerce graduates who continue their work at Eastern Oklahoma College there is no need for articulation of the college courses with those of the high schools; that students with high-school credit in shorthand and typewriting should not have to repeat these courses in college for credit; and that an annual follow-up of high-school commerce graduates should be made so that the program may be continually readapted to the needs of the students.

\*1740. **Schoenberg, Samuel.** A study of the commercial pupils in a general continuation school for the purpose of devising a program in commercial education that may more nearly meet the needs of these pupils. Master's, 1930. New York. 52 p. ms.

1741. **Schuett, Ralph.** A study of state control of private business colleges. Master's, 1939. Iowa.

1742. **Seeley, Lois Jennings.** A manual for the itinerant teacher of distributive education in the State of Tennessee. Master's, 1939. Tennessee. 75 p. ms.

Describes the benefits of distributive training to the employer, employee, and consumer; the methods of promotion and organization of the program; methods of teaching distributive subjects; and teaching aids and reference material.

1743. **Sharratt, Francis William.** An analysis of the records of commercial and noncommercial graduates of the Des Moines senior high schools for the years 1938 and 1939. Master's, 1939. Iowa.

1744. Sheffy, Jacob. An experiment in teaching junior business training with the aid of selected enrichment materials. Master's, 1939. Iowa.

1745. Simons, Howard R. The effect of segregating classes in commercial law. Master's, 1939. Mass. St. Coll. 31 p. ms.

1746. Steward, Carol Marie. Sources of training of office and clerical workers. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the sources and extent of training of office and clerical workers and the methods used in securing employment, using 719 replies to a questionnaire checked by workers in offices in six cities and towns in Oklahoma. Emphasizes the fact that there are more jobs for general clerical workers than for other workers and that there is a need for workers who can perform more than one clerical duty successfully; that practically all of them graduated from high school, and about half attended business college; that typewriting is the most important commercial subject with business English, shorthand, and bookkeeping ranking next in frequency studied; that the adding machine and the comptometer were the most used office machine next to the typewriter; that workers holding executive, managerial, and supervisory positions had the longest tenure in office positions; and that personal application is the most effective method of securing employment.

1747. Taylor, Holbert Morris. Practical business experience opportunities offered commercial pupils in general secondary schools. Master's, 1938. Cincinnati.

\*1748. Thompson, William H. A follow-up study of the graduates of the secretarial science department of Colby junior college, 1931-1939. Master's, 1939. Syracuse. 82 p. ms.

Finds that the secretarial science and medical secretarial courses at Colby Junior College are fulfilling their function to serve as terminal courses; that graduates of the medical secretarial course showed the greatest economic gain and the most uniformity; that a large number of graduates are apparently working or continuing study with no definite vocational aim in mind. Suggests the creation of a permanent placement bureau to aid graduates in getting positions; the addition of a course in business law and in business organization; an integrated plan of social and personality training for girls who may later act as receptionists; a program of vocational guidance.

1749. Van Buren, Asenath M. An investigation of the need for a course in retail selling in the high schools of Ithaca, New York. Master's, 1939. N. Y. St. Coll. for Teach. 71 p. ms.

1750. Van Scoyoc, Margaret E. A study of two methods of practice procedure in beginning typewriting in a small high school in Kansas. Master's, 1939. Kansas.

\*1751. Veon, Dorothy Helene. The determination and the evaluation of an experimental in-service training program for government typists. Master's, 1939. George Washington. 134 p. ms.

Studies and evaluates the in-service training program for typists employed by the United States Housing authority in Washington, D. C., for the period of January to May 1938. Finds a general improvement in typewriting as the result of the course; little improvement in accuracy and rhythm; that the use of corrective drills and remedial instruction were helpful.

1752. Wheelan, Frank Neal. The understanding of the individual use of commercial credit as a phase of mass education. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertation . . . vol. 4: 217-18)

Investigates the advisability of including in the secondary school curriculum instruction in commercial credit as used by the individual. Offers a unit of work for high-school pupils on the forms and uses of credit; social factors affecting the use of credit; the effect of credit on the purchasing power; promotional schemes and other misleading influences; consumer credit as contrasted with producer credit; the nature of credit losses; the inadequacy of

public relief; and the proper use of credit in a well-regulated life. Finds that credit education is adaptable to classroom use, as is shown by pupil interest, pupil mastery of the work, teachability, and the ease with which appropriate materials of instruction may be provided.

1753. Williams, Joseph Francis. Speed and accuracy norms for typewriting students for the first and second year of typewriting. Master's, 1939. Colo. St. Coll. of Ed.

1754. Williams, Ruth C. An analysis of the writing of Paul S. Lomax, with particular reference to his philosophy of business education. Master's, 1939. Okla. A. & M. Coll.

Shows that Lomax's influence on business education is due to his belief in research as the basis for opinion, his broad background of learning, his professional insight, his life purposes, and his personal characteristics.

1755. Wilson, T. K. An investigation to discover the frequency of the various typewriting errors made by our typewriting students and to classify them so that remedial drills can be prepared. Gunnison, Western state college, 1939.

\*1756. Wissmann, Sally Wile. A comparative study of placement agencies for woman office workers with special reference to school placement and guidance programs. Doctor's, 1939. Harvard. 551 p. ms.

Indicates the employment procedures, placement media, and school vocational guidance placement practices most effective under varying circumstances as shown by a study of procedures in 46 representative American cities in 1938-39. Shows that recommendations and suggestions were the leading placement methods, followed by unsolicited applications, fee-charging employment agencies, school bureaus, advertising, office-machine companies, public employment agencies, and nonplacement organizations, in the order listed. Discusses the requirements of employers for women office workers as to age, education, experience, race, religion, and marital status, together with the subjective opinions of employers, workers, and unemployed regarding the various media, particularly fee-charging agencies. Suggests the need for job and occupational analyses by employers, related to their personnel requirements; an effective public employment service cooperating closely with public-school bureaus; and the development of adequate guidance and personnel programs within the public schools cooperating closely with available facilities, which should include a community occupational counseling center in association with or as well as a community employment service.

#### INDUSTRIAL EDUCATION, INCLUDING INDUSTRIAL ARTS

1757. Allen, Orville E. A study of abrasives with implications for industrial arts. Master's, 1939. Ohio State. 80 p. ms.

Organizes material on abrasives for use by students and teachers of industrial arts.

1758. Allen, Robert Wilson. The diversified occupations program in Virginia. Master's, 1939. Virginia. 187 p. ms.

1759. Allison, Asa Chester. A program of industrial arts and industrial education with adaptations to the Massillon, Ohio, public schools. Master's, 1939. Ohio State. 124 p. ms.

Concludes that the college-entrance curricula are adequate; that the commercial curriculum meets the needs fairly well; that there is no direct evidence of guidance by the teachers; that the industrial arts program is not adequate and should include drawing, metal, electricity, printing, agriculture, auto mechanics, and machine shop work.

1760. Amrine, Harold Thomas. A study of skill in manual work. Master's, 1939. Iowa.

1761. Andrus, Olive Powe. Isidore Newman school and the manual-training movement. Master's, 1938. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1938: 4-6)

Shows that the manual-training movement is recapitulated in the history of the Isidore Newman school which was established in 1903 as a manual training school, and has completely changed its character and organization, and now emphasizes general education rather than specialized training.

1762. **Barich, Dewey F.** Educational implications of the occupations in one division of the automobile industry in Flint, Michigan. Master's, 1939. Michigan.

1763. **Barnes, Edward M.** Suggested contents for student-apprentices in general electrical work. Master's, 1939. Okla. A. & M. Coll.

Offers suggestions as to procedure and forms to be used in setting up a learning outline for a boy in the diversified occupations program employed in a general electrical shop, and supplements the learning outline with types of lesson assignments and an annotated bibliography of references to be used in the study of informational topics.

†1764. **Barnes, Ralph M. and Mundel, Marvin E.** A study of hand motions used in small assembly work. Iowa City, University of Iowa, 1939. 66 p. (University of Iowa studies, new series, no. 365. Studies in engineering, bulletin 16)

Part 1: A study of the time required to handle small parts; part 2: A study of screwdriver work.

†1765. ———— A study of simultaneous symmetrical hand motions. Iowa City, University of Iowa, 1939. 39 p. (University of Iowa studies, new series, no. 370. Studies in engineering, bulletin 17)

1766. **Bartlow, Elton O.** Vocational education implications, based upon a survey of occupational fields, educational needs and expressed desires. Master's, 1939. Ohio State. 228 p. ms.

Surveys the vocational education needs of boys in Toledo, Ohio. Analyzes the secondary school enrollment statistics, age-grade table of approximately 8,000 boys in grades 8-12 and ages 11-21; the number of drop-outs from grades 9 to 12; and studies the distribution by age, scholastic accomplishment, and occupation of 2,522 boys receiving working permits from 1933 to 1938. Finds that occupational employment fluctuates, but many occupations show a definite trend in percentage increase in numbers engaged; that there is a tendency toward less employment opportunity for the group under 21 years of age; that approximately half of the boys entering the ninth grade drop out before graduating; that about 36 percent of the boys desire some type of vocational education; that there was an increase in aggregate enrollments in vocational, practical arts, part-time, and evening classes over a 5-year period. Recommends expansion of the vocational program; admission as the basis of selection; expansion of cooperative apprentice training facilities; and establishment of a central guidance, placement, follow-up and adjustment department, including an occupational information service unit.

\*1767. **Bedard, Joseph Arthur.** Objective study of the Newton trade school: a study of academic achievement, pupil progress, teachers' marks, and drop-outs based upon standardized achievement tests. Master's, 1939. Boston Univ. 136 p. ms.

Recommends that the testing program be continued for all entering pupils to determine objectively their academic achievement and to plan programs of study based upon the findings; that diagnostic tests and remedial work be planned for pupils who are relatively low in academic ability; that the curriculum should be planned to meet the abilities of the average of a class, to provide an enriched program of studies for the superior pupils, and to introduce a special program to meet the needs and abilities of the pupils in the lower brackets.

1768. **Bemis, Jane S.** Vocational needs and interests of out-of-school girls in the Union school districts of Yuma, Colorado. Master's, 1939. Colo. St. Coll. 101 p. ms.

Studies the interests and needs of 67 girls between the ages of 14 and 21, not in school in 1938-39. Finds that the girls lived in overcrowded homes which were badly in need of repair; that the percentage of home ownership was high; families were large; much of their clothing was made at home or bought from mail order houses; that about half of the girls worked as housemaids; and that they wanted training in wage-earning occupations.

1769. **Berto, Vilas John.** A survey of manual arts in the elementary and junior high schools. Master's, 1939. Washington. 87 p. ms.

Surveys methods, procedures, housing, equipment, and safety in the elementary and junior high schools of King County, Wash. Indicates that most of the schools fail to give

proper consideration in their programs to manual arts; that approximately three-fourths of the schools do not include manual arts in their daily work; that there is need for improvement in methods of teaching; that equipment is often inadequate; that the location of shops has been neglected; and that safety and health of the pupils need to be stressed.

1770. Boyer, Homer. Problems in the teaching of industrial arts in Colorado as reported by instructors and administrators. Master's, 1939. Colo. St. Coll. of Ed.

1771. Brewer, Margaret. Non-collegiate trade and vocational education. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university Abstracts of theses . . . no. 7: 8)

Traces the development of vocational education in England and America, and presents specific information about noncollegiate trade and vocational schools operating in Dallas, Tex. Shows that Dallas has established many private trade and vocational schools; that training is offered in beauty and barber culture, aviation and radio, engineering, printing, sewing, business practices, and the fine arts; that 7,940 students are enrolled annually in these schools; and that the opportunities offered by these schools are limited to those individuals who can afford to pay the tuition these institutions must charge.

1772. Caltrider, Samuel P. Related information for the woodworking shop. Master's, 1939. Maryland. 156 p. ms.

Surveys and analyzes material suitable for use as related information in teaching high-school woodworking.

1773. Conner, Walter Dister. Some problems in modern furniture design and construction. Master's, 1938. Okla. A. & M. Coll.

Presents 16 problems, each accompanied by a picture and one or more working drawings with descriptive material, showing that standard types of construction can be used in the production of modern furniture without detracting from its simplicity and general contour outline. Shows that instructors can keep projects up to date and in conformity with good design by following design trends as presented in periodical literature; and that they can interest students in new tools and materials through selection of periodicals and guidance in their study.

\*1774. Davis, Warren C. The philosophical element in a technical program: a study of the philosophy course at the Rochester athenaeum and mechanics institute. Doctor's, 1936. Buffalo. 241 p. ms.

Describes the Rochester Athenaeum and Mechanics Institute, which is a technical institute above the high-school level offering a 3-year course of study on a cooperative training basis. Shows the relation between philosophy and a technical program of studies; analyzes economic problems and problems vital to an individual's development which are not covered in occupational analyses. Describes the 15 units of work that comprise the course in philosophy, and shows that philosophy can be a functional part of a student's program and based on his needs and ambitions.

1775. Eckert, Charles A. An orientation guide for industrial arts. Master's, 1939. Ohio State. 240 p. ms.

Develops a guide to assist pupils, teachers, and others in the organization and administration of industrial arts.

1776. Edwards, Hamp S. A vocational education program for the lower Rio Grande valley of Texas, based upon needs. Master's, 1939. Colo. St. Coll. 219 p. ms.

Shows that in three counties of the lower Rio Grande valley the 23 accredited high schools between them offered only three courses in vocational education. Shows the need for vocational education. Recommends a union vocational school covering the last 2 years of high school for all persons over 16 years of age.

1777. Franklin, C. A. Study content and student directions in automobile mechanics. Master's, 1939. Okla. A. & M. Coll.

Designs a course of study for automobile mechanics capable of being used in large classes and permitting changes as necessity arises.

1778. **Frylund, Verne C.** Analysis of the trade or general machine shop. Detroit, Board of education, 1939. 131 p. (Wayne university)

Presents a set of curriculum materials for course building in metal working activities.

1779. ——— and **Bedell, Earl L.** Course of study construction in industrial education. *Industrial arts and vocational education*, 28: 261-63, 311-14, September-October, 1939. (Wayne university)

Recommends a technique for building courses in the shops in harmony with the size and philosophy of general education.

1780. ———. Research in industrial arts. *Phi delta kappan*, January 1940. (Wayne university)

Sets forth aims for teacher training in industrial arts and points out the present lag in industrial arts research.

1781. **Gall, Walter F.** A plan for a general shop course based on the interests, hobbies, and home work of ninth-grade boys. Master's, 1939. Colo. St. Coll. 234 p. ms.

Studies the interests of 34 boys in the ninth grade in the Cozad, Nebr., School. Finds that their interests were wide and varied enough to warrant a general shop course in place of the present one-unit shop course.

1782. **Guinn, James H.** The amateur spirit in industrial arts. Master's, 1939. East Texas St. T. C. 47 p. ms. (Abstract in: *Bulletin of the East Texas state teachers college*, vol. 22, no. 4: 24-25)

Evaluates the field of industrial arts as it operates in the public-school curriculum. Indicates that industrial arts, as distinguished from industrial education, should provide experiences in amateur manipulations for children up to the ages of 16 or 17.

1783. **Hackworth, W. H.** Self-motivated shop classes versus traditional classes. Master's, 1939. Colo. St. Coll. 119 p. ms.

Finds that the self-motivated classes in the elementary school system of Birmingham, Ala., were slightly superior to the traditional shop classes in scholastic achievement, civic efficiency, and vocational efficiency.

1784. **Hahn, Clyde LeRoy.** Opinions of school administrators toward industrial arts. Master's, 1939. Colo. St. Coll. of Ed.

1785. **Hamilton, John V.** Improving the efficiency of the trade school of Chanute, Kansas. Master's, 1939. Colo. St. Coll. 134 p. ms.

Finds that of the graduates, 71 percent were working for their first employer, and 73 percent were working in the field in which they were trained, indicating that training was satisfactory; and that the low failure record of the students in academic subjects indicates a satisfactory policy for selecting students.

1786. **Hand, William P.** Views of certain sociologists concerning vocational education and vocational guidance. Master's, 1939. East Texas St. T. C. 149 p. ms. (Abstract in: *Bulletin of the East Texas state teachers college*, vol. 22, no. 4: 25-26)

1787. **Heth, Mary Eleanor.** Evaluation of pottery equipment and scientific study of glazes for amateur potters. Master's, 1939. Wayne.

Evaluates the equipment and materials used by teachers and students of ceramics, and provides knowledge for guiding students of pottery in doing individual creative work in glazes.

1788. **Holcomb, Charles W.** A study and proposal to meet the vocational education needs in Creek and Okmulgee counties, Oklahoma, which have resulted since the school transportation laws in Oklahoma. Master's, 1939. West. St. Coll. 50 p. ms.



1789. **Holt, Hal F.** Commercial teaching personnel in the white public high schools of Oklahoma. Master's, 1939. Okla. A. & M. Coll.  
Studies the training, experience, salaries, teaching load, and enrollment in their classes of commercial teachers in the white public schools from 1924 to 1937.
- \*1790. **Horowitz, Irving Lewis.** The metal machining trades in Philadelphia: an occupational survey. Doctor's, 1938. Pennsylvania. Philadelphia, 1939. 129 p.
1791. **Hunt, DeWitt Talmadge.** Shopwork in engineering divisions of state universities and land-grant colleges. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 65-76)  
Studies the historical development of shopwork instruction in engineering education and current objectives. Analyzes current offerings and requirements of engineering shopwork in 60 State universities and land-grant colleges, and studies the relationship of this phase of instruction to other subjects and areas in engineering colleges. Offers recommendations for the improvement of administrative practices and instructional methods in shopwork departments in the engineering colleges in the United States.
1792. **Jensen, Robert P.** A study of industrial arts training for elementary school teachers. Master's, 1938. Stout. 54 p. ms.
1793. **Kistler, Elton E.** A survey of occupational opportunities in Kenton, Ohio, with implications for industrial arts. Master's, 1939. Ohio State. 93 p. ms.  
Surveys school records and occupations of the community, and finds the school program unbalanced in terms of occupations available in the community.
1794. **Ludeman, Karl Frederick.** Present practices, supervisory procedures, and supervisory organizations in industrial arts in second- and third-class cities in Wisconsin. Master's, 1939. Marquette. 111 p. ms.
1795. **McCulley, George Donald.** A survey of industrial arts teaching in McDowell county, West Virginia. Master's, 1939. Tennessee. 75 p. ms.  
Surveys the socio-economic condition of the county, the present school system, industrial arts courses offered, enrollment in the courses, testing, time devoted to shopwork, use of instruction sheets, textbooks used, value and adequacy of equipment, shop maintenance, method of teaching related courses, and qualifications of the teachers. Offers suggestions for improving industrial arts teaching throughout the county.
1796. **McHenry, William H.** An industrial arts education program for East Carolina teachers college. Master's, 1939. Peabody. 99 p. ms.
1797. **McNabb, Rodney C.** Annotated courses of study for industrial arts wood-working, mechanical drawing, and home mechanics. Master's, 1939. Tennessee. 73 p. ms.  
Analyzes each of the subjects for typical units of work at the secondary school level.
1798. **Marinaccio, Anthony.** Intagliography: its history, techniques, and equipment. Master's, 1939. Ohio State. 280 p. ms.  
Discovers 16 methods of executing intaglio plates. Offers suggestions for industrial arts programs.
1799. **Miller, Elizabeth Riley.** A follow-up study of 50 former Waialeale training school boys. Master's, 1938. Hawaii.
- \*1800. **Montague, Charles Adam.** A survey of industrial arts in the accredited high schools of North Dakota. Master's, 1939. North Dakota. 73 p. ms.  
Discusses the growth and decline of industrial arts in the accredited high schools of North Dakota; industrial arts courses and the pupil-teacher ratio; educational qualifications and teaching combinations of industrial arts instructors; facilities and equipment in the high-school shops. Recommends that the requirements for teachers of industrial arts courses include special training in this field of education; that definite standards be required for courses in industrial arts; that the course of study be revised so that there is more

coherence between the courses in the study and with the curriculum of the high schools offering the course; that schools within set enrollments be required to have equipment suitable for their needs in industrial arts shops; that the lighting and ventilating systems of rooms located in the basement and used for shops and drafting be rigidly checked; that safety conditions of shops and power machinery be required; that extracurricular duties of shop instructors be relatively light so as to give more time to the instructor for shop purposes; and that industrial arts courses be correlated with business and trade in order to give the pupil a wider experience for general educational knowledge.

1801. **Nave, Delbert P.** Industrial arts from the viewpoint of gestalt psychology. Master's, 1939. Ohio State. 128 p. ms.

1802. **Newhauser, Rutherford Benjamin.** Correlating industrial arts and academic subjects through transportation and communication. Master's, 1939. Marquette. 249 p. ms.

1803. **O'Brien, Terrence Michael.** A survey of selection and training of employees in selected tri-city industries. Master's, 1939. Iowa.

\*1804. **Parkhill, George D.** The genesis, the present status, and possible development of vocational education in the City of New York. Doctor's, 1938. New York. 245 p. ms.

Discusses the lack of public trade schools; the manual training and technical high schools in New York State in 1908; legislative enactments; the movement for national aid for vocational education; acceptance of the provisions and benefits of the Smith-Hughes Act; the laws of 1919, 1928, and 1935; organization and development of agencies; the New York City school system in 1909; establishment of the early vocational schools and of the industrial high school; background of the compulsory continuation school; establishment of compulsory continuation classes and schools; organization of administrative and supervisory agencies; socio-economic conditions; characteristics of vocational school curricula; statistics of school populations; and possible future development of vocational education.

1805. **Parks, W. J.** What types of occupational training should be offered for boys in the Cleveland junior-senior high school, Cleveland, Mississippi? Master's, 1939. Alabama. 56 p. ms.

1806. **Patureau, Stephen Irwin.** A history of the Isaac Delgado central trades school. Master's, 1939. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1939: 8-9)

Traces the history of a trade school in New Orleans, from its establishment in 1921 with 80 students and 6 instructors to its present enrollment of 2,815 students and 31 instructors. Shows that the flexible curriculum of the school makes it possible for it to meet the needs of industry in the community.

1807. **Peters, Robert Lyman.** An analysis of employee training in gas utilities on the Pacific coast. Master's, 1939. Southern California.

1808. **Pickrel, Leon F.** Fundamentals of trade education, apprenticeship in the metal trades. Master's, 1939. Iowa.

1809. **Powers, Maston Linzie.** Blue-print reading and sketching for the petroleum worker. Master's, 1939. Okla. A. & M. Coll.

Presents instructional material suitable for teaching the adult petroleum worker how to read blue prints. Recommends the use of free-hand sketching, and the teaching of blue-print reading and sketching simultaneously by making free-hand isometric sketches from working drawings.

1810. **Rice, Charles Mason.** Design as applied to its uses in industrial arts. Master's, 1938. St. Coll. of Wash. 159 p. ms.

Indicates that nearly all phases of design are applicable to industrial arts. Offers a suggested procedure as a guide for developing new designs.

1811. **Rogers, Merle Lawrence.** A statistical study of vocational education in the central rural schools of New York State. Master's, 1938. Cornell.

1812. Rogge, Louis H. A historical survey of the duPont manual-training high school of Louisville, Kentucky. Master's, 1938. Stout. 130 p. ms.
1813. Satterly, W. C. A study of the opportunities and requirements for ship-masters on the Great Lakes. Master's, 1939. Michigan.
1814. Schulze, Henry W. Cooperative trade training programs. Master's, 1938. Stout. 79 p. ms.  
Studies the controlling factors of administration as found in secondary schools of representative cities.
1815. Shehane, Barney Arthur. Industrial arts and vocational education. Master's, 1939. Arizona. 91 p. ms.
1816. Skinner, Clyde T., and Wylie, William Allen. Establishing a technical curriculum in a comprehensive high school. Master's, 1939. Wayne.  
Describes a field survey made to discover the evidence necessary for the successful introduction of a technical curriculum for boys in a comprehensive high school.
1817. Stahl, Glenn Wesley. The professional preparation and status of the teachers of industrial education of North Carolina, 1939. Master's, 1939. Colo. St. Coll. of Ed.
1818. Storm, Eugene Max. Navy recruit training and some implications for general and vocational education. Master's, 1939. Stanford.
1819. Tennant, Sterling. Industrial arts exhibits at junior fairs. Master's, 1939. Ohio State. 28 p. ms.  
Describes the development of junior fairs in Ohio.
1820. Turkes, Walter Robert. A suggested procedure for teaching production planning and control. Master's, 1939. Pittsburgh.
1821. Urlaub, John. A history of vocational education in Oregon since 1917. Master's, 1939. Oregon.
1822. Van Dusen, Albert Clarence. Permanence of vocational interests. Master's, 1938. Florida.
1823. Van Wyck, Philip S. Units of instruction for the Diesel road engineer. Master's, 1939. Colo. St. Coll. 96 p. ms.
1824. Vega, Secundino. Furniture design: materials for a course of study. Master's, 1939. Ohio State. 122 p. ms.
1825. Waters, John Anthony. A survey of industrial arts education in the public high schools of Rhode Island. Master's, 1939. Brown. 57 p. ms.
1826. Whalen, Edward J. A study of increasing opportunities for the special class boy in industry. Master's, 1939. Mass. St. Coll. 60 p. ms.
1827. Whittier, Charles Taylor. President status of vocational and nonvocational courses in industrial education in 79 secondary schools. Master's, 1938. Chicago. 146 p. ms.
1828. Wicks, Emma Elizabeth. A study of the growth in academic achievement and personality development of a small group of pupils in Tallulah Falls school. Master's, 1939. Emory. 46 p. ms.  
Discusses the aims of the Tallulah Falls school which was established to unite academic instruction with training along industrial lines through a curriculum planned to correlate closely study with work, and to conduct all activities so as to attain the fullest development of each individual child. Analyzes, by means of tests, the progress made in academic achievement and personality development by pupils in the eighth grade in 1938-39. Shows substantial gains in academic achievement and remarkable growth in personality development.

1829. Wilding, Lillis M. A study of occupational therapy and its function in the children's mission to children. Master's, 1939. Boston Univ. 92 p. ms.

1830. Winstrout, Kenneth. Significance of a power-age for educational reconstruction. Master's, 1939. Ohio State.

Studies the effects of technology, and shows the need of orienting education to a machine age.

1831. Woodburn, Lowell Norviel. Practices in secondary school printshops. Master's, 1938. Chicago. 66 p. ms.

1832. Wright, Charles R. A study of the values of the industrial arts exploratory course as offered in the junior high schools of Amarillo, Texas, 1938-39. Master's, 1939. East Texas St. T. C. 118 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 57-59)

Describes an experiment in which appropriate tests were given at the beginning of each of seven units in industrial education and the tests repeated at the end of each unit. Finds that the tests used did not possess equal exploratory values for each of the units, and that the informational objectives set up for the entire exploratory course were attained to a fair degree.

1833. Yugend, Lena. Factors influencing results of vocational training. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 141-42)

Studies the vocational training program maintained for clients of the Jewish Welfare Society of Philadelphia to determine how the personality traits of the individuals trained and the attitudes of their families influenced their training progress and employment status. Presents case studies of 33 persons between 16 and 23 years of age, chosen for training during the period from March 1936 through February 1938. Finds that most clients who were given training for therapeutic reasons showed no improvement in personality; that in cases in which the object of training was other than therapeutic, there was a greater proportion of success in instances in which the case worker seemed to understand the emotional needs of the trainee so that she could help support him during the training period.

#### AGRICULTURAL EDUCATION

1834. Addison, J. M. A partial analysis of the effect of the government farm program upon the kinds of improved practices adopted by white agricultural evening school members in Texas. Master's, 1939. Agr. and Mech. Coll. of Texas. 47 p. ms.

Studies changes in agricultural evening school members' farm practices which have resulted from the Agricultural Adjustment Administration, by comparing the practices of 10,845 farmers enrolled in 1931-33 with those of 20,232 farmers enrolled in 1933-35. Finds that the farmers did not adopt as many improved practices in the latter period although there were more individuals involved.

\*1835. Aderhold, Omer Clyde. The needs for vocational education in agriculture in Georgia: a problem in educational research. Doctor's, 1939. Ohio State. Athens, University of Georgia press, 1939. 117 p. (Bulletin of the University of Georgia, vol. 39, no. 3. Institute for the study of Georgia problems. Monograph no. 2)

Presents a brief history of agricultural education in Georgia. States the philosophy of vocational education. Shows the need for an analysis of the human, agricultural, and school resources as a basis for projecting a program of vocational education in agriculture.

1836. Allman, John I. A testimonial study of the contribution of vocational agriculture instruction in the Jane Lew high school to the community life over a period of 15 years. Master's, 1939. West Virginia. 65 p. ms.

Shows improved farm practices, beautification of rural homes and grounds, training which helped boys in occupations related to agriculture, and better grade farm products sold by farmers.

1837. Blair, Ernest E. A study of the orientation activities of newly employed vocational agriculture teachers in Indiana. Master's, 1939. Purdue. 117 p. ms.

Attempts to determine how teachers of vocational agriculture in Indiana in new teaching positions spend their time from July 1 until the opening of school in September, by studying a daily time record check list of 20 teachers. Shows that the median total time spent on all orientation activities was 414.99 hours. Indicates a lack of understanding as to what constitutes desirable orientation activities, and of the percentage of time to devote to each of them.

1838. Bottoms, David Newton. A study of Tallapoosa county to determine whether the course of vocational agriculture should be modified to better meet the needs of both landlord and tenant students. Master's, 1938. Ala. Poly. Inst.

1839. Brown, William Elijah. Economic and social changes taking place in a representative area in the wheat belt of Oklahoma as disclosed by surveys made in the area in 1924 and 1930. Master's, 1938. Okla. A. & M. Coll.

Finds that the use of modern farm machinery, the radio, and other modern home conveniences caused many changes and adjustments to be made. Builds a teaching program in vocational agriculture for the community based on the study.

1840. Caudle, Thomas Glenn. The relationship between time distribution in the vocational agriculture teaching plans and the major farm enterprises of types of farming areas of Area 4 of Texas. Master's, 1939. Agr. and Mech. Coll. of Texas. 24 p. ms.

Analyzes 90 annual teaching plans for 30 departments of vocational agriculture to find the time budgeted to the various farm problems. Shows that the teaching time allotted to farm enterprises is not in proportion to the importance of the enterprise.

1841. Davis, Birdwell Cope. An analysis of baby-beef feeding projects conducted by boys in the Beeville vocational agriculture class. Master's, 1939. Agr. and Mech. Coll. of Texas. 33 p. ms.

1842. Day, Emmons Davis. The selection and use of reference materials in teaching farm management in a state school of agriculture. Master's, 1939. Cornell. 93 p. ms.

Studies the course of study at the Cobleskill State School of Agriculture in New York. Finds that teaching resources must be employed in effective instruction, annotated to insure broad and effective use and discipline in use.

†1843. Deyoe, G. P. Young men from Michigan farms: a study of farm-reared men who attended Michigan high schools which maintain departments of vocational agriculture. Lansing, State board of control for vocational education, 1939. (Bulletin no. 257) (Michigan state college)

Attempts to determine the occupational distribution of young men from Michigan farms who attended high schools maintaining departments of vocational agriculture; and to investigate the association of personal and sociological factors with educational attainments, occupational distribution, and occupational status.

1844. Duke, Jeff. To ascertain the frequency of use of the different shop tools with the idea of setting up a new list of required shop equipment for departments of vocational agriculture; to determine if other tools not on the required list are needed. Master's, 1939. Ala. Poly. Inst.

1845. Ekstrom, George Frederick. The organization of techniques for evaluating programs of vocational education in agriculture. Doctor's, 1938. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 28: 99-106)

Analyzes the agricultural education programs of five Iowa school districts and works out techniques for evaluating the programs. Demonstrates a method of evaluating community programs of vocational agriculture which was found to be practical in the case situations where it was employed. Offers suggestions for making similar evaluations.

1846. **Evans, William H.** Planning an educational program in vocational agriculture for out-of-school farm youth. Master's, 1939. Cornell.

Shows that change and progress in current agriculture are providing problems which can be met most successfully through organized programs of education; that education in vocational agriculture should be continuous throughout the life of the individual; that an effective educational program requires that farm youth understand their status and determine the direction of their progress; that the young farmers to be trained must be located, studied, and classified according to personal factors and to the social situations of which they are a part; that instructional programs that reflect the vocational interests and needs of farm youth must be organized if persistency in class attendance is to be secured; that vocational teaching methods that are simple and clear and that are readily understood by the students must be used in training young farmers.

1847. **Floyd, John Claiborn.** Pretraining records and activities of successful teachers of vocational agriculture. Doctor's, 1939. Missouri. 123 p. ms.

Covers the home environment, elementary and secondary schooling, farm experience, and early interests and attitudes of 362 teachers. Finds the outstanding characteristics of successful vocational agriculture teachers to be: Proper attitude toward rural life with rural environment as a youth; higher than average intelligence; definite interests and hobbies; experience on better than average farms; early schooling in a rural environment; participation in extracurricular activities; and early consideration to teaching vocational agriculture as an occupation.

1848. **Friday, William Curtis.** A program of work for the agriculture department of the Weogufka high school, Weogufka, Alabama. Master's, 1939. Ala. Poly. Inst.

1849. **Gibbs, Samuel John.** A study in Lamar county to determine whether the course in vocational agriculture should be modified to better meet the needs of both landlord and tenant students. Master's, 1938. Ala. Poly. Inst.

1850. **Granger, Ralph H.** A case study of the problems encountered in establishing a Smith-Hughes vocational agricultural course in the Brattleboro high school and its patronage area. Master's, 1939. Mass. St. Coll. 93 p. ms.

1851. **Hamilton, Edward H.** The farm shop needs of the graduates and undergraduates of the New York state school of agriculture, Morrisville, New York. Master's, 1939. Cornell. 84 p. ms.

Studies the needs of 122 graduates and of 50 students.

1852. **Hocking, Burl A.** The nature and effectiveness of the guidance and placement programs of 100 vocational agriculture teachers in Illinois. Master's, 1939. Colo. St. Coll. 57 p. ms.

Finds that the boys in the vocational agriculture program are poorly selected, and that most of the teachers attempt to help their graduates get established in farming or to find an occupation.

1853. **Johnson, Jephtha Carlos.** Some effects of teaching vocational agriculture in Mt. Hope community. Master's, 1939. Ala. Poly. Inst.

1854. **Keeney, Herman F.** A study of the educational background of 200 farmers. Master's, 1939. Iowa.

1855. **Kerrey, Thomas Hans.** Bases of guidance for pupils electing vocational agriculture: a study of areas in southwestern Michigan. Master's, 1938. Cornell.

1856. **Kitchens, John Henry.** A study in Coffee county to determine whether the course in vocational agriculture should be modified to better meet the needs of both landlord and tenant students. Master's, 1938. Ala. Poly. Inst.

1857. **Kitchens, Vernon C.** A study in Marshall county to determine whether the course in vocational agriculture should be modified to better meet the needs of both landlord and tenant students. Master's, 1938. Ala. Poly. Inst.

1858. Koonce, Kenneth Newell. A study of supervised practice programs of students of vocational agriculture in 15 Texas schools in Area 7 for the years 1935-38. Master's, 1938. Agr. and Mech. Coll. of Texas. 31 p. ms.

Studies the supervised practice programs of 1,841 students in vocational agriculture in 15 schools in 7 counties. Reveals weaknesses in size and variety of supervised practice programs. Finds that the projects carried on by the students conformed to farming systems recommended by the Texas Agricultural Experiment Station.

1859. Kuykendall, Ira Cicero. A comparative study of vocational agriculture teachers of Lamar, Tuscaloosa, and Pickens counties with other men high-school teachers and principals of these counties as to training and experience, salary received, time devoted to the job, and amount of travel done. Master's, 1938. Ala. Poly. Inst.

1860. Lamendola, Joseph Anthony. Occupational status of state farmers in Louisiana. Master's, 1938. Louisiana State. (Abstract in: Louisiana state university. Abstracts of theses, session of 1937-38. Bulletin, 31: 91)

Attempts to determine the occupational status and distribution of students of vocational agriculture in Louisiana who have received the State farmer degree. Finds that 20 percent are in nonagricultural occupations; about 75 percent are working in the home and nearby communities and 25 percent out of State; 20 percent are farming; 19 percent are in high school; and 41 percent are attending colleges.

1861. Leach, T. L. Occupational status of former vocational agriculture students of Texas high schools. Master's, 1939. Tex. Tech. Coll.

Finds that approximately 58 percent of former vocational agriculture students were farming or in occupations directly related to farming; and that 22 percent were in non-agricultural pursuits, deceased, or unreported.

1862. Long, William Thomas. The nature and direction of changes in farm business which can or should be made for the economic employment of youth trained for farming. Master's, 1939. Cornell. 275 p. ms.

1863. MacDonald, D. L. Some needed improvements in the Montana vocational agriculture program. Master's, 1939. Montana St. Coll. 54 p. ms.

Analyzes the opinions of 282 farmers as to the relative value of jobs their boys would be taught in a vocational agriculture class. Shows that the farmers believe that many farm skills should be taught which are now being neglected, and that some nonfunctioning subject matter should be removed from the present course of study; and that the teacher-training program in technical agriculture should be changed if the wishes of the farmers are to be regarded.

1864. McFarland, Charles L. Farm-mechanics course in the Tucson senior high school for ranch boys. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 36-37)<sup>a</sup>

Attempts to determine the types of training in farm mechanics that will meet the needs of ranch and farm boys in the agricultural area surrounding Tucson, Ariz. Shows the need for a farm-shop program in the high school. Outlines a 2-year farm mechanics program.

\*1865. McPherson, Orpha. Summer vacation activities of 100 farm boys and girls in a selected area. Doctor's, 1933. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 74 p.

\*1866. McTaggart, Earl Linton. Agricultural education in American Samoa. Master's, 1936. Hawaii. 189 p. ms.

1867. Marshall, Eugene E. Organizing course content for agricultural evening school in East Collin county. Master's, 1939. Agr. and Mech. Coll. of Texas. 74 p. ms.

Suggests a course including crop problems, livestock problems, and farm management problems for agricultural evening schools for adult farmers.

1868. Martin, Frank Edward. Setting up a balanced farm program for Danville community. Master's, 1938. Ala. Poly. Inst.

1869. **Merritt, Sheldon Rhodes.** The achievements of certain Cornell university students who offered entrance credit in vocational agriculture: a comparison with a similar group of students with traditional entrance credits. Master's, 1938. Cornell.

1870. **Montgomery, Robert Wallace.** Setting up training activities for practice teaching in agricultural education at Camp Hill, Alabama. Master's, 1939. Ala. Poly. Inst.

\*1871. **Nohle, Ernest Foster.** Basic considerations for supervising the farm practice programs of vocational agricultural pupils; a study of conditions in New York state. Master's, 1939. Cornell. 182 p. ms.

Analyzes replies of 165 teachers of vocational agriculture to a questionnaire on the direct and indirect supervision of farm practice programs given to their agricultural pupils and on specific methods of teaching certain important farm practices. Offers concrete suggestions for improving present practices of direct and indirect supervision.

1872. **Payne, J. B.** An analysis of broiler production projects of students of vocational agriculture in Hearne and Bryan. Master's, 1939. Agr. and Mech. Coll. of Texas. 51 p. ms.

Describes 58 projects in broiler production by students enrolled in vocational agriculture.

1873. **Porter, William H.** The occupational status of vocational agriculture graduates from five California high schools. Master's, 1939. Colo. St. Coll. 91 p. ms.

Analyzes data on 313 graduates. Finds that 31 percent were employed in farming and 14.3 percent were in occupations related to farming; that only 2.2 percent entered college; and 33.9 percent were in occupations in no way related to agriculture.

\*1874. **Putong, Cecilio.** Specific objectives and contents of vocational education in agriculture in the Philippines: rice culture. Doctor's, 1937. Chicago. Chicago, University of Chicago libraries, 1939. 22 p.

1875. **Rawlings, William Harper.** A study of the factors influencing the methods of tagging sheep as taught by 15 selected departments of vocational agriculture in the Edwards plateau. Master's, 1939. Agr. and Mech. Coll. of Texas. 23 p. ms.

1876. **Reeder, Robert Linden.** A program of work for the vocational agriculture department of the Central high school, Florence, Alabama. Master's, 1938. Ala. Poly. Inst.

1877. **Rhodes, Thomas R.** A study of the forms and devices used in the different states in evaluating programs of vocational agriculture. Master's, 1939. Agr. and Mech. Coll. of Texas. 47 p. ms.

Evaluates forms used in the vocational agriculture programs of 16 States; and finds little uniformity in the forms and devices used.

1878. **Salem, Olive A.** Surveying and analyzing the farm business. Blacksburg, Virginia polytechnic institute, 1939.

Presents a specimen farm survey and analysis.

1879. **Sanders, Harry W., and Salem, Olive A.** Organized teaching data on chickens. Blacksburg, Virginia polytechnic institute, 1939. 79 p. ms.

Attempts to locate and organize the more important experimental and statistical data on the chicken enterprise for teaching purposes in Virginia.

1880. **Senter, Clifton Burnish.** A review of the coordinated farm programs developed through adult education in the Van-public-school area and a determination of the possibilities for improving the program. Master's, 1939. Agr. and Mech. Coll. of Texas. 69 p. ms.

Shows changes which have been made in farming as the result of the adult education program.



1881. **Sowell, Joe Lawson.** A study of the types of subject-matter material prepared and distributed by the various states of the United States for teachers of vocational agriculture. Master's, 1939. Agr. and Mech. Coll. of Texas. 22 p. ms.

1882. **Stewart, Ernest Luther.** A study in Chambers county to determine whether the course in vocational agriculture should be modified to better meet the needs of both landlord and tenant students. Master's, 1938. Ala. Poly. Inst.

1883. **Thurman, Robert Lee.** An outline on teaching cotton production in vocational agriculture. Master's, 1939. Tex. Tech. Coll.

1884. **Tippit, Robert R.** The relationship between course content in vocational agriculture and farm enterprises in Edwards plateau area. Master's, 1939. Agr. and Mech. Coll. of Texas. 30 p. ms.

Analyzes 40 annual teaching plans from 20 departments of vocational agriculture. Finds that the annual teaching plans of teachers of vocational agriculture did not allow for as much time allotment for teaching problems in major farm enterprises as the importance of these enterprises seemed to merit.

1885. **Watkins, Oliver Morton.** The determination of content for certain special studies in agriculture. Master's, 1939. Cornell. 86 p. ms.

Attempts to determine the adequacy of existing courses to meet new needs, and the extent to which programs are built upon the findings of study and experimentation.

1886. **Williams, Wilton Edward.** Problems involved in meeting the needs of male Latin-American scholastics of Area 10 for instruction in vocational agriculture. Master's, 1939. Agr. and Mech. Coll. of Texas. 26 p. ms.

Finds that although Latin-Americans constitute about 40 percent of the scholastic population, vocational agriculture departments find it difficult to serve them as only a small portion of the group attain secondary school level. Offers suggestions for developing an agricultural education program for them.

1887. **Wisner, Francis Earl.** An appraisal of agriculture teaching in the light of modern educational theory. Master's, 1939. Peabody. 87 p. ms.

1888. **Wright, Carlton Eugene.** A study of the needs for training in farm shop in high-school departments of vocational agriculture in the State of Vermont. Master's, 1938. Cornell.

1889. **Yates, Harry O., jr.** Organization and evaluation of a course of study in floriculture. Master's, 1939. Rutgers.

#### HOME ECONOMICS

1890. **Allred, Lila.** Factors involved in students withdrawing from the home economics division, Texas technological college, at the end of the freshman year. Master's, 1939. Tex. Tech. Coll. 112 p. ms.

Finds that approximately 40 percent of the students dropped out at the end of the freshman year due to academic ability, age at entrance, illness, finances, and marriage. Finds that previous training in home economics, engagement in part-time work and parental occupations were not factors in student mortality.

1891. **Amberson, J. D.** A study of the homemaking activities of in-school and out-of-school women in a typical Pennsylvania anthracite town. Master's, 1939. Penn. State.

Studies the homemaking activities and interests of freshmen and senior students in homemaking courses, and the homemaking interests, homemaking, and remunerative occupations of representative women who had been enrolled in the same high school from 1930 to 1937.

1892. **Arends, Sylvia Mabel.** Methods used by selected home economics teachers to determine and meet the needs of pupils. Master's, 1939. Iowa State.

1893. **Banks, Anna Katherine.** An evaluation of students' attitudes developed through homemaking instruction in the secondary schools of Oklahoma. Doctor's, 1939. Oklahoma. 71 p. ms.

Constructs attitude scales and administers them to a representative sampling of high-school students who had completed 2 years of instruction in home economics, and to a comparable group who had not received such instruction. Finds that desirable attitudes toward home and family life are being successfully achieved through home economics instruction in the secondary schools of Oklahoma; and that there is a need for more effective integration in the development of desirable attitudes and the acquisition of skills and information, as revealed by a comparison of the scores made on the scales of attitudes in homemaking with those made on a cooperative testing program to evaluate achievement in skills and information.

1894. **Barbour, Helen Frances.** Suggested basic learnings for high-school foods and nutrition units. Master's, 1939. Oklahoma.

Includes a suggested unit of work on foods and nutrition.

1895. **Bare, N. E.** The organization and supervision of home projects in Kansas all-day vocational homemaking schools. Master's, 1939. Kans. St. Coll.

Concludes that home projects are desirable; and that the most frequent problem was in finding time for adequate guidance in selecting, planning, supervising, and evaluating home projects. Offers suggestions for improving the program for the training of prospective teachers and for in-service training of teachers.

\*1896. **Benitez Y Tirona, Helena.** Federal aid to home economics education through teacher training. Master's, 1939. George Washington. 87 p. ms.

Discusses Vocational Education Acts affecting the preparation of home economics teachers; education of home economics teachers in the States; institutions designated for preservice education of teachers; curricula in home economics education as offered in designated institutions; and in-service education of home economics teachers.

1897. **Blanshard, Ruth Elizabeth.** Exploration of means for determining student needs in the area of consumer education. Master's, 1939. Tennessee. 85 p. ms.

Compares the value of the questionnaire and the check list for determining student needs in consumer education, using as subjects 100 rural, village, and urban home economics students enrolled in the secondary schools of Tennessee. Finds that the questionnaire revealed stronger implications of student needs than the check list. Indicates that the students had an extensive range of buying experiences which were most frequently related to inexpensive articles purchased at the 5- and 10-cent store. Reveals implications stressing appreciations, understandings, and abilities in selecting instructional areas of consumer education rather than the traditional methods that stressed skills and knowledge of subject matter.

1898. **Bone, Dorothy Hazel.** Contributions to education for home and family life made by various courses at Bloom township high school, Chicago Heights, Illinois. Master's, 1939. Iowa State.

\*1899. **Bristow, Rosa L. St. Clair.** Participation of parents in the development of home economics programs in four Maryland high schools: a study of a committee technique through which teachers learn from parents, and parents from teachers, how home economics programs may be adapted to meet community needs and conditions. Master's, 1936. Maryland. 78 p. ms.

1900. **Burnette, Vera.** A study of personal accounts of 50 South Carolina high school girls. Master's, 1939. Tennessee. 39 p. ms.

Attempts to learn something of the amount of money spent on or by high-school girls, the purchases they made and the prices paid for the various articles.

\*1901. **Clarkson, Gladys Marion.** A survey of consumer education as given in 15 state courses of study, 1934-38. Master's, 1939. George Washington. 61 p. ms.

Traces the development of consumer education in the United States; regional leadership; general and specific objectives of consumer education; and units most frequently used in the subject.

1902. **Craw, Katherine.** Home-economics learnings for large-sized classes and short-length periods. Master's, 1939. Syracuse.

Attempts to discover ways that home economics foods content can be adapted to a high school class of 30 or more in a 40- to 50-minute class period, and to evaluate the results of the experiment in terms of time, learning, and mental hygiene factors.

\*1903. **Cress, Mrs. Clara Attebery.** A curriculum problem in home economics for teacher preparing institutions. Doctor's, 1939. New York. 175 p. ms.

Offers suggestions for a transitional program in education for improved home and family life for teachers and homemakers, based on progressive curriculum development procedures.

1904. **Douglass, Harl R.** Co-ordination of research in home economics with education. *Journal of home economics*, 30: 560, October 1938. (University of North Carolina)

1905. **DuBois, May.** The development of homemaking in the high schools of Fort Collins, Colorado. Master's, 1939. Colo. St. Coll. 235 p. ms.

Studies the changes in education for family living during a 10-year period in the Fort Collins public schools and influences causing these changes. Finds that the curriculum has been changed from one based largely upon skills to one of diversified units offering a broad homemaking education; that enrollment in home economics courses increased.

1906. **Edgeworth, Clyde Baltzer.** A community survey of opinion on consumer education. Master's, 1939. Maryland. 54 p. ms.

Finds a greater amount of dissension in regard to teaching specific trade practices and characteristics of individual products than in regard to teaching the principles and generalizations about buying and selling; women are more liberal than men with respect to teaching specific trade practices and the characteristics of individual products; salesmen, advertisers, and publicity men are consistent dissenters against teaching facts about specific products; owners, executives, and managers tend to be liberal toward teaching all types of information; educators do not differ in their attitudes significantly from other groups; skilled workers, social workers, and labor union members tend to dissent from teaching specific facts, except about working conditions of production.

1907. **Failor, Clarence W.** Consumer cooperatives and their workers, Doctor's, 1939. T. C., Col. Univ.

Analyzes replies of 178 Hochdale retail cooperatives employing 1,085 workers covering three groups of divergent business activities. Describes cooperative enterprises, and discusses opportunities for employment, wages, hours, working conditions, and education of the workers.

1908. **Fee, Lucile Church.** Comparison of regular-term home projects with summer home projects in vocational schools of Colorado. Master's, 1939. Colo. St. Coll. 179 p. ms.

Shows that girls are interested in home projects and that the summer group showed the greater interest; that school time was used in planning for both groups; that fewer reports were written on summer projects; and that the teachers preferred the summer programs.

1909. **Felder, A. P.** Home activities of high-school girls in Pike county, Mississippi. Master's, 1939. Louisiana State.

Analyzes 358 replies to a questionnaire administered to girls in the Pike county high schools. Shows the need for more thorough training in home management, child care, the serving of meals, and the preparation and packing of lunches.

1910. **Forbes, Helen B.** Home economics contributions to elementary programs. Master's, 1939. Syracuse.

Studies the needs of children in a single grade in each of six school systems. Presents a core curriculum for home economics based on the needs for improvement in social habits, personal appearance, and food selection.

1911. **Fougerousse, Sister Mary Hortense.** Aspects of progress in home economics since 1910. Master's, 1939. Cincinnati. 67 p. ms.

Compares the status of home economics in 1910 with that of the present with respect to methods, materials, and equipment.

1912. **Frost, Hazel.** A measure of skills and information developed through home economics instruction in the secondary schools of Oklahoma. Doctor's, 1939. Oklahoma. 112 p. ms.

Compares the achievement in skills and information of home economics students in Oklahoma high schools who have completed 2 years of work above the eighth grade with an equivalent number of high-school students who have not had such instruction. Finds that skills and information, essential for effective home and family life, are gained through home economics instruction which are not acquired through the usual life experiences of the high-school student.

\*1913. **Furlong, Hazel Frances.** An investigation of the home activities of high-school girls in Lewiston, Maine. Master's, 1939. Maine. 57 p. ms.

Gives a brief description of the socio-economic conditions of Lewiston, Maine. Analyzes 400 replies to a questionnaire submitted to girls in the high school as to their home activities and home economics training needs. Suggests changes in the home economics program which will make it more valuable to the individual pupil.

1914. **Galbraith, Emma Thompson.** The value of home economics to pupils in Chase county community high school, 1928-1938. Master's, 1939. Kans. St. Coll.

Analyzes data secured from 113 girls who had taken home economics in the school during the 10-year period. Finds that most of the girls participated actively in homemaking; that nearly half of them had established homes of their own; that few of them had additional training in home economics after leaving high school. Concludes that the home economics program of this school should be planned to function in homes of lower income groups with few modern conveniences; that emphasis should be placed on the importance of good family relations and instruction that will prepare the girl for marriage should be included; that the personal and social interests of the girl should be considered, and attention given to those that she can continue to make use of throughout life; and that sufficient instruction should be given in child care and guidance to prepare the girl to care for children.

1915. **Garner, Emily Topper.** A study of the homemaking activities and related interests of 150 home economics girls in the South Knoxville junior high school. Master's, 1939. Tennessee. 96 p. ms.

Finds, from a check list and questionnaires based on the diaries kept by a selected group of 150 junior high school girls, that they participate in a wide variety of homemaking activities; that they helped in routine tasks rather than in those of a more independent nature; that they were interested in activities relating to personal grooming and care and repair of clothing; and that they participated in weekly cleaning activities.

1916. **Griswold, Estelle.** Teacher training in home economics in the denominational colleges and universities in Texas. Master's, 1939. Colo. St. Coll. 95 p. ms.

Compares home economics instruction in 10 institutions supported by 6 different denominations, with the work given in 3 State institutions receiving Federal aid. Recommends combination degrees for the denominational schools in view of the fact that they did not meet the minimum requirements set-up for the State schools, and in view of the fact that few graduates of the denominational schools were teaching home economics.

1917. **Haddock, Hortensia.** A vocational home-economics program for the reorganized secondary school in Guayama, Puerto Rico. Master's, 1939. Colo. St. Coll. 89 p. ms.

Studies 1,244 girls in school and 524 out-of-school girls who had not finished high school, to determine what should be offered in the home economics course. Indicates that the public schools should offer a well-planned program for girls both in and out of school; that it should be within the 7- to 10-year levels; that it should prepare girls for wage earning and for homemaking; that it should develop personal attributes demanded of successful workers; and that the basic purpose of the program should be bettering living conditions in Guayama.

1918. Hillegas, Mildred. Cooperation in the teaching of home economics and the social studies. Master's, 1939. Syracuse.

Attempts to find a feasible plan for home-economics and social-studies teachers to cooperate in education for home and family life.

1919. Hixson, Beryl. Methods used by 31 Texas home-economics teachers to determine and meet the needs of pupils. Master's, 1939. Iowa State.

Attempts to discover practices used by a group of teachers in determining and meeting individual needs of pupils in high-school classes. Finds the methods of determining pupil differences most frequently reported were observation of pupils in class and extra-class activities, and visiting in their homes; but that few teachers kept records of data thus collected, and there was little evidence of its use in teaching.

1920. Houck, Dorothy C. Development of a functional course of study in public foods trade for secondary schools. Master's, 1938. Rochester. 153 p. ms.

Describes a vocational course in foods for boys.

1921. Huey, Mary C. Home economics for men and women other than home economics majors at Indiana central college, Indianapolis, Indiana. Master's, 1939. Purdue.

Develops a course of study in home economics for men and women students other than home economics majors.

1922. Jennings, Dorothy C. Consumer education in home-economics classes in junior high schools. Master's, 1939. Southern California.

Shows the need for consumer education in the junior high schools.

1923. Jenson, Leona Vey. Modifications in the supervision of home projects in Arizona. Master's, 1939. Colo. St. Coll. 96 p. ms.

Studies the attitudes of parents, teachers, and pupils toward home projects. Finds that most teachers enjoyed home projects and believe in their value; that parents cooperate well; and that 76 percent of the pupils like the projects. Recommends that home projects be maintained, but that time be given the teachers for adequate supervision; that the interests of the girls be explored before projects are planned. Suggests that a plan for mother-teacher cooperation might be advisable.

1924. Johnson, Eileen. Home-mechanics instruction for girls in homemaking classes in Colorado. Master's, 1939. Colo. St. Coll. 137 p. ms.

Studies home-mechanics instruction in 76 high schools. Finds that some home mechanics instruction is given in most of these schools, usually in the last 2 years; and that the phases most frequently included were general care and repair, use and care of equipment, and plumbing.

1925. Johnston, Nina. Factors which influence girls in the election of home economics in the senior high schools of Sioux City, Iowa. Master's, 1939. Iowa State.

Finds that factors affecting election were limited understanding of the scope of the program, lack of interest, dislike for junior high school work, meeting college-entrance requirements, preference for other courses, dislike of teacher, crowded schedule, belief that they could learn home economics at home, and belief that senior-high school courses repeat junior high school work; that pupils elected home economics courses because of interest, appeal of previous work, adult advice, and marks.

1926. Jordan, Gladys Green. The influence of high-school home-economics and science courses upon the grades earned by home economics majors in college. Master's, 1939. North Texas St. T. C.

Finds that a higher grade point average was made in college home economics courses by students who had home economics in high school; and that students who had two and one-half or more units in science made a higher grade-point average in college chemistry.

1927. **Kauffman-Springer, Fern.** An outline for a course in homemaking for boys in high schools based on suggestions made by 160 boys and 102 fathers. Master's, 1939. Purdue.

Shows that two-thirds of the fathers studied participate in homemaking activities, and that they learned by the "trial and error" method. Formulates a tentative course of study in homemaking for boys in the high school at Roanoke, Ill.

1928. **Kuntz, Margaret.** A correlated program for nutrition teaching. Master's, 1939. Colo. St. Coll. 87 p. ms.

Analyzes records kept of nutrition facts taught by teachers in the grades in junior and senior high schools in Marseilles, Ill. Finds considerable overlapping. Lists items which might be eliminated from home economics courses, and items which need cooperative study.

1929. **Lehman, Florence.** Activities of certain homemakers in central Kansas with reference to foods. Master's, 1939. Kans. St. Coll.

Analyzes data secured by interviews from 78 homemakers as to the kinds of foods, their uses, and means of preservation used in these Kansas homes. Offers suggestions for teaching foods and their use in the home economics curriculum of the high schools.

1930. **LeMoine, Ralph A.** The present status of consumer education in the public secondary schools of Iowa. Master's, 1939. Iowa.

1931. **List, Opal Waymire.** Extracurricular responsibilities of home economics teachers. Master's, 1939. Colo. St. Coll. 152 p. ms.

Finds that instructors in physical education and vocational agriculture spend more time out of class on extracurricular responsibilities than do home economics and other teachers; that 87 different kinds of demands are made on the home economics teacher in class, more than twice the number made on any other group of teachers.

1932. **Long, Alma.** A study of conditions which may have contributed to the withdrawal of students from a school of home economics operating at the college level. Lafayette, Ind., Purdue university, 1939.

Finds that the scholastic records of withdrawals were similar to those of pupils remaining in the college; that reasons for withdrawal were economic difficulties, dissatisfaction with work or requirements, marriage, lack of interest, discouragement over grades, and desire for training not available at the institution.

\*1933. **Miffin, Elizabeth.** A study of the curricular needs in home economics of a typical Pennsylvania anthracite town. Master's, 1939. Penn. State. 4 vols.

Attempts to determine whether or not changes should be recommended in the home economics program of the Shamokin, Pa., High School, as shown by a study of the needs of the high-school pupils and of the graduates, in relation to family living and remunerative opportunities. Recommends that the home economics program be broadened to include the following phases: Personal appearance, personality development, family relationships, personal and family health, child care, household management, food in relation to health, food for special occasions, care of clothing, clothing construction, consumer buying, and leisure-time activities, a unit of work in vocational interests; and that these phases of home economics be offered for adult study as well to their-schoolpupils.

1934. **Miller, Anna June.** A study of behavior changes. Master's, 1939. Syracuse.

Evaluates reported behavior changes resulting from the New York State educational program in secondary school homemaking during the school year 1936-37. Evaluates course content and teaching procedures in terms of behavior changes in order to give direction to homemaking curriculum building.

1935. **Nicholson, Romaine.** A human-relations course for boys in the State of Washington. Master's, 1939. Washington.

Surveys the status of home economics for boys in Washington and throughout the United States. Develops five units as a suggestive program in human relations for the Washington curriculum, and describes methods of teaching the subject.

1936. Noll, M. C. Boys' interests concerning home economics. Master's, 1939. Southern California.

Attempts to determine the needs of junior high school boys in various phases of home economics, through an interpretation of their expressed interests. Finds that boys in the seventh grade are most interested in all phases of home economics; those in the eighth grade are interested to a fair degree; and those in the ninth grade are interested only in cooking; that there is little correlation between intelligence and the number and kind of preferences listed in their answers to a questionnaire; and that a course in home economics would fit boys of all grades and all mental levels without difficulty.

1937. Pepin, Leevera. A study of the contributions of the household arts curriculum to the needs of certain former students. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine to what extent the present curriculum of the household arts department of the Oklahoma Agricultural and Mechanical College contributes to the former graduates and the changes that should be made to make a well-rounded curriculum. Indicates that the present curriculum meets the needs of its graduates, and offers changes or additions to improve the curriculum.

1938. Peyton, Alice B. An evaluation of the teaching of art principles in a clothing class. Master's, 1939. Colo. St. Coll. 94 p. ms.

Indicates that the teaching of related art in the high-school clothing class develops a greater knowledge of and judgment in the use of art principles in the selection of clothing.

1939. Riley, Jack T. Study of consumer education in the Oklahoma schools. Master's, 1939. Okla. A. & M. Coll.

Shows that school officials favor extending consumer training; although so far little has been done about teaching the subject.

1940. Roberts, Ruth Elizabeth. The development of a study guide in consumer-buying for leaders of parent education groups. Master's, 1939. Iowa.

1941. Rogers, George Gilbert. Consumer education in cooperatives, and the teaching of cooperation to high school pupils. Master's, 1938. Kans. St. T. C. Emporia. 46 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 11)

Gives a short history of the cooperative movement and shows the past practice in consumer education in cooperatives. Recommends proposed courses of study materials for use in consumer education at the high-school level. Shows the need for such education.

1942. Schneider, Frances. A study of attitudes of boys toward certain family relationships. Master's, 1938. Minnesota. 150 p. ms.

Analyzes replies to a questionnaire checked by 160 boys in five cities and towns before and after instruction in a unit on family relationships. Finds that even before instruction, most of the boys had desirable attitudes; that many of the viewpoints were little changed by instruction; and that greater improvement was made in the case of groups taught with the major objective of changing attitudes than in the case of those where this was not a definite aim.

1943. Simmons, Uarda. Teaching efficiency of a group of home-economics graduates of Louisiana state university. Master's, 1939. Iowa State.

Evaluates the effectiveness of the teacher-education program in one institution. Concludes that pre-service education should place more emphasis on means of determining and caring for the needs of individual pupils, evaluation of pupil progress in all aspects of development, interpretation of home economics to the community, and on greater range and amount of professional reading.

1944. Singer, C. Analysis of the course offerings in the School of home economics, Ohio state university, from 1928-29 to 1937-38, inclusive. Master's, 1939. Ohio State.

1945. **Smith, N.** A study of certain aspects of the development of the home economics program in the teachers college high school. Master's, 1939. North Texas St. T. C.

Gives a brief history of the high school in relation to its function as a laboratory school; the nature of the development of the home economics program; enrollment by grades and courses; the nature of the supervisory program.

1946. **Stapp, Margaret Reynolds.** Experience units introducing consumer education into the program of the junior high school. Master's, 1939. Ala. Poly. Inst.

1947. **Stone, Mary Agnes.** A study of housing as taught on the secondary level. Master's, 1939. Texas St. Coll. for Women.

1948. **Stone, Robert Crofford.** Experience units in improving home living based upon a community survey. Master's, 1938. Ala. Poly. Inst.

1949. **Sullivan, Nell Tanner.** Consumer buying habits of 111 home-economics students in the University of Tennessee. Master's, 1939. Tennessee. 174 p. ms.

Compares the buying habits in textiles and clothing of the home economics students in each of the 4 years at the University of Tennessee, to determine the cumulative effect of consumer education in helping students meet their buying problems. Finds that the students desire more information and training in buying problems in textiles and clothing; that they show the need for correlating knowledge and practice; that they show the need for more definite planning of clothing needs followed by methods of carrying out plans as they were set up; that they were not greatly influenced by advertisements when buying; and that most of them make their purchases unaided by other people.

1950. **Thompson, Janie Lou.** Survey of teacher preparation for various subject combinations with home economics in Oklahoma, 1937-38. Master's, 1939. Okla. A. & M. Coll.

Analyzes data on 261 teachers in the high schools of Oklahoma teaching home economics in combination with one or more other subjects. Finds that there are a total of 34 different teaching combinations with home economics subjects.

1951. **Thompson, Lewis A.** Consumer education for adolescents. Master's, 1939. California, L. A.

Shows a definite need for a comprehensive course in consumer education that will integrate the wide variety of consumer education available and develop skills that will function in the everyday experiences of adolescents as purchasers of goods and services.

1952. **Thompson, Ouida F.** Educational needs having implications for the home-economics program of boys and girls of the junior high school, Montevallo, Alabama. Master's, 1939. Iowa State.

Analyzes replies to a questionnaire filled out by 182 boys and girls, and interviews held with 41 parents and with community leaders.

1953. **Walbert, Elizabeth D.** Managerial ability of students in home-management houses and of home makers. Master's, 1939. Kans. St. Coll.

Determines factors contributing to the development of managerial abilities and evaluates present home management teaching methods. Shows the importance of understanding the background of each student and of friendly constructive student-adviser relationships.

1954. **Weersing, F. J.** A study of homemaking education for boys. Master's, 1938. Southern California.

Suggests that training for marriage and family life begin when the child enters school; be unified around home activities; and be taught by well-qualified persons.

1955. **Whitten, Kathryn.** The effect of home-economics instruction in foods upon the food habits of a selected group of high-school girls. Master's, 1939. Kans. St. Coll.

Analyzes data obtained from 54 girls enrolled in vocational homemaking in Ellis, Kans., High School during the fall semester of 1939. Concludes that their food habits showed



some improvement, but that improvement was not as great as it should have been. Indicates that food courses in this school should be reorganized and different teaching methods used.

1956. Williams, Doris. The development of the home-economics program in Texas, 1917 to 1937. Master's, 1939. Colo. St. Coll. 134 p. ms.

Covers administration policies, changes in curriculum, number of schools offering home-economics courses, enrollment, boys' classes, State and district conferences, State contests and rallies.

1957. Williams, Grace Prevost. Effect of high-school home-economics instruction on food habits of a group of Japanese girls in Southern California. Master's, 1939. Iowa State.

Attempts to determine the effect of the study of foods in high-school home-economics courses on the adequacy of the diets of Japanese girls and on the adoption of American foods by Japanese families in one section of the country. Concludes that instruction had little effect on willingness to accept American food.

1958. Wolf, Ilse Hildegarde. A study of aspects of the scholastic records of students and their performance in first-year home economics courses in the University of Texas. Master's, 1939. Texas.

Studies the relationship between the student's scholastic rank in high school, number of high-school credits in homemaking, and college performance in first-year home-economics courses, by analyzing the records of 621 students. Shows a tendency for students of average or below average rank to select home economics.

#### CHARACTER EDUCATION

1959. Ahern, Alvin A. The significance of the views of John Dewey and William Ernest Hocking for moral education. Master's, 1939. New York. 120 p. ms.

Finds that they agree on the method of moral training.

1960. Burton, Ethel Sandell. Character diagnosis and development in secondary schools. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 146-48)

Maintains that ideas and ideals attractively presented to a young person and subsequently accepted by his critical judgment will be reinforced by his emotional drives and inherent idealism; and that the best way to supersede unworthy desires is to reveal better ones; and that through good guidance attitude-sets will result in accord with an improving sense of personal values. Presents 22 incidents based on biographies and autobiographies of 5 girls and 17 boys who have made notable names for themselves, and works out questions for use in group discussion showing how other personalities have met life situations.

1961. Carpenter, Dorothy H. Herbart's theory of character education. Master's, 1939. Boston Univ. 97 p. ms.

1962. Foltz, Alma B. A handbook in character education for grade seven. Master's, 1939. Ind. St. T. C. 303 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 145, July 1939)

Presents a preview of the character education movement, and formulates a practical program for a handbook in grade 7.

1963. Haverkamp, Frederick William. The Book of Proverbs as a source of moral instruction. Master's, 1939. Peabody. 72 p. ms.

1964. Hogle, Charles Newman. The relation of religion to character. Master's, 1938. Columbia.

1965. Lodge, Helen Mary. Developmental trends and group differences in moral judgment in children. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 97)

Studies group differences and development trends in moral judgment of children ranging in age from 5 to 12 years, comparing a group of English-speaking children whose parents

were engaged in such professions as law, medicine, teaching and allied fields, and a group of Spanish-speaking children whose parents were Puerto Rican and residents of the Puerto Rican settlement in New York City. Finds definite trends in development of moral judgment concerning all phases of the tests used evidenced in the sixth year; that between the ages of 6 and 8 the greatest recognition of wrong as wrong took place; that the English-speaking group showed a higher and keener development of moral judgment due mainly to fundamentally religious educational training. Indicates that due to intellectual maturation even before the sixth year, the child knows and recognizes right and wrong and in its own way expects punishment or reward.

1966. **Love, Manerva.** Character training in the elementary grades. Master's, 1938. Texas St. Coll. for Women. 80 p. ms.

1967. **McCluskey, Joseph Pror, jr.** A study of a boarding school from the standpoint of character education. Master's, 1938. Columbia.

1968. **Mackay, Frances G.** A study to determine the value of a one semester course in social science in which the aim was personality and character development. Master's, 1939. Michigan.

1969. **Messick, J. D.** Personality and character development. New York, Fleming H. Revell company, 1939. 192 p. (Elon college)

Discusses character education plans, juvenile delinquency records, and surveys. Concludes that early training and prophylactic methods must be employed to assure right conduct.

1970. **Phelan, Joseph Gerard.** Experimental investigation of the moral judgment of adolescent boys. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 99-100)

Describes an experiment conducted to determine the differences in the expressed moral standards of high-school boys trained in two Catholic high schools and in four public high schools in New York City, as shown by the results of a moral judgment test. Finds that the religious school group consistently offered motives based on moral principle; that the public-school group responded with proportionately fewer motives based on moral principle and many more motives based on consequences to the individual and rationalization in defense of wrong action.

1971. **Prescott, Arthur Chester, jr.** The value of teachers' ratings of character traits in the prediction of college success. Master's, 1939. Arizona. 58 p. ms.

1972. **Ray, George Edward.** Recent approaches to character education through practices and activities, 1925-1938. Master's, 1938. Ind. St. T. C. 265 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 134-35, July 1939)

Finds that character education has been a subject of vital interest to people of all ages; that in the past the church and the home bore the responsibility for character training; that a new emphasis has come into all education with character education the main objective of the educational process; that direct and indirect methods of character education have been tried; that clubs, extracurricular activities, and organizations are placing character building as their primary objective and are succeeding the more because of their doing so; that some of the more prominent approaches are through discipline, dramatization, law, exhortation, counseling and mental hygiene, discussion, and participation. Discusses schemes for character education devised by schools, cities, and States.

1973. **Saye, Leonta.** A partial survey of character education programs in the public schools of the United States. Master's 1939. Alabama. 74 p. ms.

1974. **Torphy, Mary Jane.** A study in character. Master's, 1939. Marquette. 208 p. ms.

1975. **Wilkinson, Herbert James.** A suggested program for the teaching of human relations in the public schools of Florida. Master's, 1938. Florida.

## RELIGIOUS EDUCATION

1976. **Adams, Albert Edward.** A survey of religious education conducted by the Hawaiian Board of missions and the inter-church federation in the public schools of Cuba. Master's, 1938. Hawaii.

1977. **Adams, Elsie.** Incidents from Lincoln's youth for use in religious education. Master's, 1939. Presbyterian Coll. 96 p. ms.

Studies the first 30 years of Abraham Lincoln's life, including his boyhood and youth in Indiana, and classifies source material and arranges it for use in guiding youth.

1978. **Baezzler, Sister St. Alfred of Rome.** Contribution of the congregation of Notre Dame of Montreal to education in the United States. Master's, 1939. Fordham.

Describes the various educational activities carried on by the congregation of Notre Dame as indicative of the general trend seen in the development of Roman Catholic education.

1979. **Baker, Milford L.** The department of religion in the Southern Baptist senior colleges and universities. Master's, 1938. Southern Baptist. 90 p. ms.

Finds that there are 8 universities, 9 educational, and 11 women's colleges under the auspices of the Southern Baptist church; that 5 States have as many as 3 institutions, and that 14 States have at least 1 institution; that the Bible department is not on equal footing with other departments of the institutions and the requirements of the department are not comparable to those of other departments; and that 17 departments have teachers with the doctor's degree.

1980. **Blyth, E. Jane.** A study of the use of the ideas of God and Jesus at the kindergarten age level. Master's, 1938. Chicago. 89 p. ms.

Studies the lesson materials, both teacher's textbooks and leaflets for the children which were used in the 23 different churches of 10 different denominations visited. Finds that textbook writers are confused about the terms and concepts for God and Jesus which should be used with the kindergarten child; that teachers are confused and often have no adequate knowledge of the terms they use. Shows the need for more adequate training of the teachers of children and for further study of the use of ideas of God and Jesus for their effects on the kindergarten child.

1981. **Boren, Marcelle V.** A study of the personnel, status, and activities of directors of religious education in local Protestant churches of the United States and Canada. Master's, 1938. Presbyterian Coll. 114 p. ms.

Attempts to determine the size of churches and budgets where directors are employed; the educational organization and opportunities offered by churches; the working conditions and relationships of the director to pastor and church; academic and professional training, qualifications, advancement, and recognized needs in training; and duties of the director of religious education in the local church.

1982. **Cellar, Helen E.** A study of the program of Christian education in selected Presbyterian churches. Master's, 1939. Presbyterian Coll. 67 p. ms.

Finds little difference between the educational programs of rural and urban churches; that the rural minister gave more leadership to the educational program than did the urban; that the greater part of the educational program was devoted to young people's activities; that parent education was neglected by the churches; that missionary education was one of the strong points of the program; and that weekday church schools were the exception rather than the rule in these churches.

1983. **Dawson, Helen Bailey.** A manual for the worker in adult Christian education in the local parish. Master's, 1938. Columbia.

\*1984. **Dunstan, John Leslie.** A study of some factors making for the continued participation of individuals in the program of a city church, with particular attention to the adolescent-adult transition. Doctor's, 1935. T. C., Col. Univ. Honolulu, 1938. 201 p.

1985. **Farquharson, Beth.** A study of national organizations and the church in relation to the needs of high-school age youth with special reference to Bellevue, Washington. Master's, 1939. Biblical Seminary.

1986. **Fitzsimons, Ambler.** The influence of modern secular education upon the church school. Master's, 1939. Biblical Seminary.

1987. **Franklin, S. P.** Latent sources for religious education in public-school curricula. Pittsburgh, University of Pittsburgh, 1939.

1988. **Harmán, John L.** A study of the subject matter for religious education in Sunday school lesson materials. Bachelor of Divinity, 1939. Union Theological.

1989. **Harnly, Paul Witmore.** The attitude of high school seniors toward certain aspects of education. Doctor's, 1938. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 213-17.)

Describes an experiment in which an especially constructed attitude scale was administered to 1,572 Nebraska high school seniors in 55 high schools, and their reactions compared with the responses obtained from 130 select members of the Society for Curriculum Study. Shows a need for more functional teaching directed toward the individual abilities, interests, and needs of boys and girls.

1990. **Johnson, Esther Edith.** Unit of study for young people: Toward a dynamic Christian fellowship. Master's, 1938. Columbia.

1991. **Holt, Florence Eugenie.** A philosophy of religious education. Master's, 1938. Columbia.

1992. **Houghton, Herbert Richardson, jr.** Antipodal emphases in religious education—a correlation. Bachelor of Divinity, 1939. Union Theological.

1993. **Kalassay, Louis A.** The educational and religious history of the Hungarian Reformed church in the United States. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 154-58)

Traces the origin and development of the Hungarian Reformed Church in Europe, Mexico, Brazil, Canada, and the United States. Studies its educational work in the Sunday school, weekday school, Saturday school, and daily vacation Bible school, and the manner in which this group took advantage of American instruction in the field of higher education. Describes the orphan asylum and the old folks home which were established in 1921 and in 1931, respectively.

1994. **Kearns, Francis E.** Changing social emphases in the Methodist Episcopal church. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 159-68)

Traces the changing emphases of the Methodist Episcopal church on temperance, race relations, family life, war and peace, and economic life, and discusses education as an instrument of achievement.

1995. **Langhals, Sister Mary Philemon.** A study of the minimum essentials in religion. Master's, 1939. Loyola. 287 p. ms.

Describes a project in which 2,187 items were submitted to 329 teachers of religion, and 963 items were selected as the minimum essentials.

1996. **McCann, Sister Thomas Maria.** Religion in Catholic high schools of the United States. Doctor's, 1939. Fordham. 185 p. ms.

Finds that the content of the religion courses is dependent on the zeal, ability, and enthusiasm of the administrative staff of each school; that pupils transferring from one school to another may miss some necessary instruction as courses vary from school to

school; that the pupil's knowledge of religion may vary according to the textbook used; that there is a possibility of repetition of matter learned in the elementary school; that there may be little uniformity in the training of high-school religious teachers; and that practices vary in class visitations, model lessons under experienced teachers, and regularly called teachers' meetings.

1997. **McCoy, Glenn Ernest.** The administration of discipline in Iowa high schools. Master's, 1939. Iowa.

1998. **McCullough, Sister Marie.** Contributions of Ursulines to education in archdiocese of New York. Master's, 1939. Fordham.

Describes the various educational activities carried on by the Ursulines as indicative of the general trend in the development of Roman Catholic education.

1999. **McLain, Ralph Earl.** Personality and religion: a psychological study of personality in relation to the functioning of religion. Doctor's, 1939. Southern Baptist. 184 p. ms.

2000. **Mahoney, Mary Clare.** A curriculum in religion for part-time instruction. Master's, 1939. Marquette.

2001. **Marrinan, Sister Mary Patrick.** The Protestant revolt and social orientation as a secondary project. Master's, 1939. Boston Coll.

2002. **Martin, Eleanor V.** A study of the development of religious education in Sewickley. Master's, 1939. Presbyterian Coll. 182 p. ms.

2003. **Nuttall, Anna Ruth.** The contributions of Alfred the Great to religious education. Doctor's, 1938. Boston Univ. 129 p. ms.

Shows that Alfred the Great erected monasteries and endowed them in order to have a constant supply of religious leaders; that his schools insured the religious education of the younger generation and that of the future adults of England; that his regulations and laws insured a religious basis for all legal and civil actions and his schools provided an educated judiciary.

2004. **Palfry, Virginia.** A study of the methods of motivating private devotions in Presbyterian summer conferences for seniors and young people. Master's, 1939. Presbyterian Coll. 81 p. ms.

Shows the need for instruction of delegates, better materials, more adequate spiritual leaders, and better plans for continuing conference habits.

2005. **Park, Mrs. E. W.** An inquiry into the use of the methods of progressive education in the modern church school with reference to the child of kindergarten age. Master's, 1939. Oglethorp.

Shows how and why the church uses tools of secular education in the training of its children.

2006. **Person, Harold J.** A study of present activities of extension education for professional church workers, lay or ordained, carried on by constituent units of the International council of religious education. Master's, 1939. Presbyterian Coll. 60 p. ms.

Finds a need for the denominational boards, State and local councils to discover what their professional leaders need for further training; that character education needs emphasis at this time in order to bring the professional unordained and ordained workers closer together; that the organizations should have good libraries, and that the use of new methods should be helpful in making fresh approaches.

2007. **Poe, Hilleary Wood.** A study of weekday religious education in Hamilton county. Master's, 1938. Cincinnati. 75 p. ms.

Finds that the weekday church schools compare favorably with the public schools in the communities where they are conducted; that the schools are under the management of the Hamilton county council of religious education and a local committee in each district in which weekday church schools are located; that no public-school property is used by the weekday church schools; that only pupils who have a written request, signed by one

parent or guardian, are enrolled in the weekday church schools; and where these schools are established, an average of 93 percent of public-school enrollment of the grades included in the weekday church school attend; that the faculty of these schools consists of 12 members and 1 supervisor; and that the Hamilton county council on religious education has developed its own child-centered or experience-centered curriculum and its own text for each course of study in its 31 centers.

2008. **Purkiss, Margaret Elizabeth.** The construction of a summer camp program of Christian education for early adolescent girls. Master's, 1939. Biblical Seminary.

2009. **Scheele, Sister Mary Augustine.** Educational aspects of great spiritual writers. Doctor's, 1939. Marquette. 345 p. ms.

2010. **Scotford, Ruth.** Education for a Christian home. Master's, 1938. Columbia.

2011. **Smith, Doris Montgomery.** Survey of the use of music in religious education. Master's, 1939. Southern California.

\*2012. **Steen, Thomas Wilson.** The vocational choices of students whose religious beliefs limit their occupational opportunities. Doctor's, 1939. Chicago. Chicago, University of Chicago libraries, 1939. 132 p.

Studies the vocational adjustments of students in Seventh Day Adventist educational institutions because they are encountering serious occupational problems not common to college students in general. Describes the Adventist colleges, and the management of their professional schools. Shows that in 1937 the total number of employees in all Adventist organizations and institutions in North America was 9,431, of whom some 3,300 were connected with sanitariums and hospitals; 568 with the publishing houses; 1,900 with schools of all grades; 1,861 were ministers and conference office employees; and 1,802 were colporteurs and miscellaneous workers; that of this total, only 5,893 occupied positions in which at least some college or professional training is a prerequisite. Shows the great need for educational and vocational guidance in these colleges and for a continuous survey of the occupational possibilities for Adventist youth. Proposes the creation of a board of higher education to control all of the colleges and professional schools maintained by the church.

2013. **Stockton, Elsie L.** A study of special needs and available resources for the vacation church schools in the Intermountain area. Master's, 1939. Presbyterian Coll. 140 p. ms.

Finds a need for materials especially adapted for use in the small rural vacation church schools.

2014. **Talbott, John Russell.** An evaluation of young people's summer conferences among the Disciples of Christ in Indiana for 1936-37. Master's, 1938. Coll. of the Bible. 129 p. ms.

Shows that the local church has a responsibility in the personal guidance of its young people in terms of future leadership; that it must have a definite program for selecting the young people who will represent it at conference; that the conference week must provide for a definite program of personal counseling throughout the week; that faculty members must be required to furnish a course outline for the courses they are to teach before the conference week begins.

2015. **Taylor, Georgia Fairbanks.** The establishment of the Episcopal church in New Orleans, 1805-1840. Master's, 1938. Tulane. (Abstract in: Tulane university of Louisiana. Abstracts of theses, 1938: 46-49)

Shows that Christ Church was the first protestant church established in Louisiana, and that the first rector started a private school, the first attempt to educate the protestant youth in the city and in the surrounding country.

2016. **Thompson, Kenneth L.** The status and trends of weekday religious instruction in the high schools of the United States. Master's, 1938. East. Baptist. 42 p. ms.

Finds that weekday religious education gained a foothold in the high schools of the United States about 1910; and that of the 61 high schools reported to be conducting weekday

religious instruction in 1936, 46, which includes 10 provided by the Mormon church, 801 conduct weekday religious instruction; that of the 21 high schools reporting enrollment only 5 have 100 or more enrolled in religious instruction classes; that there is a lack of uniformity in the use of textbooks, a total of 27 different texts being used; that there is a higher moral tone in the high schools and in the communities having weekday religious instruction in the high schools; and that the most pressing problem is that of indifference on the part of parents and churches to the opportunities offered by this form of religious instruction.

2017. Underwood, Frederic. Some contributions of psychiatry to religious education. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 397-404)

Discusses the general relationships of religion and health; religious education in the development of the individual from childhood, through adolescence and into adulthood; and the contributions of psychiatry to standards in character education.

2018. Warwick, Betty. A study of the religious and social concept of 642 adolescents in Mt. Clemens high school. Master's, 1939. Michigan.

2019. Whitmore, Austin R. The use of the New Testament in Christian education. Master's, 1939. Union Theological.

\*2020. Williams, John Paul. Social adjustment in Methodism: the adjustment of the Methodist Episcopal church to the changing needs of its constituency, as illustrated by a survey of the opinions of the Methodists living in and near Springfield, Mass. Doctor's, 1937. T. C. Col. Univ. New York. Teachers college, Columbia university, 1938. 131 p. (Contributions to education, no. 765)

2021. Willkens, Fred H. A history of Protestant adult religious education, 1900-1938. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 413-19)

Traces the development of adult religious education in connection with the Protestant church schools in the United States. Gives a brief description of the American Sunday school movement and of adult education. Describes the development of adult religious education in the United States.

2022. Young, W. Ernest. A curriculum of readings in the field of religious education from Spanish-American sources designed for seminary students. Master's, 1939. Brigham Young.

### PRESCHOOL EDUCATION

\*2023. Borgeson, Gertrude M. Techniques used by the teacher during the nursery school luncheon period. Doctor's, 1937. T. C. Col. Univ. New York. Teachers college, Columbia university, 1938. 214 p. (Child development monographs. Monograph no. 24)

\*2024. Christianson, Helen Marguerite. Bodily rhythmic movements of young children in relation to rhythm in music: an analytical study of an organized curriculum in bodily rhythms, including potential and functioning aspects in selected nursery school, kindergarten, and first grade groups. Doctor's, 1938. T. C. Col. Univ. New York, Teachers college, Columbia university, 1938. 196 p. (Contributions to education, no. 736)

\*2025. Fite, Mary D. Aggressive behavior in young children and children's attitudes toward aggression. Doctor's, 1939. T. C., Col. Univ. Genetic psychology monographs, 1940, 22: 151-319.

Studies six nursery school children to discover the attitudes of nursery school children toward physically aggressive behavior; to discover how and in what ways the child's experience in nursery school affects the formation of these attitudes. Shows that each child's

verbal response to questions on aggressive behavior reflected parental attitudes and rules imposed by parents at home; that there was no consistent relationship between verbal attitudes toward aggression and aggressive behavior toward other children; that the need to stand up for one's own rights and to exhibit a certain amount of aggression with other children forced the child on occasion to deviate from parental rules; that the development of strong friendships and the increase of group feeling with age tended to bring with it increasing independence on adult rules; and that the group as an entity developed a set of standards of its own, independent to a large extent of adult rules.

\*2026. Gutteridge, Mary V. Some aspects of motor achievement in young children.- Doctor's, 1939. T. C. Col. Univ. New York, 1939, 178 p. (Archives of psychology, no. 244)

Compares motor activities of children ranging in age from 2 to 7 years in nursery schools, kindergartens, and primary grades in many parts of the United States and in a small group of children of the same age range in Lincoln School, Teachers College. Compares achievement ratings of age groups, between boys and girls in each activity and between the results of one activity with those of another. Finds that young children show motor control and proficiency far in advance of common belief and tradition; that equipment provided for motor activities tends to be stereotyped and does not meet the requirements of the majority of children nor provide varying opportunities in line with growing abilities.

2027. Heller, Shirley Miriam. An experimental study of frustration in pre-school children. Master's, 1939. Clark. (Abstract in: Clark university bulletin, no. 143: 134-35)

Describes an experiment in which a group of preschool children were subjected on three occasions to mild frustrations to determine the different types of response made by the children.

\*2028. Howe, Sarah Ruth. The creative use of play materials by the pre-school child. Master's, 1939. Penn. State. 29 p. ms.

Attempts to determine whether or not there is a relationship between the sex, chronological age, mental acuity, and the creative ability of 2- to 4-year-old children as shown by their use of blocks, paints, and clay, using as subjects children in the nursery school of the Department of Home Economics at Pennsylvania State College. Finds no significant difference between boys and girls in the frequency of choice or in degree of creative attainment with blocks; that girls used paints more frequently than did boys, and displayed a greater degree of creativeness in their use; that girls chose to use plastic clay more often than did the boys but there was no significant difference between the degree of creativeness displayed by the two sexes in its use; that age was related to creative ability in the use of these play materials.

†2029. Jersild, Arthur T. and Fite, Mary D. The influence of nursery school experience on children's social adjustments. New York, Teachers college, Columbia University, 1939. 112 p. (Child development monographs. Monograph, no. 25)

2030. Musgrove, Mary. Mental growth in early childhood. Master's, 1939. California, L. A.

Reveals the fact that intelligence must be considered as functional, rather than in terms of native capacity; that there are large individual differences in mental growth, the rate varying greatly with each individual child; that there is a slight tendency for girls to be consistently ahead of boys during the nursery school years; that there is disagreement regarding the relative effects of heredity and environment, both of which play an important part in the mental development of an individual; that there is a tendency for children of high IQ to be high in physical and social development, and in development of play ability. Describes a parents' cooperative nursery school group and case studies of children showing how a nursery school teacher may study the children in the light of scientific investigation.

2031. Wells, Laura Philbrick. Food consumption of 14 children at the W. P. A. nursery school, Corvallis, Oregon. Master's, 1939. Oregon St. 37 p. ms.

\*2032. Wood, Hazel Caroline. Prediction of development in children from measures obtained during the preschool period. Master's, 1939. George Washington. 37 p. ms.

Attempts to determine to what extent prediction of mental, physical, and emotional development in children may be made from measures obtained during the preschool period as shown in various articles and statements in journals, monographs, and books.



## ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN

2033. **Adler, Daniel Leslie.** Types of similarity and the substitute value of activities at different age levels. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Describes an experiment conducted with 60 children between the ages of 6 years, 10 months, and 11 years, 3 months who were placed in three situations; one a control situation, the other two designed to elicit concrete and categorical behavior reactions, respectively. Indicates that concrete behavior is primarily an inverse function of chronological age, and in addition, a function of the situation for the older children.

2034. **Akins, Bonnie Blanche.** A comparative study of the traditional elementary school and the progressive elementary school of today. Master's, 1938. Texas St. Coll. for Women. 69 p. ms.

2035. **Bates, Marion Crosby.** The mobility of school population in the city of El Reno and rural communities of Canadian county, Oklahoma. Master's, 1939. Oklahoma. 89 p. ms.

Analyzes data secured from 1,972 pupils from grades 6 to 12 on the birthplaces of their parents and themselves, the education of their parents, the ages of the pupils, and the number of different schools they had attended. Finds that only 28 percent of the fathers of these pupils were born in Oklahoma; that about 85 percent of the pupils were born there; that the average schooling of the parents was 9.44 years; and that in the lower grades approximately 75 percent of the pupils had attended only one school, and that in all grades more than 50 percent of the students had attended only one school.

2036. **Boe, Helen M.** A descriptive study of the behavior of 12 children suffering from "primary effect hunger." Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 142)

Studies the behavior of nine boys and three girls between the age of 9 and 12, nine of whom showed a marked lag between school achievement and grade placement, and only two of whom had serious physical disabilities. Finds that they showed marked variability in overt behavior, and that little was accomplished through clinical treatment.

\*2037. **Bogardus, Helen Evelyn.** The determination of criteria for selection of underage candidates for the first grade. Doctor's, 1939. Harvard. 189 p. ms.

Evaluates methods of predicting successful adjustment and progress in the first grade of 235 children in seven elementary schools in Seattle, Wash., during the school year 1936-37. Indicates that underageness is not associated negatively with academic achievement and is not a deterrent to happiness in school; that happiness in school is chiefly determined by the children's initial adjustment in school and by personality traits rather than by general ability, socio-economic background, and kindergarten experience; that the Seattle entrance class test is the most efficient forecasting measure of achievement in reading of the four tests used in the study; that girls achieve more nearly up to their ability than do boys; that kindergarten experience, socio-economic background, physical maturity, chronological age, and physical defects have little effect on academic achievement in the first grade; and that tests of mental maturity are the most efficient forecasting measures of reading achievement and are the chief criterion for admission of underage children to the first grade.

\*2038. **Boylan, Mary Norma.** A survey of children's choices of occupations in relation to grade level in school. Master's, 1939. George Washington. 99 p. ms.

Analyzes replies to a questionnaire received from 414 boys and 503 girls in two elementary schools; from 464 boys and 464 girls in a junior high school; and from a total of 1,801 pupils in a senior high school in Washington, D. C. Finds that the pupils ranged in age from 5 to 25 years; that the most popular occupational choices in the order of preference were: Secretaries, stenographers, nurses, teachers, and airpilots; that the older child is more constant and more mature in his choice.

2039. **Brandenburg, Ruth.** The effects of preschool attendance upon intellectual development during the elementary school years. Master's, 1939. Iowa.

2040. **Brosam, Emma Louise.** Some comparisons with the written vocabularies of English-speaking and non-English-speaking pupils from grade 4 through grade 7 of Jerome, Arizona. Master's, 1939. Arizona. 27 p. ms.

\*2041. **Brumbaugh, Florence N.** Stimuli which cause laughter in children. Doctor's, 1939. New York. 200 p. ms.

Analyzes the stimuli which cause laughter in children by studying 1,600 pupils in grades 3-6 in the New York City public schools. Finds that pupils in these grades were familiar with humor as it exists beyond the schoolroom; that visual and auditory stimuli which appeared incongruous to the pupils were most likely to produce laughter in the classroom; that the teacher was the greatest determining factor in the amount and kind of laughter that took place in the classroom; that group laughter occurred more frequently than individual laughter; that the relationship of intelligence to appreciation of humor was apparent mainly in the recognition of absurdities by the bright pupils; that there seemed to be a gradual trend of development in the appreciation of humor from grade to grade; that the greatest variations in appreciation of humor appeared in the sixth grade where boys showed a more highly developed sense of humor than girls; and that more originality and creative ability was shown in the humorous drawings of boys than in those made by girls. Suggests that teachers who invoke the aid of laughter to release the tensions in the classroom will provide an outlet for their pent-up emotions as well as for those of their pupils.

2042. **Cantrell, James Benton.** A general educational survey of Alpine institute and community. Master's, 1939. Tennessee. 147 p. ms.

Surveys the elementary schools in the eastern third of Overton County, with special emphasis on Alpine Institute and its immediate community. Finds the ratio of attendance to registrations low; that many teachers had little formal training; that salaries are low; that the high school is doing a good service to the community in formal education and in extension work. Discusses the possibilities for greater service.

\*2043. **Carroll, Jane Morrow.** The effectiveness of the training school in the education of fifth and sixth grade children. Doctor's, 1939. George Washington. 288 p. ms.

Studies the achievement of fifth and sixth grade pupils in the various types of training schools found in State teachers colleges in an attempt to determine the effectiveness of the training school in the education of children. Concludes that the child who attends the training school is not penalized with respect to educational achievement; that the typical training school practice teacher's lack of teaching experience is compensated for in the organization and supervision of instruction in the laboratory school; that the elementary school subjects in which test scores of the training school pupils excel are the more formal subjects; and that low training school achievement is as likely to reflect the geographical, intellectual, economic, and social conditions of the pupils enrolled as it is to result from any instructional deficiency inherent in training school organization and administration.

2044. **Cates, Eugene F.** Pupil mobility in Oklahoma. Master's, 1939. Oklahoma. 89 p. ms.

Compares the records of 1,825 rural pupils with those of 1,270 urban pupils in grades 6 to 12, inclusive, to determine the number of schools each group had attended. Finds that nearly half of the children in these groups had attended three or more schools; that the rural children had a higher degree of mobility than the urban children; and that mobility was detrimental to educational progress, especially in the case of children who had attended more than two schools.

2045. **Combs, Olga Andrews.** A mental-educational survey of the pupils in grades 2A to 8A of the Indiana state teachers college laboratory school in January 1938. Master's, 1939. Ind. St. T. C. 154 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 138-39, July 1939)

Compares the children in grades 2-8 in the laboratory school in 1938 with children of the same grades in the training school in 1929. Finds that the 1938 children came from lower socio-economic groups than did the 1929 children; that the 1938 children were older, chronologically, than those in 1929, and had lower MAs than the 1929 children.

2046. **Cowles, June Mary.** Intelligence and developmental age. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 94-95)

Studies 50 boys and 50 girls ranging in age from 9 to 15 years, in a metropolitan parochial school, to whom various tests were given.

\*2047. Criswell, Joan Henning. A sociometric study of race cleavage in the classroom. Doctor's, 1938. Columbia. New York, 1939. 83 p. (Archives of psychology, no. 235)

Analyzes Negro-white grammar school classes in order to discover the respective roles of the majority and minority racial groups in the classroom situation. Describes an experiment conducted in two Brooklyn and one New York City schools with mixed white and Negro enrollment, with many of the white children of Italian, Jewish, and white West Indian parentage. Finds that race preference is weaker and more variable in the first four grades but may be significantly present in either race as early as grade two; that in the fifth grade the races withdraw from each other; that with increase of race cleavage due to age or minority size, each color division tends to prefer itself and to give second and third place to those children nearest it in color; that white children surpass Negroes in self-preference and show more assimilation of community attitudes than do colored children; that inter-racial relationships are on a more intimate basis in minority colored classes; and that race and color preferences are present in inter-sexual choice even in the primary grades.

2048. Csutoros, Alice I. The implications of social living in the elementary school. Master's, 1939. Ohio State. 74 p. ms.

Shows that social living should be made functional in the life of the child while he is in school.

2049. Doyle, Estelle Elizabeth. An experimental study of a left-handed group. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 95-96)

Attempts to find the relation of left-handedness to age, eye dominance, writing speed, writing marks, reading marks, and scholastic ability by studying 48 children from grades 2 to 6, to whom a battery of handedness tests were administered and a record of school marks obtained. Finds that left-handedness had no relation to age, writing marks, reading marks, or to scholastic ability; that there was some relationship between left-handedness and left-eye dominance; and some consistency in the use of the left hand, as 70 percent of the group preferred the left hand in three out of five activities.

2050. Ebey, George William. A study of adaptability in the city of St. Louis, Missouri. Doctor's, 1939. T. C., Col. Univ.

Describes a study of variation conducted with 49 of the 76 regular white elementary schools in St. Louis, with an average daily attendance in 1937-38 of 300 or more pupils and with a principal serving the same school in this capacity for at least a second year. Shows that adaptations in St. Louis have followed a variety of patterns and been responsive to many different forces.

2051. Epstein, Arthur E. The distribution of certain unfounded beliefs among school children. Master's, 1939. Iowa.

\*2052. Fort, Marion Kirkland. The relationships between pupils' responses and certain other factors. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 17 p. (Abstract of Contribution to education, no. 228)

Studies the relationship between pupils' test scores and their IQs, the number of questions each pupil answered during a recitation period, the number of times each pupil volunteered during the recitation period, and the number of questions each pupil was asked by the teacher, by observing 12 units in the social studies in the fourth, fifth, sixth, and seventh grades. Finds that pupils who volunteer most are only slightly more intelligent than those who seldom volunteer; that pupils who volunteer a large number of times are usually asked a large number of questions by the teacher and therefore answer a large number of questions; that the number of times a pupil volunteers is determined by the combined influence of answers, questions, and intelligence; and that the pupils who contribute the most in number of responses during the recitation period, also contribute the most in quality of responses.

2053. Franklin, Mary Lelia. A study of personality maladjustment among elementary school children. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 56)

Attempts to determine the extent of personality maladjustment among the children of the elementary grades at Miramar School, Miami, Fla., and to analyze the various types of

maladjustment found. Finds the group as a whole as well adjusted as children in general, but that 25 percent of them have serious maladjustments in one or more areas measured by the Rogers test of personality.

2054. **Gantt, Charles Jackson.** A four-year study of behavior problems and problem tendencies among elementary school children of the P. K. Yonge laboratory school. Master's, 1938. Florida.

2055. **Geffen, Joel S.** A survey of primary and secondary Jewish education in capitol district region of New York state. Master's, 1939. N. Y. St. Coll. for Teach. 44 p. ms.

2056. **Glen, Edith D., and Mead, A. R.** Seventh-grade pupils from their own personal viewpoint: A chapter from a survey of 28 seventh-grade pupil groups in Florida. Gainesville, University of Florida, 1939. 20 p. ms. (Bureau of educational research bulletin no. 7)

Discusses reading and study habits; feelings and relationships; daydreams and ideals; hobbies; favorite heroes and heroines, pictures, cartoons, and radio programs, and favorite activities.

2057. **Gottenmoller, Ruth.** The influence of parent-child relationships on children's adjustment during the first year of school. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 163-164)

Studies the behavior of 22 kindergarten children to determine whether or not differences in their behavior and personality could be accounted for in terms of parent-child relationships. Finds a positive relationship between the use of good child-training methods by parents and the possession by the children of traits indicating social maturity.

2058. **Graham, Dorothy Unruh.** A study of the kindergarten in Orlando and Winter Park, Florida. Master's, 1939. Stetson. 139 p. ms.

2059. **Greenwood, Margaret Elizabeth.** Modern trends in kindergarten education. Master's, 1939. Oglethorp.

Deals with the value of the kindergarten to education, with emphasis on modern trends.

2060. **Haggarty, Lida.** The extent of correlation between philosophy and practice in the rooms of Kawanauakoa intermediate school. Master's, 1938. Hawaii.

2061. **Hiller, Helen Esther.** An investigation of the present status of elementary progressive education in the United States. Master's, 1939. Tulane. (Abstract in: *Tulane university of Louisiana. Abstracts of theses, 1939: 6-8*)

Finds that the progressive education movement can be traced through the history of education; that the ideas of Dewey and the progressives were derived from Rousseau, Pestalozzi, and Froebel; that the progressives agree that the keynote of new education is self-expression; that the activity movement is confused with the progressive education movement. Suggests that both creative work and the memorization of facts should be included in an adequate curriculum.

\*2062. **Jakob, Philip A.** An appraisal of Norwalk public elementary schools. Doctor's, 1939. New York. 198 p. ms.

Shows a need for reevaluation and a change of emphasis in the curriculum.

2063. **Keller, Eva McCowen.** A comparative age-grade-progress study of four elementary schools in the Scioto county school district in Ohio. Master's, 1939. Michigan.

2064. **Kounin, Jean.** The effect of preschool attendance upon later school achievement. Master's, 1939. Iowa.

\*2065. **Kramme, Clyde Ira.** A comparison of Anglo-culture with Spanish-culture elementary students in physical development as determined by height,

weight, and vital capacity measurements. Master's, 1939. Texas Coll. of Arts and Inds. 89 p. ms.

Compares the physical development of the Anglo-culture population of ages 7-13, inclusive, enrolled in the public elementary schools of Nueces, Jim Wells, and Kleberg Counties, Tex., with the corresponding Spanish-culture population. Finds that the Anglo-culture children are taller and weigh more than the Spanish-speaking children, and that in vital capacity the average boy excels the average girl at all age levels.

2066. Krause, LaVern. Survey of progressive classroom practices in grades 4, 5, and 6 in 10 Indiana cities. Master's, 1939. Ind. St. T. C. 141 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 142-43, July 1939)

Attempts to determine the ways and extent to which progressive education was functioning in elementary classrooms of Gary, Hammond, East Chicago, South Bend, Fort Wayne, Indianapolis, Valparaiso, Lafayette, Crawfordsville, and Brazil. Indicates that more progressive evidence was found in the larger systems.

2067. Lewis, Lucy Bellamy. Relationship between intelligence, achievement, and character traits. Master's, 1939. Tennessee.

Studies the relationship between intelligence, achievement, and character traits of 66 fifth- and sixth-grade pupils of a small elementary school in an agricultural and industrial community, as measured by selected tests, and as determined by teachers' judgments.

2068. Long, Rose A. Children referred by the schools to a child guidance clinic. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 192)

Studies the age, sex, IQ, nationality of parents, marital status of parents and their occupations, grade placement of children and relationship between grade placement and mental and chronological age of 46 children referred to the Institute for Juvenile Research, Chicago, by the schools from September 1936 to June 1937. Indicates that social treatment was recommended by the clinic staff in every case; that educational help was needed in about 75 percent of the cases; that about half of the children needed medical attention; and that psychotherapy was indicated in about one-third of the cases. Suggests that the agency's function was primarily diagnostic.

2069. Ludy, Jane. Social adjustment of children of psychotic mothers. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 148)

Compares 14 children of psychotic mothers with 14 children of normal mothers with respect to adjustment at home, with friends, and at school. Compares 9 boys and 5 girls in each group, ranging in age from 9 to 16. Suggests that not only was the mother's illness directly important in the adjustment of the children but its effects on other members of the family accentuated their maladjustment and often resulted in withdrawal of affection and security from the children.

2070. Lundquist, Elsa. Suggested units of experience for use in the sixth grade of the Andalusia, Alabama, elementary school. Master's, 1939. Alabama. 152 p. ms.

2071. Lyons, Dorothy. An evaluation of the surveys of five schools conducted by the Northern New Jersey mental hygiene clinics. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 193-94)

Analyzes data on 115 children referred to the Northern New Jersey Mental Hygiene Clinic by five schools in Morris and Sussex Counties in which psychological surveys were conducted at the request of the schools during 1935 and 1936. Finds that 60 percent of the children were under 10 years of age and slightly less than 50 percent of them were in the first four grades; that 34 children were retarded more than 1 year, their intelligence levels ranging from average to feeble-mindedness; that 9 children were accelerated 1 year; that the children were referred because of behavior or personality maladjustment. Shows that the clinic recommended modification of academic procedure, grade placement, educational and vocational guidance, recreational and environmental changes, suggestions for handling individual children, work with the family, physical examinations, psychiatric study, and reading analysis. Indicates that in about 50 percent of the cases, the children made a satisfactory adjustment.

2072. **Mahey, Margaret P.** A study of creative verse expression in the kindergarten and first grade. Master's, 1939. Michigan.

2073. **Mahoney, Irene J.** A study of the third through sixth grade pupils of the public schools of a second class city. Master's, 1939. N. Y. St. Coll. for Teach.

2074. **Mead, A. R. and Glen, Edith D.** A study of pupil initiative and cooperation: A study of individual children in social relations—data gathered from 25 schools concerning over 2,000 seventh grade pupils. (A section of a study of 28 seventh grades in Florida.) Gainesville, University of Florida, 1939. 36 p. ms. (Bureau of educational research bulletin no. 11)

Finds that this study of initiative and cooperation has produced a tentative scale for judging pupil initiative, a classification of types of pupil initiative, approximate data on status of children with reference to initiative, and many samples of initiative behavior in descriptive form.

2075. **Miller, Inez G.** The integrated program as a trend in the teaching of elementary children. Master's, 1938. Ind. St. T. C. 56 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 134, July 1939)

Traces the trend in the use of the integrated program from the eighteenth century to date. Indicates that integration and concurrent offering of the courses have been tried by few institutions; and that due to the need for training young people to face situations in a changing social and industrial society, the integrated program will receive more attention.

2076. **Miller, William Wilbur.** The utilization and encouragement of children's questions for immediate educational use. Doctor's, 1939. Ohio State. 150 p. ms.

2077. **Moncreiff, Ruth.** A study of factors relating to problematic behavior in elementary school children. Doctor's, 1939. Peabody. 254 p. ms.

Compares teacher-designated and test-designated problem children with a sample of the population from which they came, as to chronological age, IQ, MA, educational achievement, personality traits, personality inventory scores, extracurricular activities, hobbies, and socio-economic status. Finds the problem groups inferior to the normative group in all of the factors studied.

2078. **Moore, Annie Morgan.** Case studies of 10 children of the Stafford school, Tuscaloosa, Alabama. Master's, 1939. Alabama. 105 p. ms.

2079. **Moore, Roberta.** A quantitative study of labeling behavior of fifth and sixth grade children from high and low socio-economic levels. Master's, 1939. Iowa.

2080. **Murphy, Mary Martha.** A comparison of the attainment of Slavic-speaking children and English-speaking children in the first grade. Master's, 1938. Chicago. 82 p. ms.

2081. **Mosella, Gemma.** The Gentile elementary school reform and its subsequent modifications. Master's, 1938. Columbia.

2082. **Myers, Duboise B.** Sponsoring creative thinking in an elementary one-room school. Master's, 1939. Ohio State. 98 p. ms.

Indicates that growth and development will be secured when the environment meets the needs of the pupils.

2083. **Nash, W. B.** A study of the socio-economic status of elementary school pupils. Master's, 1938. Louisiana State. (Abstract in: Louisiana state university. Abstracts of theses, session of 1937-38. Bulletin, 31: 122-23)

Compares the socio-economic status of the sixth and seventh grade pupils of the Central School, Lake Charles, La., with their intelligence, school achievement, and school attendance. Indicates that there is a wide range in the socio-economic status of elementary school children; that the educational status of the parents and the socio-economic status of ele-

mentary school children are closely related; that there is a marked relationship between the socio-economic status of elementary school children, their intelligence, and their school achievement, and a possible negative relationship between socio-economic status and school attendance.

2084. **Nelson, Monell Victor.** Changes in accomplishment quotient in the intermediate grades over a 1- and 2-year period. Master's, 1939. Colorado (Abstract in: University of Colorado studies, 26: 100)

Studies the accomplishment quotient of 180 identical pupils in each of grades 4, 5, and 6. Finds that subject accomplishment quotients fluctuated more than those computed from the composite scores; that individual variations were greater and less predictable than group variation; that by implication, extraneous unmeasured factors may influence the AQ from year to year, and marked variations from the expected or previous AQ's for an individual or group should be interpreted only as a suggestion for a study of the testing program and the educational and social environment.

2085. **Nelson, Philip Melvin.** A study of grade placement: a study making use of some of the criteria used in predicting probable success. Master's, 1939. Minnesota. 104 p. ms.

2086. **Newberry, Earl Ray.** A comparison of scholastic achievement of elementary pupils in Oklahoma schools having split and regular terms. Master's, 1939. West. St. Coll. 38 p. ms.

2087. **Nichols, Mary Delia.** Some factors involved in the social adjustment of kindergarten children. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 164-65)

Studies 19 children who entered kindergarten in February 1938, in a public school in Washington, D. C. Indicates that the children who made the best adjustment came from the best economic and emotional backgrounds; that the school can provide a helping situation for a child if the teacher is skilled in understanding and in accepting differences in children.

2088. **O'Brien, F. P. and Twente, J. W.** How good is our elementary school? Kansas studies in education, 2: 45, April 1939. (University of Kansas)

2089. **Peterman, Mollie E.** Developing a tentative program for creative experiences in a first-grade room. Master's, 1939. Alabama. 134 p. ms.

2090. **Porter, Margaret.** A study of the general information possessed by children of different socio-economic status. Master's, 1939. Iowa.

2091. **Pratt, Clifford.** A study of individual educational growth of the pupils of an elementary school. Master's, 1939. N. Y. St. Coll. for Teach. 57 p. ms.

2092. **Rasch, Howard C.** A study of departmentalized organization in certain Iowa elementary schools. Master's, 1939. Iowa.

2093. **Savage, Willie Hortense.** A report of investigation made by fourth-grade pupils in their immediate social environment. Master's, 1939. Virginia. 92 p. ms.

2094. **Sexton, Clint C.** The relation between scholarship and economic independence. Master's, 1939. Ind. St. T. C. 38 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 143-44, July 1939)

Compares the scholarship of two groups each of 150 students from the fifth, sixth, seventh, and eighth grades of the Brazil city schools, to determine the effect of economic independence on the school work of the children. Finds the difference in achievement of the independent children and the children whose parents were on relief was insignificant, showing that scholarship does not depend upon economic independence.

2095. **Smith, Margaret L.** Preventive aspects of the visiting teacher's work with children in the first grade. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 138-39)

Studies the case records of all the 50 first-grade children referred to the visiting teachers of Rochester, N. Y., for the first time during the school year 1937-38. Finds that the sex ratio, 60 boys to 40 girls, corresponded closely to that of the first-grade school popula-

tion in the year studied; that 70 percent of the children had below average intelligence; that behavior difficulties were the chief reasons for referral. Concludes that the preventive character of the visiting teacher work with children was largely determined by the mother's attitude toward the child and by the adequacy of the treatment to the problem at hand.

2096. Spalter, Bessie. Attitudes of mothers toward visiting teachers. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 139-40)

Attempts to determine what mothers think of the services offered by the visiting teacher department of the Rochester, N. Y., board of education, by studying the major cases active between September 1936 and June 1938 in which the visiting teacher had some contact with one or both parents. Indicates that a mother's attitude toward treatment, the visiting teacher, and the school were influenced by her relationship with her child, her own school experience, and her own personal experiences. Finds that treatment consisted chiefly of effecting changes in the school environment and direct work with the children; that there was little work with the mothers, which was especially significant as only six children were adjusting well at the time of the follow-up study, and the outstanding reason for poor adjustment seemed to be lack of change in mother's attitudes.

2097. Springer, Bernice M. The value of a remedial program in the primary grades of the Rogers City public schools. Master's, 1939. Michigan.

2098. Stallings, Robert B. Readiness differences of urban and rural children. Master's, 1939. New Mexico. 114 p. ms.

\*2099. Tenenbaum, Samuel. Attitudes and school status. Doctor's, 1939. New York. 234 p. ms.

Attempts to determine the extent to which the attitudes expressed by the children toward school, teachers, and classmates correlates with intelligence, achievement in schoolwork, conduct and proficiency marks, school progress, and amount of absence, using as subjects 326 boys and 313 girls in three New York City elementary schools. Finds that about 20 percent of the children reported they were unhappy in school; that sixth-grade pupils have more favorable attitudes and are less critical of school than seventh-year pupils; that children have a high regard for the value of what they learn in school, and like their teachers more than they like the school situation. Indicates that girls are more favorably disposed toward the school situation and to their teachers than boys. Finds that children who failed and did poor work in school did not express school attitudes notably different from those of bright and accelerated children.

2100. Turner, Ruth Alice. Transiency of the eighth-grade pupils of 16 selected schools of Maricopa county. Master's, 1939. Arizona. 46 p. ms.

2101. Watts, Benjamin Christopher. An appraisal of some current elementary school problems. Field study no. 3. Doctor's, 1939. Colo. St. Coll. of Ed.

\*2102. Wolf, Theta Holmes. The effect of praise and competition on the persisting behavior of kindergarten children. Doctor's, 1937. Minnesota. Minneapolis, University of Minnesota press, 1938. 138 p. (Institute of child welfare. Monograph series no. 15)

2103. Wolfe, Lillian B. Survey of variable factors prevailing within unselected fifth-grade pupils. Master's, 1939. Ohio State. 56 p. ms.

Analyzes the results of standardized tests administered to 62 pupils, to determine the effect of socio-economic status, intelligence, social adjustment, and personality traits on their scholastic achievement. Finds a close relationship between intelligence, socio-economic status, and social adjustment.

2104. Wong, Erwin L. S. A study of the community backgrounds of the families of the pupils attending Waianae school. Master's, 1939. Hawaii. 134 p. ms.

2105. Woodruff, Margaret. A cocurriculum for Stratton elementary school. Master's, 1939. Duke. 134 p. ms.

Analyzes the general aims of education formulated by curriculum writers and commissions, and subdivides the aims into 76 habit and personality traits. Describes a cocurricular activities program which was checked against this list to determine the extent to which the program provided for the various detailed objectives.



2106. **Worthington, Josephine E.** Factors in children's adjustment to kindergarten. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 165-66)

Analyzes observations of 17 children in a kindergarten in the Washington, D. C., public schools, carried on for 20 weeks. Finds that the children whose homes were characterized by a predominance of desirable emotional aspects or an absence of undesirable emotional aspects made the most satisfactory social adjustments, while the reverse was true of the children from homes characterized by a predominance of undesirable emotional aspects; and that the teacher's attitude toward the child was important in influencing his adjustment when the child's home had either a few or a great many undesirable emotional aspects, but was of little importance when a child's home was superior emotionally.

## SECONDARY EDUCATION

\*2107. **Additon, Loring R.** A follow-up study of graduates of Ellsworth high school. Master's, 1939. Maine, 88 p. ms.

Studies the 12 classes graduated from Ellsworth High School from 1927 to 1938 to determine the effect of age on scholastic standing and the relationship between scholastic standing and courses taken in school; to determine the location, occupation, and income since graduation of the graduates of the school; to determine what training in high-school life influenced graduates in their careers since graduation; to determine what graduates think about the high-school curriculum and what changes should be made in the course of study. Finds that office work and clerking are the occupations in which the largest number of graduates engage; and that the average income of graduates is from \$500 to \$800 a year; and that the study of English and commercial subjects had a definite influence on the lives of the graduates as indicated by their own valuation.

Recommends that a better guidance program be introduced; that the commercial curriculum be enriched by adding new subjects that offer more everyday business problems; that the English course be revised so that commercial and general curricula students get more business and practical English and less classics and literature; that the general curriculum be strengthened; that the school make a greater effort to place its graduates in positions; that students be encouraged to participate in some extracurricular activity of their own choosing; and that a full-time music instructor be employed to give the grade- and high-school pupils a well-rounded music program.

2108. **Alexander, Curtis.** A survey of the vocations and of the vocational leanings of boys who entered the Potomac, Illinois, township high school between the years 1929 and 1935, inclusive. Master's, 1939. Ind. St. T. C. 130 p. ms. (Abstract in: *Indiana state teachers college. Teachers college journal*, 10: 139, July 1939)

Analyzes 172 replies to a questionnaire sent to 100 former male students of the high school. Indicates that the curriculum as it stands at the present time is preparing the male students to meet the problems of their adult lives.

\*2109. **Arata, Manning N.** A study of the organization and administration of the small high schools in Maine. Master's, 1939. Maine, 94 p. ms.

Analyzes replies to a questionnaire received from 88 small high schools in Maine as to the number of periods a day, length of periods, opening exercises, recesses, schedule, length of school year, supervised study, guidance, special or part-time teachers, lunch-rooms, evening schools, transportation of pupils, health programs, assemblies, student government, interviewing of teachers, home rooms, offices, financial accounting systems, student records, office equipment, clerical assistance, allotment of principals' time during school hours and outside of school hours.

2110. **Arnold, Eugene Bone.** A study of public and Catholic secondary education in West Virginia, in its historical, legal, administrative, and curricular aspects. Master's, 1938. Cincinnati.

2111. **Basil, Hamblin Edwin.** Survey of Sandusky highschool graduates in occupations for guidance purposes. Master's, 1939. Ohio State, 55 p. ms.

Studies the occupations of 504 graduates of the Sandusky High School. Finds that certain subjects have practical value in their work; that many students indicated a desire to take subjects that would prepare them for occupations.

2112. **Batchelder, Mary L.** An analysis of the study habits of 11 university high-school pupils. Master's, 1939. Michigan.

2113. **Beall, Brutus.** The effect of variations in iris pigmentation upon visual adaptation. Master's, 1939. Okla. A. & M. Coll.

Compares the effect of variations in iris pigmentation upon visual adaptation of 45 dark-eyed high school pupils with 45 light-eyed high-school pupils as to their ability to adapt to changes in light intensity.

2114. **Best, Emerson C.** The attitudes of a rural community toward secondary education. Master's, 1939. Pittsburgh.

\*2115. **Bigelow, Roy Gilbert.** A critical appraisal of a state secondary school program. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 10 p. (Abstract of Contribution to education, no. 256)

Appraises the number and the availability of secondary schools to youth, holding power of the schools and age and grade progress of the pupils; training of teachers; cost of instruction; social and economic status of the students; and curriculum practices in Tennessee. Finds that only 37.5 percent of the youth attend school; that a large majority of the schools and students are in rural areas and are substandard; that the holding power of the city schools is 58 percent, and of the rural schools 55 percent, and is much lower in Negro schools; that about 10 percent of the students received NYA aid; that local districts provide 82 percent of the funds with the State and Federal Governments providing the balance; that instructional costs are 65 percent of the total costs, with salaries from 33 to 75 percent below national norms; that the State department of education established rigid requirements in the selection of textbooks, marking system, year placement of subjects, program of studies, and graduation requirements; that the rural schools have a higher percentage of teachers with the bachelor's degree than the cities; and that there is a slow but steady increase in the number of teachers holding the master's degree.

2116. **Birkholz, Edmund H.** A case study of the graduates and nongraduates of an Iowa high school from 1917 to 1938. Master's, 1939. Iowa.

\*2117. **Bishop, Catherine Ann.** Sex differences in secondary-school achievement. Master's, 1939. George Washington. 92 p. ms.

Indicates that on the basis of available evidence girls are superior to boys in achievement when teachers' grades are used as the basis of measurement, but boys exceed the girls in mental ability test scores; that when achievement is measured by reliable objective tests in secondary school subjects, the differences sometimes favor the boys and sometimes favor the girls; that the secondary school subjects in which the achievement of girls is superior to that of boys are: English, literature appreciation, modern languages, articulation, originality and color recognition in the study of art, and typewriting; that the subjects in which the achievement of boys surpass that of girls are: History, algebra, geometry, general science; physics, and chemistry. Attributes the fact that girls receive higher grades than boys to the greater number of women teachers who are more easily swayed in their opinion of a pupil's work by the pupil's personality and neatness.

2118. **Blank, Grayson.** A survey of the vocational interests and problems and the leisure-time activities and needs of the pupils of the Vermoutville, Michigan, high school. Master's, 1939. Michigan.

2119. **Bollinger, Russell Vernon.** The social impact of the teacher on the pupil. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 204-205)

Investigates the relationships existing between high-school teachers and their pupils with respect to social adjustment, social attitudes, social information, and social behavior, using data gathered from three 4-year high schools in Wisconsin, enrolling a total of 400 pupils and staffed by 18 teachers. Shows that it is possible to discover differences among schools in the social attitudes, adjustment, and behavior of pupils; that there is enough evidence indicating teacher influence on the social adjustment of the pupils to encourage further research on the problem; and that the social adjustment, attitudes, information, and behavior of pupils do not appear to change significantly during 6 months of ordinary school routine.

2120. **Boren, Riley Preston.** Comparative achievements of transferred and nontransferred pupils in the high school of Heavener, Oklahoma. Master's, 1939. Oklahoma. 77 p. ms.

Compares the achievements of 154 transferred pupils with those of 150 nontransferred pupils in the Heavener High School in 1938-39. Finds that many more transferred pupils dropped out of school, were retarded, had poorer attendance records, and made lower marks in their school subjects than did the nontransferred pupils.

2121. **Bowen, Gerald Damoin.** A study of withdrawals from Van Wert high school, 1929-1939, with implications for guidance. Master's, 1939. Ohio State. 80 p. ms.

Finds that drop-outs have less success in making adjustments than do graduates, and that the number of withdrawals has decreased since 1937.

2122. **Boyer, A. W.** Relation of subject choices to the educational and vocational choices of high-school seniors. Master's, 1939. Ohio State. 78 p. ms. Presents a case study of 850 high-school seniors in 17 central Ohio counties.

2123. **Brovont, Dean W.** An evaluation of current practices relating to educational tours employed by Michigan high schools. Master's, 1939. Michigan.

2124. **Brown, Helen Martin.** The effect of a transmission of adaptive patterns in the family upon adjustment in early adolescence. Master's, 1939. Iowa.

2125. **Cadwallader, Reyburn W.** Achievement and adjustment in Withrow senior high school of pupils from two types of schools. Master's, 1938. Cincinnati.

2126. **Coates, James Dorland.** The organization, administrative practices, and teaching personnel of the high schools of Kentucky. Field study no. 1. Doctor's, 1939. Colo. St. Coll. of Ed.

2127. **Cochran, Rube Lee.** A study of the educational, vocational, and occupational status of youth in Chattanooga, Tennessee. Master's, 1939. Tennessee. 149 p. ms.

Compares an out-of-school group of young people with the seniors of Central High School as a basis for constructive suggestions in curriculum construction and the vocational guidance programs in the schools of the city. Finds that the in-school group was better prepared for useful citizenship from the standpoints of education and vocational training and only slightly less experienced in occupations; that this group had continued in school on an average of 3 years longer than the out-of-school group; that subjects studied in school and work experience had a definite effect on the vocational choice of the young people; and that the economic status of the family had a definite effect on the amount of education the young people received.

2128. **Collins, Floyd I.** An experiment in personality improvement of high-school seniors. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education. 4: 59-60. February 1940)

Attempts to determine whether inadequate personality patterns can be improved by a directed study of personality traits; whether personality tests are valuable aids in determining personality maladjustments; and to determine how those who have studied personality with the idea of self-improvement in mind differ from those who have not studied personality. Describes an experiment conducted with 21 boys and girls in the high school at Le Roy, Kans., who were given a course in the psychology of personality improvement; and with 21 boys and girls in the junior class of the high school who were given no special training in personality improvement. Finds that the group given special training showed definite improvement in personality; that personality tests are valuable aids in locating personality maladjustments; that a study of personality is valued by the students; and that an understanding of the basic causes of personality maladjustments in others often suggests the solution of their own personality maladjustments to high-school seniors.

2129. **Collins, Mary Uhl.** A study of the occupational outlook of 2,090 graduates of North high school, Omaha, Nebraska, 1927-1938. Master's, 1939. Omaha. 84 p. ms.

2130. **Conover, James Victor.** Comparison of resident and transfer pupils in six small high schools in McClain county, Oklahoma. Master's, 1939. Oklahoma. 78 p. ms.

Compares the activities and achievements of resident, transported, and transferred pupils. Finds the greatest retardation among rural pupils in the district, and the least retardation among the town pupils; that fewer town pupils dropped out of schools, and that more of them took part in extracurricular activities than did pupils from the other groups.

2131. **Cook, Louis Theodore.** A comparison of pupils from private and elementary schools in the Curtis branch high school, Chicago. Master's, 1938. Chicago. 103 p. ms.

2132. **Crawford, S. Virginia.** Survey of 1934-1938 graduates of Fostoria high school with proposals. Master's, 1939. Ohio State. 94 p. ms.

Shows the need for revision of extracurricular activities, for farther public education, for community activities for young people from 18 to 24 years of age, for a guidance service in the school, and for a periodical follow-up study of graduates.

2133. **DeWolfe, Lucy Leonora.** A proposed solution for a problem of social relationships in a mid-west high school. Master's, 1939. Marquette. 113 p. ms.

2134. **Dirks, Harry Gilbert.** The relative success of certain groups of pupils entering the New Ulm high school. Master's, 1939. Minnesota. 85 p. ms.

Compares the achievement of graduates of public, parochial, and rural elementary schools in New Ulm High School during the period 1927 to 1937. Judging by teachers' marks, public elementary school graduates tend to achieve slightly better in high school than do parochial and rural school graduates.

2135. **Dorr, Miriam Piper.** The motivating effect of definite educational and vocational plans on the high-school level. Master's, 1939. Ohio Wesleyan. 83 p. ms.

Investigates the relationship between definiteness of plans and scholarship, adjustments, and family background as measured by the occupation of the father. Finds that on the high-school level future plans provide motivation for better general scholarship and for better work in related specialized subjects, but show no relationship to adjustments or to the measure of family background.

2136. **Douglas, William Taylor.** A follow-up of 183 graduates of the Murphy high school, Mobile, Alabama. Master's, 1939. Alabama. 64 p. ms.

2137. **Douglass, Harl B.** Secondary school problems and the college. California journal of secondary education, 14: 301-306, May 1939. (University of North Carolina)

2138. **DuBose, Charles G.** An evaluation of educational opportunities for high-school pupils of Union county, South Carolina. Master's, 1939. Duke. 126 p. ms.

Evaluates five high schools on the basis of the relative efficiency of the various school plants; the training, tenure, teaching loads, and preparation of the teaching staffs; curricula; and the extracurricular activities of the pupils of these schools. Finds the greatest differences in the opportunities afforded the pupils for nonathletic pupil activities.

2139. **Dunagan, B. E.** Evaluation of the Talco high school as measured by the "Cooperative study of secondary school standards." Master's, 1939. East Texas St. T. C. 153 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 16-17)

Evaluates the curriculum and course of study, guidance service, school plant, school administration, and outcomes of the various services. Shows school superintendents how they may appraise the efficiency of their own school system.

†2140. **Eckert, Ruth E. and Marshall, Thomas O., jr.** When youth leave school. A report of the Regents' inquiry into the character and cost of public

education in the State of New York. New York, McGraw-Hill book company, 1939. 351 pp. (University of Rochester)

Deals in detail with the findings of tests, questionnaires, and interviews administered to high-school and post high school youth of New York State. Studies the products of education in order to point out the strengths and weaknesses of the secondary schools.

2141. **Emberger, Meta Riley.** A study of the organization and activities of the senior classes in the high schools of West Virginia for the school year of 1937-38. Master's, 1939. Kentucky. 150 p. ms.

Describes the way West Virginia high schools dealt with these problems: The class adviser, the home room, senior privileges and responsibilities, finances, guidance, and commencement. Suggests better practices in working out these problems.

2142. **Fahrion, Mary Arbuthnot.** An investigation of racial attitudes of high-school pupils. Master's, 1938. Cincinnati.

\*2143. **Fessler, Marianne Hawley.** The social adjustment of high-school children with employed and unemployed mothers. Master's, 1939. Syracuse. 95 p. ms.

Compares the social adjustment of 40 girls and 75 boys enrolled in the Vocational High School and whose mothers were employed with the social adjustment of a similar number of girls and boys in the same high school, whose mothers were unemployed. Indicates that if a mother finds she must seek employment she need not necessarily fear for the social adjustment of her child.

2144. **Field, Bentwood.** The organization and administration of the assembly in the New Mexico high school. Master's, 1939. New Mexico. 108 p. ms.

2145. **Fischer, Earle Haynes.** Standards for state accreditation and classification of high schools in the North central territory. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 55)

Studies especially standards in teacher preparation, the school plant, library and laboratory requirements, length of the school term, and requirements for graduation in the light of the history, significance, and present practices of accreditation. Shows a need for the revision of some accrediting procedures.

2146. **Fisher, Buel B.** An analytical study of the high schools of McIntosh county. Master's, 1939. Okla. A & M. Coll.

Deals with the seven high schools of McIntosh county from 1926 to 1939, inclusive, studying the programs of the schools, the number of subjects, and the frequency of the subjects offered to the high-school students, daily attendance and enrollment, and the occupational status of the graduates of the schools. Discusses the cost of operating the schools and the ability of the districts to finance their present programs by their own efforts. Finds that the schools were established within the same period of time, 1913-1926; that they have offered approximately the same type of program and the few changes made were in line with changes in other sections of the State; that the programs were not fitting the needs of the graduates; that the programs are favorable to pupils going to continue their education in college; that all of the schools would be unable to maintain the same program for 9 months without State help; that teachers' salaries and transportation are the two most expensive items; and that the districts depend more and more on the State for finances.

\*2147. **Fitzpatrick, Gordon Hatch.** Improvement of the study habits of secondary school pupils with special reference to provisions made in junior and senior high schools of Massachusetts. Master's, 1939. Boston Univ. 119 p. ms.

Analyzes replies of 127 junior and senior high schools of Massachusetts to a check list sent to 198 high schools to determine the extent to which schools attempt to improve the study habits of pupils, the devices and materials employed, the persons involved in the program for improving study habits, the time devoted to the program, the means in use for measuring the success of the program, and the opinion of the school principals regarding the worth of study habits teaching.

Finds that about four-fifths of the schools are attempting to improve the study habits of pupils; that nearly all administrators favor the use of some program whereby study habits can be improved; that the most used procedures are supervised study, instruction during regular classes, and individual remedial work, with the home-room program much

used in junior high schools; that most study habits teaching is done during the regular school day; that classes devoted to improving study habits are found more often in junior than in senior high schools; that the size of the school does not appear to affect the extent to which, or means by which study habits teaching is done; that where pupils are selected for study habits training, the most used criteria for selecting them are classes and scholastic standing; that study habits training is given in English classes more than in any other school subject; that mimeographed material is more widely used to supply study habits information to teachers, pupils, and parents than any other kind of material.

2148. **Foster, Olive Virginia.** Occupational study of graduates of Gerstmeier technical high school, 1925-1930, inclusive. Master's, 1939. Indiana. 122 p. ms.

2149. **French, B. Avery.** Some factors associated with poor scholarship of secondary school boys of superior intelligence. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 57)

Studies 20 boys with IQ's ranging from 110 to 139 to determine the causal factors of educational maladjustment. Indicates that multiple factors influenced each case; that the most common factor was lack of incentive; that poor adjustment to social situations contributed to the maladjustment; that home conditions revealed important causes in most of the cases; that an overprotective parent was a more common factor than a broken home; that health factors were significant; that there is no uniformity among educationally maladjusted boys of superior intelligence in mechanical abilities or in habits and attitudes of sound thinking; that many causal factors associated with poor scholarship are remedial; and that the case study method is useful as a counseling device for the better understanding of educational maladjustment.

2150. **Greer, Milford E.** A comparative study of the third-class city high schools of Sumner county, Kansas, 1935-36. Master's, 1938. Wichita. 106 p. ms.

2151. **Grosshauser, Elmer August.** The opinions of high-school pupils in regard to their courses, teachers, and school. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 62-63)

Analyzes replies to a questionnaire administered to all the students enrolled in the Louisville, Colo., High School. Indicates that high-school pupils have more likes than dislikes for their courses, teachers, and school; that the features of the courses which pupils dislike are too long assignments and tiresome discussions; that the main causes of dislike of the teachers are that teachers had favorites among the pupils and that teachers gave too long lesson assignments; that the pupils dislike the old school building, early school hours, and lack of athletic activities.

2152. **Grubbs, Willice Lavert.** The socio-economic status of the graduates and certain other students of the Gordo high school, during the period of 1924-26, inclusive. Master's, 1939. Alabama. 54 p. ms.

2153. **Hamblin, Edwin Basil.** Survey of Sandusky high school graduates in occupations for guidance purposes. Master's, 1939. Ohio State. 55 p. ms.

Attempts to determine the value of the subjects which they took in high school to 504 high-school graduates. Finds that the graduates feel that some of the subjects that they took had definite value to them in their work while other subjects were of little practical value; and that they feel that high-school students should take subjects which would prepare them for occupations.

2154. **Harris, Robert Ennis.** An investigation into the personality problem of the boys in the Orlando senior high school, Orlando, Florida. Master's, 1938. Florida.

2155. **Hatch, Walter Albert.** A personnel study of the graduates of the Montrose, Colorado, high school. Master's, 1939. West. St. Coll. 59 p. ms.

2156. **Hawkins, Helen Farmer.** A survey of occupations of former students of the Elkton, Maryland, high school. Master's, 1939. Purdue. 99 p. ms.

Attempts to determine the kinds of work in which former students are and have been engaged since leaving high school; to learn locations of employment and numbers of positions held, and what frequencies and percentages of students are dissatisfied in their occu-

patious; to determine the number and kind of other educational institutions attended by these students; to ascertain the high-school subjects they believe were more valuable in their occupations; to determine the subjects they desire in evening classes; to ascertain the number of students now married and having children; to determine the hobbies which are now enjoyed; and to learn wherein former students think the curriculum can be improved. Concludes that graduates were superior to drop-outs in both mental ability and scholastic achievement; that the boys are employed chiefly in manufacturing and mechanical industries and trade and clerical occupations; that girl graduates have gone into clerical occupations and professional service mainly, while drop-out girls are employed in domestic and personal service.

2157. **Hawkins, Kenneth R.** The relation between grade school record and success in the first year of high school. Master's, 1939. Michigan.

2158. **Hayes, Byron Cromwell.** The special-help period in a small high school. Master's, 1938. Chicago. 92 p. ms.

2159. **Hill, John Clarence.** A study of certain children of the Newberry, Florida, high school. Master's, 1938. Florida.

2160. **Hill, Kenneth S.** A comparative study of the high schools of Reno county, Kansas, exclusive of Hutchinson high school, for school years 1937-38 and 1938-39. Master's, 1939. Kansas.

2161. **Hogan, Thomas James.** Survey of a decade of one year follow-up studies in the Providence high schools. June 1926-January 1936. Master's, 1939. Brown. 55 p. ms.

2162. **Howe, Georgia B.** A survey of the population of the girls' Edison high school made during the school year 1938-39. Master's, 1939. Reed. 97 p. ms.

2163. **Hunter, Harold Wayne.** The schooling and placement of students in the Eureka, California, high school as related to the occupational status of their fathers. Master's, 1939. Stanford.

2164. **Johnson, Eloise Trigg.** A study of family relationship problems of high-school students. Master's, 1938. Texas St. Coll. for Women. 180 p. ms.

2165. **Jones, Oliver William.** Comparative achievements of transferred and nontransferred pupils in Sallisaw high school. Master's, 1939. Oklahoma. 95 p. ms.

Studies the age-grade distribution, attendance, intelligence, and educational achievements of 205 transferred and of 147 nontransferred high-school pupils. Finds the nontransferred pupils superior to the transferred students.

\*2166. **Jones, Russell E.** The prospective teacher's grasp of high-school content in his probable fields of instruction. Doctor's, 1936. Iowa. Iowa City. University of Iowa, 1939. (University of Iowa studies, new series, no. 368. Studies in education, vol. 10, no. 5. Doctoral theses in education, 4: 5-22)

2167. **Judd, Evelyn Webb.** A five-year follow-up study of six Baltimore city high schools: a vocational analysis of the Class of 1931. Doctor's, 1939. Johns Hopkins. 224 p. ms.

2168. **Kaufman, Ernest E.** A comparative study of the third class city high schools of Sedgwick county, Kansas, 1937-38. Master's, 1939. Wichita. 100 p. ms.

2169. **Keller, Arthur A.** Enrollment practices in Kansas senior high schools. Master's, 1939. Kans. St. T. C., Emporia. 49 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 14)

Studies time of enrollments, guidance in selection of courses and subjects, routine in actual registration work, and other matters involved in enrollment.

2170. **Kibler, Zoe M.** The legitimate field of secondary education. Master's, 1938. Ind. St. T. C. 78 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 127-28, July 1939)

Analyzes 14 textbooks published between 1910 and 1937, in the field of secondary education, and replies to a questionnaire mailed to the leading educators in the field who were asked to list the topics which they thought should be given in a comprehensive textbook on secondary education, to approximate the percentage of the entire volume given to each topic, and to indicate whether the treatment should be historical, philosophical, or scientific. Shows a trend from the scientific to the philosophical treatment of the field of secondary education.

2171. **Kingsolver, Theron E.** The junior reserve officer training corps in the eighth corps area with special reference to the Guthrie high school unit. Master's, 1939. Okla. A. & M. Coll.

Studies the personnel, growth, and general reaction of officials, students, and parents towards the R. O. T. C., and the way it has affected the educational situation in Guthrie High School. Finds that it is a well-established and growing institution and has established itself as a character building agency in the schools.

2172. **Koffman, Grover Cleveland.** Factors influencing educational opportunity in the eight large high schools of Louisiana. Master's, 1938. Chicago. 105 p. ms.

2173. **Laber, Harry S.** An experimental evaluation of the senior survey course as a required subject for seniors. Master's, 1939. Ohio State. 98 p. ms.

2174. **Leffel, Elwood Samuel.** Students' plans, interests, and achievements. Master's, 1939. Clark. (Abstract in: Clark University bulletin, no. 145: 136-38)

Attempts to determine the relationships between the self-estimated vocational interests of high-school students and the objective evidences of their interests determined by inventories and achievement tests. Describes an experiment in which tests were administered to 122 Worcester County high-school juniors and seniors; and in which each of the pupils wrote an interest essay describing his vocational preference, people he admired, school subjects he liked or disliked, his hobbies, and his social life. Indicates that manifest interests do not agree with self-estimated interests as well as with inventoried interest, although a rather high relationship was found between inventoried and estimated interests.

2175. **Letier, Lena M.** A follow-up study of the graduates of the Hastings, Michigan, high school for the years 1929, 1933, and 1937. Master's, 1939. Michigan.

2176. **Lister, Frances Marjorie.** A study of problems of average boys and girls in three high schools of Michigan and the adjustment effected. Master's, 1939. Michigan.

2177. **Liston, Edward John.** Personal achievement classes for superior high school pupils. Doctor's, 1939. Washington. 225 p. ms.

Shows that group discussion can be used as a means of personal development and leadership training with the superior pupil.

2178. **Lloyd, James W.** An investigation of certain needs of students and former students of Beverly Hills high school. Master's, 1939. California, L. A.

Studies the occupational and educational plans of students now in school, occupational and educational experiences of former students, and statements from former students of ways in which the school might better have served them. Finds that an overwhelming percentage of the students plan to enter professional occupations and that to a large extent they come from families in the professional, proprietorial, and managerial occupations; that a large majority of the graduates attend college; that graduates attending college felt that a greater quantity and quality of work should have been demanded of them; that they should have received more training in college methods and procedures; that they should have received more individual counseling and guidance; and that the most helpful courses were English, typing, and public-speaking.



2179. **Lowenthal, L. Launcey.** A comparison of average with accelerated high-school groups in regard to personality adjustment. Master's, 1938. Columbia.
2180. **McCoy, Glenn B.** The administration of discipline in Iowa high schools. Master's, 1939. Iowa.
2181. **McCracken, Glen F.** A comparative study of certain objective factors of the Protestant and the public high schools of New Mexico. Master's, 1939. New Mexico. 53 p. ms.
2182. **McDougal, Lowell J.** An analysis of the satisfaction and dissatisfaction of senior high school students with their school. Master's, 1939. Michigan.
2183. **McKenna, James William.** The effect of certain personality factors upon school success holding intelligence constant. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 161-64)
- Attempts to determine the effect of perseverance and fluency on success in school. Describes an experiment conducted with a group of 70 children ranging in age between 14.5 and 15.5 years, to whom a battery of tests was given.
2184. **Mack, John Archibald.** Some factors which affect the scholastic progress of rural boys in Ithaca high school. Master's, 1939. Cornell.
- Concludes that pupils do not dislike school; that there are relatively few absences due to work; that students who spend the most time going to and from school do relatively poorer school work; that students without physical defects excel those with two or more defects; that students whose parents received good educations tend to excel; that participation in extracurricular activities does not affect scholastic achievement; that many students with high IQ's are not performing up to their expected levels; that excessive out-of-school work curtails scholastic progress; that there is a lack of desire for scholastic success as evidenced by a lack of awareness of failure; and that students looking toward a college education make better than average scholastic progress.
2185. **McKinney, Durwood Y.** The rise and development of the affiliated school in Texas. Master's, 1939. East Texas St. T. C. 136 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 35-36)
- Traces the historical development of the affiliated schools in Texas and their growth under the direction of the University of Texas; presents the conditions that caused the work of affiliating Texas high schools to be transferred from the University of Texas to the State Department of Education; shows the modern trends in affiliation under the State Department of Education; and discusses briefly the accredited subjects.
2186. **MacLaughlin, Jane.** A survey of the graduates of the Milne high school covering a period of five years, 1933-1937. Master's, 1939. N. Y. St. Coll. for Teach. 71 p. ms.
2187. **Maddox, Charles B.** A study of vocational interests and educational plans of 935 high-school seniors who took the Ohio general scholarship test. Master's, 1939. Ohio State. 36 p. ms.
2188. **Mahoney, Harold H.** A survey of Valley township high school, Guernsey county, Ohio. Master's, 1939. Ohio State. 84 p. ms.
- Finds a need for a guidance program and for extension and revision of the curriculum.
2189. **Markowitz, Sister M. Theresa.** Attitudes of high school pupils toward various subjects of the curriculum. Master's, 1938. Ind. St. T. C. 45 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 120-30, July 1939)
- Investigates the attitudes of high-school pupils toward algebra, geometry, English, Latin, history, physics, chemistry, and biology to find the effect of these attitudes on learning; how the attitudes of boys compare with those of girls; what influence different vocational goals have on these attitudes; what relationship there is between IQ and attitude and between achievement and attitude; and how attitudes of pupils differ in the various grades.

Finds the attitude toward all subjects is favorable; that the subjects rank in order from highest to lowest: English, biology, history, algebra, geometry, physics, chemistry, Latin; that attitudes tend to be definitely for or against a subject and are not neutral; that there is a low correlation between Latin and IQ; and that the other subjects show practically an absence of correlation with IQ.

2190. **Martin, Leland Leslie.** Visualizing education through a high-school excursion to Mexico City. Master's, 1939. Tex. Tech. Coll.

Finds that the educational values of the journey were exceptionally effective in the social sciences, and in developing international understanding and good will.

2191. **Martin, Wesley M.** The occupational status of boys who have graduated or dropped out of the Yerington, Nevada, high school during the 10-year period from 1926-1936. Master's, 1939. Colo. St. Coll. 68 p. ms.

Analyzes information on 133 boys. Finds little relationship between courses pursued in high school and the occupation followed except in the vocational agriculture and business courses; that only 17 percent of those taking the college-preparatory course went to college; that 70 percent of those who took the vocational agriculture course were in agricultural occupations, and 71 percent of those completing the business course were in related occupations; and that 84 students who had taken the general course were in 14 different kinds of occupations.

\*2192. **Maxwell, Marion D.** The vocational consequences of failure to graduate from the secondary school. Master's, 1939. Maine. 90 p. ms.

Studies the graduates and drop-outs of Windham High School, in Willimantic, Maine, to determine the extent and causes of failures, successful remedies, the consequences of failure, and offers educational remedies.

2193. **Mayer, Walter E.** A study of consistency of attitudes of high school seniors. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 190-97)

Attempts to discover the degree of consistency between accepted stereotyped opinions and the valid attitudes of high-school seniors; the consistency of teachers' attitudes as conceived by the pupils; the relationship between the beliefs of the pupils and their conception of the attitudes of their teachers, and of their parents, by administering an attitude scale to pupils in the senior history classes in five Ohio high schools. Shows the need for such educational practice as will contribute to better organization of the pupil's entire system of tendencies or predispositions.

\*2194. **Meek, Elizabeth Britton.** The relative merit of the traditional and the reorganized school as preparation for freshmen at the Pennsylvania state college. Doctor's, 1938. Penn. State. 188 p. ms.

Analyzes data on freshman students at the Pennsylvania State College in the years 1935-36 and 1936-37. Concludes that in the two freshman classes studied the pupils prepared in the reorganized schools were consistently superior on the basis of 41 comparisons to those prepared in the traditional schools, as revealed by number of credits, number of failures, number of grade points, grade in English, scholastic average, more favorable attitude toward preparatory school, more optimistic attitude toward values received in preparatory school, grade on English placement examinations, and adjustment to college work.

2195. **Mengler, Richard.** A study of friendship groupings in a high school. Master's, 1939. Oregon.

2196. **Metcalf, Clifford A.** Vocational, occupational, and recreational activities of graduates from three Iowa high schools. Master's, 1939. Drake.

2197. **Michalak, Raymond F.** A comparison of current practices in preliminary registrations and schedules of recitations of some Wisconsin high schools with the procedure followed at the Pulaski high school. Master's, 1939. Marquette. 163 p. ms.

2198. **Michalke, Elsie Meta A.** A survey of health status of senior high school girls, Midwest, Wyoming. Master's, 1939. Michigan.

2199. Moffett, Stanley H. The relation of the socio-economic status of parents to certain school problems in the Crystal Falls high school. Master's, 1939. Michigan.

2200. Noonan, Frances W. A study of personnel work in five Cincinnati high schools, 1936-37. Master's, 1938. Cincinnati.

2201. Norton, Arthur Dempster. Comparative achievement in senior high school of junior high, eighth grade, and parochial school pupils, all having had ninth grade in junior high school. Master's, 1938. Minnesota.

Compares achievement in the tenth, eleventh, and twelfth grades of groups equated for age, sex, IQ, and occupational status. Finds that the differences favor the eighth-grade groups in nearly all comparisons.

2202. Owen, B. A. Contributions of philanthropic foundations to the development of secondary education in Florida. Master's, 1939. Duke. 52 p. ms.

Reviews the contributions of five philanthropic agencies which have aided and influenced secondary education in Florida from 1868 to 1936. Finds that while the contributions made by these foundations were timely and helpful in themselves, their real significance lay in their stimulation of the sense of responsibility on the part of leaders to assume educational obligations.

2203. Park, John W. An investigation of recent changes in organization and curriculum of the Albany evening high school. Master's, 1939. N. Y. St. Coll. for Teach. 85 p. ms.

2204. Patterson, Allen DeWitt. Implications of newer practices in secondary education for the preparation of teachers. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 129-37)

Finds that teachers need wider acquaintance with general fields of knowledge, more intimate and diverse contacts with adolescents, first-hand experience with community life activities and the social agencies which affect the lives of adolescents, and the continuous development of those personal interests and cultural contacts that make for the development of interesting, growing personalities. Indicates that the present plan of professional preparation by means of courses in education taken prior to teaching is inadequate for realizing the newer demands on teachers. Recommends experimentation in the use of parallel experiences through participation in school and community life and study of their professional significance.

2205. Perkins, Dale Hill. A study of the leisure-time activities of 100 senior high school pupils in Houston, Texas. Master's, 1939. Colo. St. Coll. of Ed.

2206. Persons, Alleathea F. A four-year comparison of the ninth-grade village and rural pupils of Walton township unit school, Eaton county, with respect to social and intellectual achievements. Master's, 1939. Michigan.

2207. Poor, Gerald L. A follow-up survey of high-school graduates of Grayling, Michigan, for 1930-37, inclusive. Master's, 1939. Michigan.

2208. Porter, G. R. An analysis of the programs of study and the schedules of the six-to-ten teacher high schools of Georgia. Master's, 1939. Duke. 50 p. ms.

Analyzes the programs of study, organization of the school day, and the relations of the teachers and pupils in 149 schools. Finds that diversification of courses of study depended on the size of the schools; that organization of the school day varied widely; and that standards should be set-up to produce more uniformity.

2209. Potts, C. K. The influence of the Bennetsville high school in building the occupational and leisure patterns of its students. Master's, 1939. Duke. 130 p. ms.

Studies the influence of the high school on the occupational and leisure interests of 436 graduates. Offers suggestions as to the part the high school should play in shaping work and leisure habits.

2210. Potthoff, Edward F. Simplifying the combinations of subjects assigned to high-school teachers: a way to improved instruction in the high schools of Illinois. Urbana, University of Illinois, 1939. 66 p. (University of Illinois bulletin, vol. 36, no. 87)

Describes an experiment in which a simplified system of teaching combinations was constructed adapted to actual conditions found in a group of 400 high schools in Illinois having no more than 10 teachers on the staff, giving special attention to adapting the fields and combinations to the subjects and combinations of subjects most commonly included in the program of studies, the number of classes taught in each subject in any one school, practices in alternating subjects taught by the same teacher, and needs for reorganizing and enriching the offerings in these schools. Applies the simplified system of combinations to 100 of the original 400 schools. Proves conclusively that teaching combinations can be simplified.

2211. Power, John J. Survey and evaluation of equivalent education in Worcester, Massachusetts. Master's, 1939. St. T. C., Fitchburg. 102 p. ms.

Discusses the traditional and legal background of the public evening high school in Worcester. Compares the public evening high school with the university extension service high-school equivalent course, and with the Y. M. C. A. preparatory school. Describes briefly the evening high schools in Detroit, Mich. Recommends that the evening high school in Worcester be reorganized according to the Detroit plan.

2212. Price, Cora Natalie. A study of the attitudes of Japanese-American and of native American high-school freshmen toward discipline. Master's, 1939. Oreg. St. Coll.

Administers attitude scales to 100 native American and 90 Japanese-American high-school freshmen. Finds racial differences, and that the intermingling of races tends to cause groups to become more homogeneous, and that home environment influences the learning of attitudes.

2213. Prosser, Charles Allen. Secondary education and life. Cambridge, Harvard university press, 1939. 91 p. (Ingliš lecture, 1939)

2214. Quirk, Mary Helena. Capacity and achievement trends in a high school: "X" senior high school, 1929-1938. Master's, 1939. Brown. 86 p. ms.

2215. Raborn, Eugene Grant. A study of the preparation of students to do eleventh-grade work in Daytona mainland high school. Master's, 1938. Florida.

2216. Rens, Jay J. What happens when a large city high school changes from a 45-minute class period to one of 60 minutes? Master's, 1939. Michigan.

2217. Reynolds, Doris Marie. The dietary habits of high school students in nine counties in Tennessee. Master's, 1939. Tennessee. 44 p. ms.

Studies the nutritional status of 324 high-school students to determine the adequacy of their diets in terms of growth and health. Finds that 93.2 percent of the diets were low, 5.6 percent were fair, and 1.2 percent were good. Indicates that about 60 percent of the diets were high enough in energy value to maintain normal weight and promote growth to some extent, but they could not promote optimal health.

2218. Robinson, T. E. A comparative study of the curricular and extracurricular activities of the high schools of Cambria county, Pennsylvania. Master's, 1939. Duke. 130 p. ms.

Offers suggestions for equalizing educational opportunity in the schools surveyed.

2219. Rowland, Priscilla. An analysis of the attitudes of 200 high-school seniors toward adjustments in family living. Master's, 1938. Oregon St. Coll. 88 p. ms. Oregon state college thesis series, no. 5.

2220. Rowntree, John T. An evaluative study of Greenville, Texas, high school. Master's, 1939. East Texas St. T. C. 183 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 49-50)

Evaluates the philosophy and objectives, pupil population and school community, curriculum and courses of study, pupil activity, library service, guidance service, instruction,

school staff, school plant, and school administration of the Greenville High School. Finds that the school is weak in pupil activity and in guidance service; that it is favorable in school plant, school staff, administration, and instruction, and has an outstanding school library.

2221. Ryan, Helen Marie. A follow-up study of 340 graduates of the Bronx vocational high school. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939; 100)

Surveys the status of 340 graduates of the Bronx Vocational High School in New York City in the years 1934, 1935, 1936, and 1937. Indicates that employment in the occupation for which the graduate was trained depends basically on training, school placement, economic conditions, and age.

\*2222. Samler, Joseph. The high-school graduate and dropout: a comparative study of the characteristics of these groups in representative public secondary schools of the metropolitan area of New York City. Doctor's, 1938. New York. 295 p. ms.

Compares graduates and dropouts of high schools in the metropolitan area of New York City in terms of the educational and vocational adjustments which were made during or subsequent to their high-school experience, studying students of schools offering commercial or academic courses covering the period from June 1934 to February 1936. Finds the adjustment of graduates superior to that of dropouts; no noteworthy difference between graduates and dropouts in employment; students who make vocational plans while in school are superior to those who do not make plans while in school. Shows that the schools should offer assistance in vocational planning.

2223. Sanders, M. Howard. The determination of a program of secondary school development for Grundy county, Tennessee. Master's, 1939. Tennessee. 110 p. ms.

Studies the secondary schools of the county, their teachers, school buildings, transportation, student mortality, curriculum. Discusses the desirability and feasibility of re-establishing junior high schools. Offers suggestions for improving the secondary schools.

2224. Scherkenbach, Lorena Magdalen. A comparative study of leaders and non-leaders at North division high school, Milwaukee. Master's, 1939. Marquette. 208 p. ms.

2225. Shirey, Robert Hobson. Pupil progress in high schools of Talladega county, Alabama. Master's, 1939. Alabama. 47 p. ms.

2226. Slack, J. Cline. A follow-up study of the graduates of Henrietta township high school. Master's, 1939. Ohio State. 126 p. ms.

Covers the period 1924-1939, inclusive, and involves 140 graduates and 26 dropouts. Shows that the holding power of the school is high; that there is need of a vocational guidance program, of better community center facilities, and of curriculum expansion.

2227. Smith, Clyde Jackson. An educational program for the small high school based upon specific community needs. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 115-16)

Analyzes usable returns to a questionnaire sent in by 116 graduates of small high schools of the years 1925-1930, giving opinions of courses taken as to their appropriateness in preparing to serve personal needs. Finds that curricular practices of large high schools are widely adopted in the small high school to the disadvantage of the graduates of the small high schools, most of whom favored curricular provisions which take fully into account the conditions of the small community. Offers a program whereby the curriculum centers first upon the activities of the small community, expanding concentrically outward so as to focus successively upon county, State, national, and world activities.

2228. Smith, M. Wesley. Survey of status of graduates of Olean high school, 1921-1937. Master's, 1939. Cornell. 119 p. ms.

Finds that the graduates were having increasing difficulty in securing employment; that only 36.6 percent of them felt that they had received any benefit from the high-school curriculum in their present work; that they considered the social studies of little value; and that they felt the need for better guidance and placement service.

2229. **Spencer, Dale Kirk.** Cadets and non-cadets in new Hanover high school. Master's, 1939. Duke. 89 p. ms.

Compares boys who had 2 years of military training with a group who had no military training during their high-school course. Finds that the cadets were more intelligent, had higher scholarship, were more athletic and more social than the non-cadets. Indicates that military training had a generally desirable effect on boys and no harmful effects.

2230. **Steelman, M. R.** An analysis of the variations in the programs in the high schools for white pupils in Catawba county, North Carolina. Master's, 1939. Duke. 99 p. ms.

Surveys equipment, training of teaching personnel, curricular offerings, extracurricular activities, and pupil failure in 15 high schools. Finds that the pupils in the larger high schools have an advantage over pupils in the smaller schools.

2231. **Still, E. H.** Subject combinations taught by white teachers in the high schools of South Carolina, 1938-39. Master's, 1939. Duke. 85 p. ms.

Analyzes subject combinations taught, changes in teacher certificates, programs of teacher-training institutions, and the subject combinations of placement bureau applicants in South Carolina. Finds that the teaching combinations are varied, and offers suggestions for improving conditions.

2232. **Stokke, Carrol H.** A study of the occupational interests of high-school seniors of La Cross, Wisconsin. Master's, 1939. Iowa.

2233. **Stone, Ernest.** Eighty-three case studies of high-school pupils. Master's, 1939. Alabama. 80 p. ms.

2234. **Sullivan, William Joseph.** A follow-up study of Classical high-school seniors, class of June 1929. Master's, 1939. Brown. 30 p. ms.

2235. **Tarrall, Elmer.** Curriculum offerings in the private high schools of North Carolina from 1927-28 to 1936-37. Master's, 1939. Duke. 73 p. ms.

Surveys variations and similarities and trends in curricular offerings of 50 private high schools. Finds that the dominant trend is toward the introduction of commercial courses; and that the college-preparatory curriculum is found in the large private high schools.

2236. **Thomas, Elvrin W.** A follow-up study of students leaving high school before graduation. Master's, 1939. N. Y. St. Coll. for Teach. 41 p. ms.

2237. **Thompson, Arvold A.** A study of high-school commencement activities with special emphasis on the practices in South Dakota. Master's, 1939. South Dakota. 69 p. ms.

2238. **Thompson, James William.** Case study of selected graduates of certain high schools in southwest Iowa. Master's, 1939. Iowa.

2239. **Tschudy, Harley L.** The effect of vacation upon the status of pupil learning. Master's, 1939. South Dakota. 73 p. ms.

2240. **VanHoose, Richard.** Pupil interests and related social conditions in Frankfort high school. Master's, 1939. Kentucky. 173 p. ms.

Reveals facts pertaining to interests and needs of the pupils of the upper five grades of Frankfort, Ky., High School, and presents data relative to the social and economic conditions of the city.

2241. **VanValzah, Audrey D.** A survey of the student personnel at the Carl Schurz evening high school. Master's, 1939. Chicago. 128 p. ms.

2242. **Vaughn, Kenneth Willard.** Evaluation of a proposed district re-organization when applied to the secondary school. Master's, 1939. Iowa.

2243. **Vaught, Charles F.** A comparison of transfer and non-transfer students in the high schools of Poteau, Panama, and Spiro, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Describes an experiment in which tests were administered to 102 transfer students and to 114 non-transfer students in the high schools of Poteau, Panama, and Spiro. Finds that

the non-transfer students rank higher in achievement on every test than the transfer students; that a larger percentage of the transfer pupils are retarded and average than the non-transfer students; that the attendance of non-transfer students was better than that of the transfer students, and that the non-transfer students were slightly higher in mental ability than the transfer students. Concludes that the rural school is less efficient than the town or city school.

2244. Walker, William Herschel. A utilization study of the Fyffe high school, Fyffe, Alabama. Master's, 1939. Alabama. 91 p. ms.

2245. Warner, Florence. A survey of the graduates of the Howell public schools for a 10-year period from 1927 to 1936. Master's, 1939. Michigan.

2246. Warren, Lyle Nelson. Some determining factors which cause pupils to drop from secondary schools. Master's, 1939. Drake.

2247. Weller, Wayne. A study of high-school education at United States Army posts. Master's, 1939. Duke. 71 p. ms.

Surveys the organization, administration, support, teaching personnel, and curricula of high schools on four Army posts, and finds them similar to civilian schools.

\*2248. Whitlow, Cyril Melvin. The high school graduate and his school. Doctor's, 1931. Colo. St. Coll. of Ed. 220 p. ms.

Attempts to discover the destination, geographically, economically and avocationally occupationally, and otherwise, of high-school graduates, and to secure from the graduates their evaluation of the work they did in high school. Analyzes replies to a questionnaire received from 556 graduates of 50 different high schools in seven different States. Finds that the majority of high-school graduates migrate from a small to a large community, and that more women migrate than do men, and that high-school education should provide for a generalized rather than a localized citizenship; that within 7 years after graduation 52 percent of the men and 66 percent of the women were married and had children, showing the need for more training in homemaking; that the 223 men were working in 104 fairly distinct and different occupations; that the avocational interests of the graduates did not grow out of any phase of the high-school program; that the men felt that English, commercial work, mathematics, and agriculture were of the most value to them, and the women felt that English, commercial work, home economics, and normal training were of the most value to them; that the better scholars from among the graduates carried more extracurricular activities while in school than the non-scholars, but they did not deem all extracurricular activities worth while.

\*2249. Wilber, Gerald A. Six-year high schools in New York State: a study of ways in which six-year high schools are attempting to meet certain educational needs in New York State. Doctor's, 1938. Buffalo. 288 p. ms.

Finds that the six-year high schools did not exist as a rigid type of organization but as types which were defined to a large extent by local needs; that there existed structures for guidance and counseling, a recognition of the classroom teachers' part in the readjustment and enrichment of the curriculum, and a general program of continuous public relations to acquaint the public with the schools' offerings; that certain areas of the curriculum were being expanded and organized as continuous and sequential courses; and that instructors were not considered merely subject-matter specialists but were advisers to their pupils.

2250. Wilson, Ellsworth J. Analysis of the needs of the pupils of Spencerport high school and recommendations for meeting those needs. Master's, 1939. N. Y. St. Coll. for Teach. 121 p. ms.

2251. Wulk, Bernard H. A follow-up study of the graduates of five classes in Green Bay East high school. Master's, 1939. Lawrence, 89 p. ms.

Studies the occupational status, and their reactions towards their high-school education of 122 high-school graduates who did not enter college. Finds that they considered an adequate program of guidance necessary; that the courses of greatest value to them were English, commercial subjects, and public-speaking; that the courses of least value to them were foreign languages, social science, and mathematics, particularly algebra and geometry; that about 74 percent of those who did not attend college pursued some form of adult education; that about 84 percent attach positive economic value to their high-school education; and that all of them admitted that such education was a minimum requirement for employment.

2252. **Yanke, Rudolph.** The formulation of principles for guidance in integration of high-school assembly activities and class room work. Master's, 1939. Michigan.

2253. **Yocham, Sister Mary Virginia.** The development of the central Catholic high school. Master's, 1939. Fordham. 136 p. ms.

Studies the central Roman Catholic high schools in the United States from 1925 to 1938. Finds that Roman Catholic educators are favorably impressed with the central Catholic high school as a solution to the problem of Catholic secondary education, and that growth has been rapid, but has not kept pace with that of the parochial high schools during the same period.

#### JUNIOR HIGH SCHOOLS

2254. **Allhands, Tyler.** The vocabulary of junior high school students. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 7)

Describes an experiment in which a 100-word vocabulary test was administered to 650 students at Mansfield Junior High School to determine the relation of vocabulary to intelligence and school success, and its value as a predictor of success in school.

2255. **Boyd, Linda.** A study of 286 junior high school pupils as a basis for developing a program of group guidance. Master's, 1939. Michigan.

2256. **Brown, Hubert E.** A study of safety in the elementary and junior high schools of New York City. Doctor's, 1938. New York. 228 p. ms.

Studies the nature and extent of accidents to school children in New York City. Finds that home and school accidents equal in frequency, and that street accidents are as frequent as the other two types combined. Presents procedures for safety to supplement the present courses of study. Shows the need for more attention to developing attitudes and skills.

2257. **Brownell, Loyall William.** The curriculum needs of seventh-grade students in leisure-time activities. Master's, 1938. Colo. St. Coll. of Ed.

2258. **Eklund, Sven A.** A vocational follow-up of the graduates of the Jones junior high school of Ann Arbor, Michigan. Master's, 1939. Michigan.

2259. **Franz, Rufus M.** The unique purpose of the junior high school, 1918-1938. Master's, 1939. Oregon.

2260. **Gray, Leon Archibald.** Some adjustment problems of seventh and eighth grade pupils; a study of some adjustment problems of the pupils of grades seven and eight, Bradford county high school, Starke, Florida, 1937-38. Master's, 1938. Florida.

2261. **Jensen, Anne D.** A study of creative writing in a ninth-grade class. Master's, 1938. Omaha. 132 p. ms.

2262. **Keir, Clarinda G.** The relative order of difficulty of four types of skimming in the intermediate grades. Master's, 1939. Boston Univ.

2263. **Langford, B. W.** A proposed junior high school program of studies for a small urban community in Georgia. Master's, 1939. Duke. 120 p. ms.

Surveys community interests and needs in order to determine a program of studies to meet these needs.

2264. **McDowell, Elizabeth M.** A study of what 152 junior high school pupils of Jones school, Ann Arbor, like and dislike about school. Master's, 1939. Michigan.

2265. **McKay, Jane Lipscomb.** The dean of girls in junior high schools of Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 27-28)

Analyzes data on the training, teaching load, working facilities, and designated duties of the dean of girls given on 35 replies to questionnaires sent to principals of 56 approved junior high schools of Texas. Recommends that the duties of the dean of girls be more



adequately defined, that they be relieved of some of their teaching duties so that they may have sufficient time to devote to the adjustment of individual pupils, to individual counseling, and to developing an attitude of friendliness with girls, parents, and teachers, and that deans be relieved of handling disciplinary problems except in an advisory capacity.

2266. **Martin, Jean Moore.** Character and cost of clothing for the junior high school girl. Master's, 1939. Colo. St. Coll. of Ed.

2267. **Ruttenbur, Stanley.** A junior high school follow-up study. Master's, 1939. N. Y. St. Coll. for Teach. 55 p. ms.

2268. **Schwartz, William Glenn.** Factors differentiating high and low rating pupils of the eighth and ninth grades. Master's, 1938. Chicago. 50 p. ms.

2269. **Smith, Bernie Gideon.** A survey of the student personnel of the John S. Jones junior high school. Master's, 1938. Ala. Poly. Inst.

2270. **Smith, Helen.** An evaluation of the junior high school program of the New Rochelle public-school system in the light of selected objectives. Master's, 1939. Fordham.

2271. **Smith, Linnie Ruth.** A study of intellectual and cultural aptitudes and interests of the freshman pupils of the Francis junior high school, Washington, D. C. Master's, 1939. Chicago. 81 p. ms.

2272. **Thompson, Harvey L.** A study of pupil likes and dislikes for junior high school life. Ionia, Michigan. Master's, 1939. Michigan.

2273. **Thurber, Pearle Mae.** A study of homework in the Albert Deal junior high school of Washington, D. C., made during the years 1935-36 and 1936-37. Master's, 1937. Maryland. 83 p. ms.

#### JUNIOR COLLEGES

2274. **Anderson, William H., Jr.** A history and analysis of public junior colleges in Colorado. Master's, 1938. Denver. (Abstract in: Denver University Educational research bulletin, 1: 26)

Traces the development of the public junior college in Colorado from 1925 to 1938; outlines and interprets the laws concerning them; and evaluates these colleges.

2275. **Brandmill, Dinsmore.** An evaluation of criteria and standards for public junior colleges. Master's, 1939. Iowa.

2276. **Brown, Dorph Harrison.** Recent curricular trends in the junior college with emphasis upon theory and practice. Doctor's, 1939. Colo. (Abstract in: University of Colorado studies, 26: 33-36)

Attempts to determine the trend in curricular theory and practice in the junior college from March 1931 to March 1939, with emphasis on the consistence of actual practice with stated curricular philosophy. Indicates a clearly marked trend away from college-preparatory aim toward the completion aim; and from the college-preparatory and semi-professional aims toward those of social competence and adult education.

2277. **Carpenter, W. W.** Junior college studies recently completed or in progress by students and faculty members of graduate schools. Columbia, University of Missouri, 1939. 19 p. ms.

2278. ——— and **Deneke, W. A.** Survey, orientation and functional courses in junior colleges and in colleges that have graduate schools. Columbia, University of Missouri, 1939. 35 p. ms.

Reveals that the 250 junior colleges which offer one or more of these type courses offer a grand total of 742 courses, while the total number offered by the 55 colleges which operated in this study was 177.

\*2279. **Douglass, Harl B.** Junior college is a copycat. Nation's schools, 23: 58. January 1939. (University of North Carolina)

\*2280. **Elliott, William.** The junior college movement in North Dakota. Master's, 1939. North Dakota. 33 p. ms.

Discusses the general organization of the junior colleges; its finances; State population; location of the colleges; and student distribution; the academic, vocational, and professional curriculum.

\*2281. **Fink, Robert Mathias.** The junior college in Virginia. Master's, 1939. Virginia.

\*2282. **Finklea, J. J.** The historical development of the curricula of the junior colleges in Georgia. Master's, 1939. Duke. 43 p. ms.

Finds that of the 17 junior colleges in Georgia, 11 are primarily terminal, 9 are preparatory and 5 are preparatory and terminal.

\*2283. **Hardy, John Bryan.** The junior college. Master's, 1939. South Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, no. 7: 19-20)

Traces the history of the junior college from 1852 to 1938, stressing the preparatory function of the junior college; the junior college as a terminal institution; the vocational trend of the college; and the savings afforded students by the junior college. Finds that 81 percent of the junior colleges emphasize the preparatory function; 40 percent mention the terminal idea; 95 percent emphasize the vocational trend; and that the outstanding factor of the institution is the saving afforded the student and the parent.

\*2284. **Hutchison, Earl Eugene.** The history of Lamar junior college. Master's, 1938. Texas Coll. of Arts and Inds. 54 p. ms.

Traces the historical development of Beaumont, Tex., and the South Park schools; the early development of the South Park Junior College; and the reasons for changing its name to Lamar Junior College. Describes the present college, stressing the building and grounds, entrance requirements, course of study, the students, and life on the campus.

\*2285. **Lipscomb, Ina.** The status of the deans of women in the junior colleges of Texas. Master's, 1939. Sam Houston St. T. C. 33 p. ms.

\*2286. **Marcus, Dorris Cohen.** The New England junior college: an examination of the status, objectives, and practices of the member institutions of the New England junior college council. Master's, 1939. Brown. 107 p. ms.

\*2287. **Meyer, Clarence Emil.** The public junior colleges in the North central association. Doctor's, 1939. North Dakota. 301 p. ms.

Finds that 22 of the 25 junior colleges accredited by the North Central Association are locally controlled while the other 3 are under State control; that 10 States in this area have laws relating to junior colleges; that 3 States passed special legislation providing for the establishment and maintenance of junior colleges; that such legislation as has passed usually sets up minimum requirements which must be met before school districts may institute proceedings to establish junior colleges; that the law usually grants to the State department of public instruction the right to supervise and accredit such institutions in their State. Discusses various methods of financing junior colleges, and finds a trend against State aid for junior colleges. Gives in detail the standards under which junior colleges may be accredited by the State departments of public instruction, universities, and the American Association of Junior Colleges. Shows the need for more and better guidance in junior colleges.

## HIGHER EDUCATION

\*2288. **Beesley, Patricia.** The revival of the humanities in American education. Doctor's, 1939. T. C. Col. Univ. New York. Columbia university press. 1940. 201 p.

Brings together and relates materials on the history of the humanities; and analyzes the administrative and curricular aspects of the current revival of the humanities in American colleges and universities in the past decade.

2289. Berger, Elizabeth Annette. Student cooperative dormitories and democratic group life as illustrated by Russell house. Master's, 1939. Iowa.

2290. Bishop, Helen Elizabeth. Measures of 24 Kentucky colleges as revealed by the records of their undergraduate transfers to the University of Kentucky from 1929 to 1937. Master's, 1939. Kentucky. 81 p. ms.

Analyzes and compares the records of 745 undergraduates while attending one of 24 Kentucky colleges and after transferring to the University of Kentucky.

2291. Brown, Elinor. A study of the inconsistencies in the attitude toward war among college students. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 143-45)

Analyzes the written responses of four entire freshmen classes on the Thurstone Databa scale for the measurement of the attitude toward war, and the responses of an upper class group who were taking sociology to the same test, and analyzes attitudes of these students as expressed in interviews. Finds that the students could easily justify the apparent inconsistencies in the wide range of scale values attached to statements with which they agreed; that popular items or statements were accepted more frequently than would have been expected because they appealed to the students as statements of fact; that the unpopular statements were not accepted as often as would have been expected because they appeared vague and lacked sufficient qualifications; and that the mental set of the subject played a small but significant role in accounting for apparent inconsistencies.

2292. Bullock, Merle L. A. A personality study of student leaders at Prairie View college, Prairie View, Texas. Master's, 1939. Michigan.

2293. Butts, B. Freeman. The college charts its course: historical conceptions and current proposals. New York, McGraw-Hill book company, 1939. 464 p. (Teachers college, Columbia university)

Contents: Part 1: When the prescribed curriculum reigned supreme; Part 2: The prescribed curriculum weakens; Part 3: The elective principle wins the day; Part 4: New proposals for prescription.

2294. Canton, W. Barnie. A study of the extension division of the University of New Mexico, with emphasis on the period 1928-1938. Master's, 1939. New Mexico. 109 p. ms.

2295. Cardwell, Marian Ann. Causes of student mortality at Ohio Wesleyan university. Master's, 1939. Ohio Wesleyan. 78 p. ms.

Finds that 49 percent of the students who entered Ohio Wesleyan University in 1934 withdrew before graduating; and that the chief reasons for the withdrawals were financial difficulty, poor grades, inadequacy of the curriculum, and illness.

2296. Carter, T. M. A comparison of the number of representatives at Albion college from different sizes of high schools with the populations of the various sizes of high schools. Albion, Mich., Albion college, 1939. 6 p. ms.

2297. ———. Interpretation of questionnaire on why freshmen students come to Albion college. Albion, Mich., Albion college, 1939. 21 p. ms.

Analyzes replies to a questionnaire administered to 229 freshmen who entered Albion College in 1938. Discusses the effect of proximity, athletics, social clubs, interest in special courses, standing of the institution, cost of education, effect of parents and other relatives or friends attending the college, extracurricular activities, field representatives, and the influence of faculty members on students choice of the college.

2298. ———. Report of interview of high-school representatives with students at Albion college. Albion, Mich., Albion college, 1939. 13 p. ms.

Studies the reactions of students at Albion College to their high-school preparation, and to their college courses; the advice received in high school and in college which had been particularly helpful to the students in college; the courses in which students are meeting with difficulties and their ideas as to the causes of the difficulties; the time spent by students in preparation of their studies; and the courses liked best and least by the students.

2299. **Carter, T. M.** A three-year study of the quality of Albion college freshmen classified according to the size of high schools from which they came. Albion, Mich., Albion college, 1939. 5 p. ms.

Finds that the largest class of high schools make the best showing and the smallest class of high schools make second best.

2300. **Clark, Philip John.** A critical study of student personnel files at Oklahoma agricultural and mechanical college. Master's, 1939. Okla. A. & M. Coll.

2301. **Collins, Josephine E.** Admission requirements of accredited colleges and universities for students majoring in home economics. Master's, 1939. Iowa State.

Analyzes data from recent catalogs of 304 accredited institutions. Finds that the type of institution, the institutional unit administering home economics, and the region of the country affect some admission practices.

2302. **Crawford, Stanton C.** Course election in the University of Pittsburgh. School and society, 49: 427-28. April 1939. (University of Pittsburgh)

2303. **Davis, J. Tilden.** Comparative study of scholastic attainment of freshmen who entered Oklahoma agricultural and mechanical college during the school year 1938-39. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the relative efficiency of the different types of high schools in Oklahoma in the preparation of students for college. Finds that students who received their high-school training in schools accredited for more than 16 units of work and which are members of the North Central Association, made higher marks in college than did students from the other two types of high schools.

2304. **Douglass, Harl B.** The college's interest in the secondary school. Educational record, 20: 229-40, April 1939. (University of North Carolina)

2305. **Dyer, Margaret.** A study of teaching college freshmen how to work. Master's, 1939. Mount Holyoke. 143 p. ms.

Investigates the usual study and reading habits of college freshmen to see to what degree and under what circumstances improvement can be achieved through study clinic work. Finds that the average freshman can benefit from instruction and regular practice in good study techniques; that the gain is greatest where the groups are small and informal, the material adapted to college level, and objective observation of progress is possible.

2306. **Evans, Benjamin Rees.** A history of Rio Grande college. Master's, 1939. Ohio State.

2307. **Gallagher, Mary Alice.** Relationship between vocational choices and intelligence of a group of college freshmen. Master's, 1939. Southern California.

\*2308. **Green, James E.** A study of the success of the graduates of 10 classes of the Louisville male high school in the first two years in the College of liberal arts of the University of Louisville. Master's, 1938. Louisville. 114-p. ms.

Studies the high-school background of 421 college students, the college background of 421 high-school graduates, and distribution of college marks. Finds the degree of articulation between the Louisville male high school and the University of Louisville is fair but could be improved; that differences in marking, in standards, and in the philosophy of the instructors causes the articulation to be lower than it should be.

2309. **Grimm, Wayne E.** A quantitative comparison of high-school size and scholastic success in college. Master's, 1939. Michigan.

2310. **Haggard, Mabel Tracy.** The work of personnel deans of women in higher educational institutions of New Mexico. Master's, 1939. New Mexico 88 p. ms.

2311. **Hamon, Earl.** Sex differences in college achievement of low ranking high school graduates. Master's, 1939. Okla. A. & M. Coll.

Finds that low ranking students have a greater range and flexibility in their college achievement than their high school averages show; that women students show a slight tendency to make higher grade-point averages as a group, but the men have a greater range than the women; that correlation between entrance test scores and college-grade point averages is high and reliable for the men but unreliable for the women.

2312. **Held, Omar C. and Corley, R. R.** Do capable freshman students participate in university life? Pittsburgh, University of Pittsburgh, 1939.

2313. ———. Does NYA work affect the academic record of college students? *School and society*, 50: 192, August 15, 1939. (University of Pittsburgh)

2314. ———. The influence of month of birth on the intelligence of college freshmen. Pittsburgh, University of Pittsburgh, 1939.

\*2315. **Hepner, Walter Ray.** Factors underlying unpredicted scholastic achievement of college freshmen. Doctor's, 1937. Southern California. San Diego, San Diego state college, 1937. 40 p.

2316. **Hobart, Helen W.** A partial analysis of certain factors and characteristics of the student body at Hollins college, 1928-1935. Master's, 1939. Michigan.

2317. **Hoffmann, Clifford J.** Changes in the ages and physical measurements of students at the University of Michigan as noted by a comparison between two freshman groups. Master's, 1939. Michigan.

2318. **Jarman, Arthur Merritt.** What constitutes good teaching in college from the college students' point of view. Charlottesville, University of Virginia, 1939. 9 p.

\*2319. **Johns, Walter Burchard.** The growth of vocabulary among university students with some consideration of methods of fostering it. Doctor's, 1936. Nebraska. Lincoln, Nebr., 1939. (*Journal of experimental education*, 8: 89-102, September 1939.) (Reprint)

2320. **Kean, Mrs. Sue.** A study of the Class of 1936 of Southern Methodist university. Master's, 1939. South. Methodist. (Abstract in: *Southern Methodist university. Abstracts of theses . . . no. 7: 23-24*)

Studies admissions, failures, transfers, dropouts, and graduates. Finds that less than one-fourth of the freshmen remained long enough to be graduated; that 35 percent of entering freshmen and 47.5 percent of the transfers to Southern Methodist University who received their degrees were members of the Methodist Church.

†2321. **Lunden, Walter A.** The dynamics of higher education. Pittsburgh, Pittsburgh printing company, 1939. 402 p. (University of Pittsburgh)

Deals with the character and nature of higher education as a social institution; the historical background from which higher education arose; the occurrence of higher educational institutions in the Western world and their subsequent mobility; the occurrence of higher educational institutions in the United States; social stratification within higher educational institutions; and institutional metabolism or the general process of faculty mobility.

2322. **Lynch, Olga Mason.** The college work and scholastic standing of prospective teachers in Howard Payne college. Master's, 1939. South. Methodist. (Abstract in: *Southern Methodist university. Abstracts of theses . . . no. 7: 26-27*)

Attempts to determine the amount of work in the various departments taken by the prospective teachers who graduated from Howard Payne College during the period 1929-1938 in its relation to the amount of work taken by all of the graduates during that period; and to compare the scholarship of the prospective teachers with the records of the other

graduates. Concludes that the scholastic average of the prospective teachers was the same as that of the graduates as a whole, and their marks in their major subjects agreed with those of the graduates as a whole.

2323. **Manning, Max. Mary.** Attitude of a group of Reed college freshmen on some issues pertaining to secondary schools. Master's, 1939. Reed. 106 p. ms.

2324. **Mikesell, Doyle.** Investigation of factors considered predictive of college success in Drake university. Master's, 1939. Drake.

2325. **Miller, O. C.** Survey of administrative and organization of six Baptist colleges. Master's, 1939. Peabody. 60 p. ms.

Surveys the administration and organization of the Baptist colleges in Mississippi and Tennessee.

2326. **Minnesota. University.** Report on problems and progress of the General college. Minneapolis, 1939. 319 p. ms.

Discusses the general college personnel service program and personnel research; the general college adult study; curriculum planning, curriculum research, and service counseling; the evaluation program of the general college; and lists publications of the faculty.

2327. **Moore, J. Foster.** The comparative scholastic achievement of students who enter the College of literature, science, and the arts with advanced standing and as freshmen. Master's, 1939. Michigan.

2328. **Morrison, Donald D.** Market survey of the student body of the State University of Iowa. Master's, 1939. Iowa.

2329. **Oliver, John.** Trends in department organization in American liberal arts college. Master's, 1938. Chicago. 63 p. ms.

\*2330. **Otness, H. Robert.** A comparative analysis of "only children" and siblings at the college level with reference to various characteristics. Doctor's, 1939. New York. 264 p. ms.

Studies intelligence as determined by certain standardized tests given to the students on college entrance; school achievement as measured by marks for freshman class work; personality traits as measured by the use of the best psychological tools available in personality measurement; mechanical aptitude as measured by a standardized test; the average ages of the parents of both groups of students; the birthplace and religious preferences of the parents and of the students; the physical measurements of height and weight of the individuals, using as subjects 727 siblings and 240 "only children" students of the university college of arts and pure science of New York university. Finds little difference between the two groups in intelligence, achievement, and certain personality traits.

\*2331. **Patton, Leslie Karr.** The purposes of church-related colleges: a critical study; a proposed program. Doctor's, 1939. T. C., Col. Univ. New York. Teachers college, Columbia university, 1940. 287 p.

Studies 818 catalogs representing 198 Protestant and 62 Catholic colleges, and a group of 52 colleges not directly related to a church. Shows that there was a fair degree of unanimity concerning the aims of the church-related college from the founding of Harvard until the time of the Civil War, after which there came a decline in denominational interest, accompanied by a rise of secularism in the United States. Indicates that the major purposes peculiarly appropriate to the church-related liberal arts college today are: Attention to the individual; citizenship and social problems; and the development of Christian character. Presents criteria for a critical appraisal of present and proposed aims, and challenges present practices among the smaller liberal arts colleges by putting forward a program to implement a new institutional purpose.

2332. **Pendorf, William M.** A partial analysis of the academic records of the June 1937 graduates of the College of literature, science, and the arts. Master's, 1939. Michigan.

2333. Reitz, Wilhelm. Selective admission of prospective teachers. Detroit, 1939. 157 p. ms. (Bulletin 1 of research studies in admission and placement) (Wayne university.)

Gives forms and instruments used in the admission process of the College of Education of Wayne University together with their statistical interpretations for 1,620 applicants to the college.

\*2334. Rosel, Wallace George. The scholastic records of 487 students who entered the University of North Dakota, September 1934. Master's, 1939. North Dakota. 88 p. ms.

Attempts to determine the holding power of the University of North Dakota and the scholastic pattern built during attendance at the University by a group of students who entered together as freshmen. Finds that of the 487 students who entered in September 1934, 137 remained 4 years and were granted degrees; that only 13 percent of those who left before graduation did so because of poor scholarship; that of the 137 graduates in 1938, 80 won honors at graduation.

2335. Sallie, Marjorie W. The relative prognostic value of freshman year success in Smith college of certain criteria in use in two private secondary schools for girls. Master's, 1938. Smith. 85 p. ms.

2336. Sattgast, C. B. The administration of college and university endowments. Doctor's, 1939. T. C., Col. Univ.

Describes a survey made of the endowment funds of 45 colleges and universities located in the northern half of the United States, representing endowed independent colleges and universities, endowed State-supported institutions, endowed technical schools, and endowed church-supported colleges and theological seminaries. Offers seven principles of endowment fund management as basic to the proper administration and investment of endowment funds of colleges and universities.

2337. Sherburne, James Wilson. Problems and outcomes of a college remedial program. Doctor's, 1938. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 28: 267-72)

Describes a remedial program conducted largely on the laboratory plan, meeting 1 hour a day, 5 days a week, and for which 3-hour credit is given, conducted at Ohio State University, planned to meet the needs of students of varying abilities, students just entering the university, students on probation or doing substandard work, and socially or emotionally maladjusted students in an attempt to make each student a well-developed and well-adjusted person. Shows that the remedial program produced marked gains in tool subjects and work habits; increased participation in recreational activities, class projects, and work periods; class marks and academic work improved.

2338. Sisk, Henry L. The comparative value of the "true" index of studiousness for the purpose of prognosis. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 56-57)

Attempts to determine whether or not the "true" index of studiousness is a more reliable instrument to predict scholastic success in college than the battery of tests composed of aptitude, English, and reading. Concludes that the "true" index of studiousness is a less reliable instrument to predict scholastic success in college than the battery of tests.

2339. Smith, Woodward C. A study to determine the success of a student in Calvin college based on high-school records and the Minnesota reading test. Master's, 1939. Michigan.

2340. Snyder, Elmer Winfred. The scholastic performance of public high-school graduates of Rochester, N. Y., admitted to the College of arts and science at the University of Rochester. Master's, 1939. Rochester. 92 p. ms.

Studies the records of 1,072 graduates of Rochester high schools who entered the University of Rochester. Analyzes college averages for the first and second year in college, and compares their averages with those of Rochester high-school graduates entering other colleges. Finds that graduates entering the University of Rochester were superior to graduates entering other colleges, but their grades at Rochester were lower than those of the inferior graduates earned at other colleges.

2341. Spearman, Cecil Eldon. The graduates of Alabama high schools for school years 1936-37 and 1937-38 attending out-of-state institutions. Master's, 1939. Alabama. 101 p. ms.

2342. Spicer, Lucy E. Course numbers and their significance. Gunnison, Western state college, 1939.

2343. Stroud, Richard E. Scholastic standing of prospective teachers in Southern Methodist university. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 38-39)

Compares the scholastic achievement in terms of grade points for 197 prospective teachers and 157 non-teachers who graduated during the years 1934-37, inclusive. Finds the largest number of majors in the English group in which the prospective teachers and non-teachers had practically the same averages; and that in the other major groups the non-teachers had a slight advantage in grade points over the prospective teachers.

2344. Thomas, Franklin V. Cooperation and coordination in American higher education. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 191-95)

Discusses cooperation and coordination between and among neighboring colleges and universities; coordination of State-controlled higher educational institutions; regional cooperation and coordination; and the general need and opportunity for further development of these problems. Recommends the establishment of a national agency or clearing house to stimulate interest in the correction of incoordination, to discover and disseminate pertinent information regarding the problems involved, and to develop and demonstrate successful and profitable cooperation and coordination among institutions and other educational agencies.

2345. Weekley, Harold J. A comparison of undergraduate men enrolled in the School of physical education and athletics with undergraduate men enrolled in the College of arts and sciences, and the College of engineering and mechanic arts at West Virginia university. Master's, 1939. West Virginia. 61 p. ms.

2346. Whitney, F. L., Chang, V. C. and Kalney, E. J. The home background of bachelor of arts graduates. Greeley, Colorado state college of education, 1939.

2347. ——— and Kalney, E. J. The occupation and income of our bachelor of arts graduates, 1928-1935. Greeley, Colorado state college of education, 1939.

2348. Williamson, Henry Julius. Trend of college-entrance requirements of Ohio colleges, 1900-1935. Master's, 1939. Ohio State. 55 p. ms.

Studies the entrance requirements of 35 Ohio colleges in the years 1900-1935. Finds that colleges in Ohio are not keeping pace with the rapidly changing social order; and that the changes that have been made by the colleges are not far reaching.

#### STUDENT PERSONNEL PROBLEMS

2349. Bell, Hilton Delos. Student personnel work in the high school, with a student personnel program for a medium-sized high school. Master's, 1939. Redlands. 132 p. ms.

2350. Brown, P. A. The relation of introversion to academic success among university students. Pittsburgh University of Pittsburgh, 1939.

2351. ———. Sex-differences in introversion among university students. Pittsburgh, University of Pittsburgh, 1939.

2352. Bucher, Jonas Willard. Social and economic backgrounds of prospective teachers. Doctor's, 1939. Pennsylvania.

2353. Denzer, Margaret Reed. The developmental significance of social maturity. Master's, 1939. Michigan.



2354. Heilman, J. D. Student employment and student class load. *Journal of educational psychology*, 30: October, 1939. (Colorado state college of education)

2355. Huff, Frances N. Scale of living of 61 married couples at the State University of Iowa. Master's, 1939. Iowa.

2356. Jennings, Helen Louise. A study of the administration of student employment programs in a selected group of colleges and universities. Master's, 1939. Southern California.

2357. McBride, Martin. Some personality problems in a teachers college. Master's, 1939. East Texas St. T. C. 60 p. ms. (Abstract in: *Bulletin of the East Texas state teachers college*, vol. 22, no. 4: 33-35)

Studies the effect of neurotic tendencies, self-sufficiency, dominance-submission, and sociability on freshman and senior students of the East Texas State Teachers College as shown by test results. Shows trends toward maladjustment among the students studied; that on the average boys are less neurotic than girls; that maturity and college training have not tended to lessen the personality maladjustments; that there is no significant correlation between intelligence and any of the personality traits measured. Shows the need for a general program of guidance and personnel work.

2358. McPhee, Anne May. An evaluation of the college adjustment of students graduated from a progressive high-school curriculum. Master's, 1939. Iowa.

2359. Oliver, Ruth Ellen. The relationship between self-support and academic achievement for college students. Master's, 1938. Cincinnati.

2360. Price, Mary Alice. A study of the psychological adjustment of normal girls in private school. Master's, 1938. Ohio State. 156 p. ms.

Analyzes the problems of 32 normal girls in a private school. Indicates that teachers recognized four of the six types of problems, and that superior social and economic status of the families of the girls contributed to their problems.

2361. Rosenberg, Leon W. The organization of American student life in Paris. Master's, 1939. Coll. of the City of N. Y. 92 p. ms. (Abstract in: *College of the City of N. Y. Abstracts of theses . . . 1939*: 108)

Deals with the problems of preparation for foreign study, of residence, social and cultural problems, scholastic problems, and group plans for foreign study. Analyzes the various agencies, clubs, groups, schools, and organizations which are concerned with these different aspects of American student life in Paris. Indicates that though the facilities are adequate, students are not deriving sufficient benefit from their European experiences. Suggests that a more careful planning and organization of foreign study groups may be the best solution to the problem.

2362. Runner, Kenyon R. The adjustment of the superior college student. Master's, 1939. Iowa.

2363. Schlee, Alice M. A study of the causes of emotional maladjustment in the home and their relation to school and personality adjustment of the adolescent. Master's, 1939. Michigan.

2364. VanLaningham, George. The study of college leaders. Master's, 1939. Ind. St. T. C. 82 p. ms. (Abstract in: *Indiana state teachers college. Teachers college journal*, 10: 137, July 1939)

Studies the scholastic records, IQ, organization affiliations, age, physical size, number in family, living quarters while in school, academic interest, size of high school from which graduated, and father's occupation of 377 leaders at Indiana State College between 1921 and 1932. Shows that while the leaders had IQs only slightly above the college as a whole, their marks were above the average; that 85 percent of them were members of social fraternities or sororities; that they were slightly older than the average; that they came

from families of all sizes, economic classes, and from high schools of all different sizes; that students majoring in physical education and commerce had the greatest leadership qualities; and that few leaders were found among students majoring in music, home economics, and industrial arts.

2365. Walters, Allen Dow. Some social habits of University of Chicago undergraduates. Master's, 1938. Chicago. 107 p. ms.

\*2366. Welch, Frances L. Adjustment problems of girls in a special high school. Master's, 1938. Oregon State. 48 p. ms. (Oregon state college thesis series, no. 9)

Presents case studies of some of the problem girls enrolled in the Girls Edison 6-year high school, in Portland, Oreg. Shows the need for better teaching and better trained teachers, the need for remedial teaching in most of the cases in the school, the provision of special classes for children with special handicaps; and the need for better home environment which might be furthered by visiting teachers who were well equipped for their positions.

2367. Weller, Rodney. An appraisal of social interpretation method—a survey of public opinion with respect to the social interpretation program of the Rockford, Michigan, public schools. Master's, 1939. Michigan.

†2368. Williamson, E. G. and Sarbin, T. R. The student personnel program of the University of Minnesota, prepared for the President's Committee on Survey of the student personnel program. Minneapolis, University of Minnesota, 1939. 202 p. ms.

Discusses historical antecedents, personnel services offered to students at the University; personnel activities classified by types of functions; and the administration of student personnel services.

\*2369. Zimmer, Brother Agatho. Changing concepts of higher education in America since 1700. Doctor's, 1938. Catholic Univ. Washington, Catholic university of America, 1938. 139 p.

#### WOMEN—EDUCATION

2370. Barber, Anna Lee Pardew. The formed elements of the blood of Oklahoma college women. Master's, 1939. Okla. A. & M. Coll.

2371. Herron, Ross D. Academic achievement of dormitory and nondormitory college girls. Master's, 1939. Kans. St. T. C., Emporia. 22 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 5)

Investigates the academic achievements (based on grade averages) of college girls at Kansas State Teachers College of Emporia, to determine whether there is a significant difference in the achievement of dormitory girls and that of girls residing at home, in sororities, or in rented quarters other than the dormitory. Concludes that the dormitory group exceeds the others to a statistically significant extent.

2372. Hockemeyer, Ethel Anne. College presidents: on higher education for women. Master's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 61-62)

Attempts to show some of the main arguments for and against higher education for women presented since 1817 in 130 statements of 60 college presidents of 40 institutions in 21 States.

\*2373. Hoge, Dorothy Otley. The rise of women in administrative positions in the United States in the nineteenth century. Master's, 1939. George Washington. 96 p. ms.

Discusses women in education before 1800; women pioneers in administrative educational work, 1800-1850; and the progress of women as administrators, 1850-1900.

- \*2374. Hoover, Helen A.** A comparison of the scores of college senior women with the scores of happily married women, as derived from the Terman prediction scale for marital happiness. Master's, 1939. Penn. State. 32 p. ms.
- Analyzes data on the Terman prediction scale administered to 177 college senior women of the Pennsylvania State College, class of 1939, and their replies to a questionnaire supplying information about their participation in the college situation. Compares the scores of these women with the scores of happily married women as studied by Dr. Lewis M. Terman. Finds that college women as a group have lower scores than the Terman group on all sections of the prediction scale.
- 2375. Jaeger, Martha.** Some relationships between motor coordination and personality in a group of college women. Doctor's, 1939. T. C. Col. Univ.
- Studies test scores and factual data on 125 freshman women in a State teachers college. Shows a tendency for the more extroverted individual to be better coordinated and to tend to more aggressive ascendant behavior than for the more introverted individual, but, shows the possibility of certain modifications.
- 2376. Ludlum, F. Elizabeth.** The prediction of body weight for college women. Master's, 1939. Wellesley. 83 p. ms.
- Analyzes data on age, height, weight, chest depth, chest width, and hip width for women from 19 colleges in various parts of the United States, using 1,580 subjects. Finds age a negligible factor in the determination of the normal weight for college women, and that adequate predictions can be obtained from measures of height, chest depth, and chest width.
- 2377. McLane, Helen E.** A statistical study of height and weight, with special reference to weight of women entering the University of Michigan from 1896 to 1932, inclusive. Master's, 1939. Michigan.
- 2378. Marshall, Elizabeth A.** A comparison of undergraduate women enrolled in the School of physical education and athletics with undergraduate women enrolled in the College of arts and sciences and the College of agriculture, forestry, and home economics at West Virginia university. Master's, 1939. West Virginia. 61 p. ms.
- 2379. Meyer, Frances E.** The effect of part-time employment on the scholastic and extracurricular achievement of women college students. Master's, 1939. T. C., Col. Univ. 33 p. ms.
- Compares the academic and extracurricular achievement of 83 partially self-supporting women students at Barnard College, Columbia University, during a year the students worked, and their achievement during a year in which they did not work. Finds that the academic and extracurricular achievements of the working students were not harmfully affected by a moderate amount of employment; that working did not depress marks but tended to diminish an expected rise; and that the partially self-supporting students did not carry a significantly smaller academic load when they were working than when they were not working.
- 2380. Meyers, Rebecca Eleanor.** An annotated bibliography of occupations for women, 1936-39. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 95)
- Gives the scope of the occupation, requirements for entrance, qualifications, training, schools of training, special skills, wages, hours, desirable and undesirable characteristics of the occupation, trend of employment, chances for advancement, unions or special organizations, and general status of women in the occupation.
- 2381. Michael, Sister Mary John.** Correlation between social and emotional maladjustment and attitude toward God and conduct in college women. Master's, 1939. Michigan.
- 2382. Patchin, Zelma.** The basal metabolism of Oklahoma college women. Master's, 1939. Okla. A. & M. Coll.
- Uses as subjects 25 normal young women who were enrolled in the Oklahoma Agricultural and Mechanical College as freshmen.

2383. Paulson-Edwardson, Anna Dorothy. A study of the comparative health status of college women and student nurses. Master's, 1938. Washington. 78 p. ms.

Analyzes data on 1,213 student nurses and 1,089 college women in the United States. Finds that nurses lose more time from classes than do college women; that nurses are acutely ill longer and recuperate longer; that respiratory infections cause more than half the loss of time for illness; and that there is more sickness in January than in any other month.

\*2384. Peterson, Ellen I. A comparison of some common experiences in the lives of two groups of women college students. Master's, 1939. Syracuse. 153 p. ms.

Describes an experiment conducted with 170 women students at Syracuse University in which each student filled out an 8-page questionnaire on early experiences. Divides the students into a successful group of 95, and an unsuccessful group of 75 students. Finds that the successful group is composed of more students academically well adjusted with higher psychological scores, with significantly different religious backgrounds, with more city experience, and with significantly higher rating on personal adjustment according to an evaluation of their personnel records. Indicates that there is a similarity in early achievement and present achievement.

\*2385. Petree, Hazel L. Woman leaders and their campus sources. Master's, 1939. Syracuse. 141 p. ms.

Analyzes data on 492 women leaders who were mentioned in *Who's Who*, and who spent 4 years in attendance at the college granting the first degree. Studies data on each of 12 selected factors regarding the campus for the year that a woman leader graduated. Indicates that 386 of the degrees awarded by the 28 colleges were A. B. degrees. Lists the 37 occupational groups in which the 492 women leaders engaged. Shows that during the entire 50 years covered by the study, the fields of education and writing claimed the greatest numbers; that during the 50-year period, seven women's colleges produced half of the women leaders, two coordinate campuses produced 7 percent of the leaders, and 19 coeducational institutions were the source of 43 percent of the women leaders.

2386. Porter, Mrs. Nora W. A college girl's twenty-four hours. Master's, 1939. Ohio State. 68 p. ms.

2387. Robinson, Marion. A study of effects of hard usage upon the feet of college women. Master's, 1939. Iowa.

2388. Snyder, Eleanor M. Job histories of women students at the summer schools for workers, 1931 to 1934. Master's, 1938. Columbia.

†2389. Steckel, Minnie L. Alabama women and their employers, 1938-39. Montevallo, Alabama college, 1939. 71 p. (Alabama college bulletin, vol. 32, no. 1, total no. 131)

Analyzes replies of employers of women, women employees, college students, and girl high-school students to a questionnaire consisting of 10 descriptive statements of work characteristics desired of women employees, ranking the relative importance of each trait with reference to the demands made of women employees and with reference to the personal judgment of the person doing the ranking. Finds that employers of women and employed women are in perfect agreement as to rank order and in closer agreement as to the scale value of the statements than are any of the other groups.

#### PROFESSIONAL EDUCATION

2390. Adams, F. W. Opportunities for women as research bibliographers. *Journal of chemical education*, 16: 581-83, December 1939. (University of Pittsburgh)

\*2391. Asgis, Alfred John. Principles underlying the social and professional background in the education of dentists and teachers of dentistry. Doctor's, 1939. New York. 400 p. ms.

Studies the persistent problems of dentistry and dental education, prevailing dental opinion on these problems, and existing practices in dental schools. Recommends that the

undergraduate dental curriculum be constructed primarily on the basis of social need; that the education of teachers of dentistry for service in dental colleges and other institutions be made part of a well-formulated program of dental education; that courses in the undergraduate dental curriculum be rearranged to permit the inclusion of a satisfactory number of special courses; that graduate and postgraduate instruction be for the general dental practitioner, specialists in dentistry, public health personnel in dentistry, teachers of dentistry, and research workers and personnel for administrative positions; that dental education adopt a definite progressive policy toward health security; that the dental profession seek adequate financial support and increased endowments; that scholarships and fellowships be provided by each dental school to enable teachers in service and other qualified persons to prepare for teaching positions; that teaching internships be provided for the training of prospective teachers of dentistry; that standards for appointment and promotion of teachers of dentistry be established; and that educational measurement in all departments of dental instruction be established on a firm basis.

2302. Atkinson, William N. A study of high school and college subject matter patterns for four groups of university students. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Studies students successful in receiving degrees in engineering, English, law, and medicine, and two unsuccessful groups in liberal arts and engineering. Indicates that it is impossible to predict success or failure for an individual in any college curriculum he may choose to enter, but that his interest and abilities in various high-school fields may identify him more definitely with one group than another.

2303. Baker, Ralph D. Use of microfilms in engineering education. Journal of engineering education, 29: 284, December 1938. (University of Utah)

†2304. Bemis, George W. Internship training for the public service in Los Angeles county. Los Angeles, University of California, 1939. 46 p. ms. (Studies in local government, no. 2)

. Discusses the personal background and educational preparation of research internes, their training activities, their placement after completion of training, the adequacy of their educational preparation, the adequacy of internship training, remuneration of student research technicians, and the problems of placement. Describes the personal background and educational preparation of civil service internes, their training activities, placement after completion of training, the adequacy of their educational preparation and of their internship training, remuneration of student personnel technicians, problems of placement. Offers recommendations for the consolidation of the training programs of the two groups, and for improving the program in training and in placement. Studies other programs in Los Angeles county, including the working fellowship plan, the personnel assistant plan, and personnel aides in the Civil Service Commission in Los Angeles.

\*2305. Bergstrom, Evelyn Anne. A proposed program of graduate study at Syracuse university for the prospective training supervisor. Master's, 1939. Syracuse. 123 p. ms.

Attempts to show the need for specific preparation on the graduate level for persons who plan to supervise student teaching; to determine the abilities and knowledges which the prospective training supervisor should have; to discover the courses being offered at Syracuse University which would be most desirable in a program of study for the prospective training supervisor on both the elementary and secondary teaching levels. Recommends that universities recognize the need for specific preparation for supervisors of student teaching; that the minimum requirements for training supervisors be the master's degree, including special technical training for this work; that this special training provide opportunity for practice in supervision for those who have had no supervisory experience. Offers suggestions for a course to be offered at Syracuse University.

2306. Boyce, Eugene M. A comparative study of the income of the doctors, lawyers, ministers, and teachers who have received their bachelor's degrees from Emory university in certain classes. Master's, 1939. Emory. 36 p. ms.

Finds that Emory has more graduates who are teaching than in medicine, law, or the ministry; that law and medicine offer the largest incomes over a number of years but are slow in remuneration for the first several years; that law, medicine, and teaching have about the same financial status 10 years from receiving the bachelor's degree; that college teachers have higher incomes than high-school teachers and high-school teachers are in the same income class as the ministers; that geographical location affects the incomes of lawyers

and doctors more than any others; that there is a downward trend in the income of classes from year to year which is most marked in the higher income professions; and that Emory graduates stand above those of Princeton and Columbia in law and medicine, but fall below in teacher income.

2397. **Brown, Roy M.** Education for public welfare and social work: II. From the point of view of the state university. *Social forces*, 18: 1, 1939. (University of North Carolina)

†2398. **Brumley, Oscar V. and Charters, W. W.** A curriculum in veterinary medicine. Columbus, Ohio state university, 1939, 78 p. (Ohio state university studies. Bureau of educational research monographs, no. 23)

Discusses the evolution of the curriculum; the plan of reorganization; positions for which to train; a description of veterinary practice; constructing professional courses; constructing service courses; and a five-year curriculum.

2399. **Burlage, Henry M. and Wherry, R. J.** Are the pharmacy schools under the four-year curriculum obtaining an improved type of student? *American journal of pharmaceutical education*, 3: 337-49, 1939. (University of North Carolina)

2400. **Cash, Margaret Alice.** History of nursing in the State of Ohio in its educational aspects. Master's, 1938. Cincinnati.

2401. **Fox, Helen.** Guidance practices in schools of nursing in the United States. Master's, 1939. George Washington, 68 p. ms.

\*2402. **Freeman, Ruth.** Supervision in public health nursing. Master's, 1939. New York. 205 p. ms.

Defines supervision. Discusses planning for supervision, office administration, leadership, teaching, supervisory field visits, evaluation of staff performance, individual conference as a supervisory technique, group meeting as a supervisory technique, record supervision, developing supervisory ability, and supervising the supervisor.

2403. **Gardner, Lytt.** Importance of teaching of laboratory technique in the pre-medical curriculum. *Scalpel*, 9: 23, March 1939. (University of North Carolina)

2404. **Hathway, Marion.** Education for the public social services: part 2. Resources for professional education. Pittsburgh. University of Pittsburgh, 1939.

2405. ———. General education in professional education. 7. Education for social work. Pittsburgh, University of Pittsburgh, 1939.

2406. ———. Training for public welfare and social work. *Social forces*, 18: 60-64, October 1939. (University of Pittsburgh)

2407. **Holly, David C.** An occupational forecast of certain professions in the United States and in six selected cities. Master's, 1939. Maryland.

Illustrates and evaluates a technique for forecasting the replacements needed in 11 selected professions for the United States and in six selected cities determined by the period of training for entry into each profession. Finds that the needs for professional workers vary among individual communities, so no blanket forecast derived from data for the United States as a whole would be adequate. Shows that it is possible by simple statistical procedures to forecast needs for professional services with sufficient accuracy to be of definite value for guidance and for controlling the numbers of students to be admitted to and graduated from professional schools.

\*2408. **Horton, Byrne J.** The origin of the graduate school and the development of its administration. Doctor's, 1939. New York. 235 p. ms.

Establishes continuity of events in the history of the graduate school; establishes historically the real function of the graduate school; identifies the graduate-school with the faculty of philosophy; traces the evolution of a systematic effort to organize graduate schools in America; and points out current problems of the graduate school.

2409. **Hozik, Michael.** Requirements and practices in granting master's degrees in some Pennsylvania colleges and universities. Master's, 1939. Duke. 107 p. ms.

Finds a wide range in practices in granting graduate degrees in 17 Pennsylvania colleges and universities.

2410. **Hunt, DeWitt Talmadge.** Shopwork in engineering divisions of state universities and land-grant colleges. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 69-76)

Studies the historical development of shopwork instruction in engineering education and current objectives. Analyzes current offerings and requirements of engineering shopwork in 60 State universities and land-grant colleges, and studies the relationship of the phase of instruction to other subjects and areas in engineering colleges. Offers recommendations for the improvement of administrative practices and instructional methods in shopwork departments in the engineering colleges in the United States.

2411. **Kane, Lawrence Matthew.** Monographs on occupations: pharmacist, direct mail advertising specialist, display man, air conditioning engineer. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 97)

Analyzes the nature of the work, the general qualifications and educational requirements, the advantages and disadvantages, and the opportunities within each of these occupations.

2412. **Lindsey, Fred Daniel.** Certain aspects of the earnings of professional engineers. Master's, 1939. George Washington. 34 p. ms.

2413. **McBride, T. F.** National dental internships. Journal of the American college of dentists, 6: 192, June 1939. (University of Pittsburgh)

\*2414. **Maltz, Lillian Sondra.** An occupational research study of clinical laboratory technology. Master's, 1939. George Washington. 108 p. ms.

Studies the nature of the work, the history and importance of the field, personal qualifications of technicians, their education and training, physical aspects of the laboratory, economic conditions, supply and demand for technicians, their employment agencies and organizations, effects of the profession on the employee, advantages and disadvantages of the profession, and related occupations in the United States in general and in Washington, D. C.

\*2415. **Mercer, Margaret.** An analysis of the factors of scientific aptitude as indicated by success in engineering curricula. Doctor's, 1938. Penn. State. 42 p. ms.

Describes the selection of test items and their validation by engineering students in the classes of 1940 and 1941 at the Pennsylvania State College.

2416. **Norwood, William Frederick.** A history of medical education in the United States before the Civil War. Doctor's, 1939. Southern California. (Abstract in: University of Southern California. Abstracts of dissertations ... 1939: 90-93)

Shows that formal medical education in the United States had its beginning in 1765 with the opening of a medical department in Benjamin Franklin's college of Philadelphia (University of Pennsylvania). Traces the growth of medical education, and shows that 312 candidates received medical degrees during the eighteenth century from 12 institutions. Indicates that in 1819 there was a race in the founding of medical schools that continued unabated until the impact of the Civil War temporarily brought the movement to a halt. Finds that many of the medical schools were proprietary, and that many of those connected with colleges had such weak ties as to be of little value to either the medical department or to the college. Points out the difficulties in providing sufficient suitable material for practical anatomy, and for providing facilities for bedside instruction. Shows a growing tendency to slight the standards of preliminary medical education and to treat with laxity some of the requirements for graduation. Finds that several university medical schools enjoyed good patronage at home and respect abroad; and that the profession produced many brilliant educators; and that the most significant event in the latter part of the period was the establishment of the American Medical Association in 1847.

2417. **Pearson, Ken.** Requirements for a master's degree in teachers colleges and liberal arts institutions. Master's, 1939. West. St. Coll. 63 p. ms.

2418. **Person, Harold.** Professional extension education. Master's, 1939. Presbyterian Coll. 49 p. ms.

2419. **Richburg, Harold.** Relationship of average high-school marks and average grades made by nurses on the final examination given by the Alabama state nurses board of examiners. Master's, 1939. Alabama. 48 p. ms.

†2420. **Rulon, Phillip J. and Blanton, Robert J.** An occupational classification for research workers: college graduates—men. Cambridge. Harvard university, 1939. 47 p.

Gives the history of the classification system, the requirements of the code systems used in constructing the code, suggestions for handling code symbols, and occupational groups and symbols.

2421. **Scherer, Henry Howard.** College training recommended to a candidate for the ministry. Master's, 1939. Creighton. 82 p. ms.

Recommends the study of English, philosophy, social sciences, religion, and ancient languages.

2422. **Walker, Gladys B.** Unemployment in the learned professions in the United States of America. Master's, 1939. Pittsburgh.

2423. **Wright, W. H.** Licensing of dental technicians. Journal of California state dental association, 15: 5, 178, September 1939. (University of Pittsburgh)

## ADULT EDUCATION

\*2424. **Barden, Harold E.** The social adjustment of California Civilian conservation corps enrollees as determined by a critical analysis of their school, camp, and post-camp records. Doctor's, 1939. Southern California. 410 p. ms.

Presents a concise historical background of the CCC movement and describes briefly the operation of the camps, the aims of the educational program, and the educational implications involved in the establishment of a permanent corps. Analyzes data on 1,462 enrollees in eight southern California camps, and compares the school adjustment of the CCC group with that of a matched group of boys selected at random who did not enroll in the corps. Discusses the camp activities of all enrollees, the extent and type of participation in the educational program, the nature of work assignments, leadership ratings, reading preferences, kinds of discharge received, and significant relationships between these factors. Analyzes data collected by questionnaire on enrollees who had been discharged from camp, on home conditions, school interests, occupational experiences, and attitudes, and attitudes toward the camp program. Studies records of maladjusted enrollees. Shows the need for vocational guidance and for trade school training. Offers suggestions for improving the schools of the United States, for improving the camps and their educational programs, and for creating a permanent corps under the direction of the United States Commissioner of Education.

2425. **Blakeslee, Kenneth Robert.** The educational program in the Fresno district Civilian conservation corps, ninth corps area. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 199-202)

Discusses the conditions, personnel, pressures, and facilities affecting the program and the program itself. Analyzes information on the advisers, enrollees, and the instructors; authorities of all types under which the program functioned; the finances and facilities for education; the monthly educational reports of the camps in the area from October 1934 to December 1938, inclusive. Concludes that the camps are deficient in floor space for education, in equipment, trained instructors, and adequate financing. Recommends that more accurate methods of measuring results be worked out; that the camps be brought up to the minimum amount of floor space as set up by Federal authorities; and that a predetermined amount of company funds be set aside for education until such time as the Federal Government should adequately finance the program; and that each instructor be trained by means of correspondence courses worked out by those in higher authority.



2426. Booth, James C. Educational background and personality problems of night school students. Master's, 1938. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 38, no. 11: 66)

Analyzes 184 students 21 years of age and under of a group numbering about 300 attending Watkins Institute, a night school, of Nashville, Tenn., to determine what individual, social, and educational conditions affect the group as a whole and account for the retarded group. Finds that about half of the group are high-school graduates; the remainder are students who have been unable to complete high school or who have dropped out of the grades; that the majority of the students are from homes above the unskilled working class; that they come from large families; that the group as a whole has considerable work experience and a large occupational turn-over; and that the group contains 40 students who dropped out of the public-school system before completing junior high school.

2427. Bowles, John. Personnel of vocational homemaking classes for adults: whites in Louisiana, 1938-39. Master's, 1939. Iowa State.

Studies the age, educational, economic, and cultural status of class members and their desires for future study. Finds that the younger groups wanted units dealing with personal living, while the older married group preferred units dealing with home and family problems.

\*2428. Byrd, Thomas Smith. An education program, through guidance, for youths in the Civilian conservation corps. Master's, 1939. Wyoming. 128 p. ms.

Discusses present methods of education in the CCC; the enrollee as an individual. Offers a suggested program of guidance and informal instruction for camp use in social development, English, literature, hygiene, safety and first aid, salesmanship, occupations, conservation and nature study, citizenship, music and art, and American history.

2429. Coe, Beatrice H. An evaluation of the adult guidance service of New Haven. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 140-41)

Describes the work of the adult guidance service established by the WPA in the fall of 1937 to assist out-of-school adults in meeting problems of an educational vocational nature. Attempts to ascertain the value of the service in terms of the clients' opinions, using an unselected sample of 50 cases. Finds that the clients were largely a native-born group of men and women between the ages of 17 and 25, with high-school training. Indicates that the recommendations given were geared to the clients' interests and desires, to their personal and social situations, and that their past experiences were judged in the light of the whole. Concludes that the training program had practical value, and that the service bolstered the clients' morale at a time when it was needed.

\*2430. Crucey, G. Wayne. The educational program of the Civilian conservation corps: its provision for leisure time and vocational guidance. Master's, 1938. Bowling Green. 98 p. ms.

Traces the development of the Civilian Conservation Corps from its inception in March 1933 to April 1937, in order to determine the purpose of the institution, the organizational setup and the curriculum, and the qualifications and duties of the educational personnel and the enrollee. Offers suggestions for improving the educational program and work of the camps.

\*2431. Dale, Kenneth Ivan. The educational program in North Dakota companies of the Civilian conservation corps. Master's, 1936. North Dakota. 50 p. ms.

2432. Dunbar, Elsie Satterlee. A survey of the present status of adult education in South Dakota. Master's, 1939. South Dakota. 54 p. ms.

\*2433. Finch, Margaret Dean. Educational opportunity in the Civilian conservation corps. Master's, 1936. De Paul. 105 p. ms.

\*2434. Fraley, Lester Martin. A comparison of the general athletic ability of white and Negro men of college age. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 7 p. (Abstract of Contribution to education, no. 250)

Compares the general athletic ability of 505 white enrollees and 506 Negro enrollees of four white and four Negro CCC camps in Kentucky and Tennessee as shown by the results

of the Cozens' general athletic ability test for college men. Finds no statistically reliable difference in the general athletic ability of white and Negro men of college age, in the groups tested and under the prevailing conditions, although the whites surpassed in some parts of the tests, and the Negroes surpassed in other parts of the tests.

**2435. Geeting, Baxter M.** An investigation of historical vehicles of free oral discussion in the United States; the current open forum movement and public education; and patterns of forum procedure. Doctor's, 1939. Southern California. (Abstract in: University of Southern California. Abstracts of dissertations . . . 1939: 11-15)

Reviews historical discussion movements in the United States that bear a relationship to the current open forum movement. Investigates current open forum movements and their relationship to public educational sponsorship. Discusses the Des Moines, Iowa, public forums with reference to organization and relationship to the public school system of Des Moines; and the Federal forum project from 1935 to 1938. Discusses other current public affairs forums in the United States not connected with the Federal project. Describes patterns of forum procedure in the field of method and technique, and differentiates between the forum and the informal discussion group. Recommends that educational leaders cooperate in sponsoring forums as a part of public school education; that educators recognize the value of forum procedure in classroom and extracurricular activities in high schools and colleges; that provision be made in public-speaking curriculums for the training of participators in public discussion.

**2436. Hamburg, Morris.** A history of public evening school instruction in the city of Rochester, 1874-1933. Master's, 1939. Rochester. 91 p. ms.

**\*2437. Harby, Samuel F.** A study of education in the Civilian conservation corps camps of the second corps area, April 1933-March 1937. Doctor's, 1938. T. C., Col. Univ. Ann Arbor, Edwards brothers, 1938. 264 p.

Attempts to determine the educational opportunities which are offered the enrollees; the extent and nature of their responses; to ascertain how well the program fulfills its aims; and to analyze the difficulties of the camp educational situation in order that they may be dealt with more effectively.

**\*2438. Headington, L. H.** A study of the duties of company commanders, educational advisers and project superintendents in the Civilian conservation corps of West Virginia. Master's, 1938. Ohio State. 155 p. ms.

Analyzes data collected from 21 CCC camps in West Virginia. Describes the organization and administration, construction, transportation and travel allowances, subsistence and mess, fiscal procedures and transactions, medical service, hygiene, sanitation, and prevention of communicable diseases in the camps; the methods of selection and training personnel; the educational program; welfare, libraries and library service, camp exchanges, motion pictures, and recreational activities.

**\*2439. Heep, Richard H.** The Civilian conservation corps: a new kind of educational and vocational training. Doctor's, 1939. Fordham. 498 p. ms.

Studies the CCC camp training in the first corps area made up of six New England States to discover elements of newness in the CCC which make it a new kind of educational and vocational training, and to indicate the elements of newness which may be of particular significance to the secondary schools. Offers suggestions for making the training more effective, and for cooperation between the camps and the secondary schools in order that maladjusted high-school pupils might receive vocational guidance and training similar to that now given in the CCC camps.

**2440. Hodge, Okey E.** Federal aid for adult education in Cabell county, West Virginia. Master's, 1939. Cincinnati. 98 p. ms.

Surveys and evaluates the educational work of the United States Government in Cabell County from 1932 to 1939, inclusive.

**\*2441. House, Darrell Clore.** The effect of a Civilian conservation camp's recreational program on the realization of its educational objective. Master's, 1937. Kentucky. 25 p. ms.

2442. Houser, Walter Mussell. Educational rehabilitation of physically handicapped citizens of Colorado. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 73-74)

Studies the educational training given to physically handicapped citizens of Colorado by the Rehabilitation Service of the Colorado State Board for Vocational Education during the years 1930-1938; stresses the pre-rehabilitation status of the rehabilitants; and the money spent by the Rehabilitation Service in training the people and their occupational status after rehabilitation. Finds that a higher percentage of men than women had been crippled through public and industrial accidents, while a greater percentage of women than men were disabled by illness or through congenital causes; most of the rehabilitants were between the ages of 21 and 30; that slightly less than half the people were employed prior to rehabilitation; that the Rehabilitation Service spent more money for the average person given institutional training than for the average person given employment training; that after training, the greatest number of rehabilitants secured office positions; that their earning capacity as a whole was increased; and that the rehabilitants given institutional training earn more money than those given employment training.

2443. Jenks, Esther Newton. The function of adult education in a democracy. Master's, 1939. Ind. St. T. C. 58 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 136-37, July 1939)

Reviews the history and philosophy of the adult education movement in the United States. Seeks to discover the potentialities of adult education for enriching individual life in the areas of health, leisure time, human relationships, natural sciences, fine arts, and vocations, and through right experiences in these areas the possibilities of preserving our democracy. Finds that a desire for further education has been created through such agencies as extension courses in agriculture and home economics, alumni education, museums, correspondence courses, forums, libraries, men's and women's clubs, parent education, education of prisoners, radio, church, recreation programs, theater, puppetry, corporation training, vocational training, and rehabilitation programs. Shows that there are 27,000,000 people engaged in some form of adult education, and the number is increasing at the rate of 1,000,000 more each year.

2444. Kabat, Mary Enright. Organization and program of adult education in Wisconsin. Master's, 1938. T. C., Col. Univ. 57 p. ms.

Studies State and local administration and programs of adult education in agriculture, homemaking, rehabilitation, city schools, WPA classes, and discusses the personnel of State administrative divisions, numbers of people enrolled in programs, number rehabilitated since 1921, and the cost of the programs.

2445. Katona, Arthur. Adult education and democracy in America: a social-psychological approach. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 115-17)

Attempts to determine whether or not adult education can be made to further the democratic process. Finds that adult education in America is characterized by heterogeneity and disorganization; that the movement lacks leadership; that to date it has been largely vocational training and cultural education of the sentimental type. Shows that adult education needs a realistic orientation if it is to become a factor in the implementation of the democratic process; that it must help awaken the public and must work in a community setting; and that adult education must be utilized to help him defend his democratic rights against encroachment.

2446. Keenan, Richard Barnes. The private correspondence school enrollee. Doctor's, 1939. T. C., Col. Univ. New York teachers college, Columbia university, 1940. 107 p. (Contributions to education, no. 796)

Studies random samplings of persons who enrolled for courses in the International correspondence schools and the Women's Institute during the years 1928 and 1932 to determine whether there are general characteristics of persons who enroll for courses in these schools; to determine whether or not there is any relationship between enrollees' selection and relative completion of courses and such characteristics as geographical location, sex, age, marital status, education, occupation, and ability; to show the effect of selected characteristics of the methods of instruction and administration of the schools on relative completion of courses by enrollees; and to show the enrollees' stated reasons for studying correspondence courses, their opinions on various phases of such study and the reasons for satisfaction or dissatisfaction with correspondence study. Offers suggestions for the selection

of enrollees, the improvement of standards for local representatives, the payment of tuition, the shortening of course enrollments so that the enrollees could complete courses such as college students complete semesters of their college curriculum, the development of courses of interest and value to persons living in rural areas remote from better educational opportunities, and for carrying on of needed research in their field by correspondence schools.

\*2447. **Kiernan-Vasa, Helen.** Language errors of adult foreign-born students. Master's, 1939. George Washington. 78 p. ms.

Analyzes language errors in the written work submitted by 25 adult foreign-born students in the Americanization school of Washington, D. C., in their first written assignments on entering the school, and in their last written assignments before leaving the school. The 25 students represent nine nationalities, and range in age from 16 to 56 years. Describes teaching procedures in the Americanization school.

2448. **Krost, Anna M.** Development of curriculum modifications based upon a study of environmental factors typical of groups in adult homemaking classes in Minneapolis. Master's, 1939. Minnesota. 81 p. ms.

Analyzes data collected by questionnaires and interviews from 817 women enrolled in homemaking classes regarding age, marital status, education, occupational level, number and age of children, help employed, home ownership, home equipment, and reading interests. Finds a wide range in the ages of the women of whom three-fourths were married and a majority had children; the median education was high-school graduation; the income range was wide but the median income was low for all groups, especially for the single women; 42 percent owned their homes; and modern household equipment was used extensively.

2449. **Larson, Eva Harriet.** Personnel of vocational homemaking classes for adults: North Dakota, 1938-39. Master's, 1939. Iowa State.

Attempts to determine the status of women enrolled in the types of units taught by the itinerant adult class teachers, and to ascertain relations between these factors and interest in different types of units. Finds that most of the women lived on a moderate economic level and had been variously educated.

2450. **Lohmann, Florence Minor.** The relation of principals in a city school system to adult education activities in their buildings. Master's, 1938. Chicago. 56 p. ms.

2451. **McComie, Mary.** A family-life program of adult education for Gregg county, Texas. Master's, 1939. Colo. St. Coll. 107 p. ms.

Finds that 10 units of instruction were of sufficient interest to men and women in Gregg County to justify classes; and that 31 people were found who were qualified to teach one or more units. Outlines a program of adult education on family life for the county.

2452. **Nelson, Everett J.** History of education in the Sparta, Wisconsin, CCC district, 1933-1938. Master's, 1939. Iowa.

\*2453. **Nelson, Neal McMaster.** A historical inquiry into the Civilian conservation corps movement with special reference to the ninth corps area. Master's, 1938. Idaho. 146 p. ms.

Describes the creation of the CCC; its work; educational projects; organization of CCC camp education; characteristics of the camps, especially of the camps in the ninth corps area.

\*2454. **Nestrick, W. Virgil.** Constructional activities of adult males. Doctor's, 1939. T. C. Col. Univ. New York, Teachers college, Columbia university, 1939. 128 p.

Attempts to discover whether some circumstances in the development of individuals act either as deterrents to the urge to create or as motivations to participation in constructional activities. Indicates that a large percentage of adults whose experience in constructional activities were limited to those offered in either elementary or high school, do not desire to participate in these same activities in adult life.

\*2455. **Parr, Lewis A.** A personnel study of the school achievement, intelligence, socio-economic status, and personality adjustment of Civilian conservation corps enrollees of Northeast Texas. Master's, 1937. Texas. 78 p. ms.

2456. **Porter, Harold W.** A training program for adults in the worthy use of leisure time. Master's, 1939. Colo. St. Coll. 112 p. ms.

Finds that listening to radio programs and reading are the two most important leisure activities in Two Rivers, Wis. Outlines plans for improving the use of leisure time.

\*2457. **Reinert, Wayne Leroy.** The educational program of the Civilian conservation corps. Master's, 1935. Chicago. 102 p. ms.

2458. **Scannell, Alice M.** The legal status of non-federally subsidized adult education at the state level in the United States. Master's, 1939. Chicago. 86 p. ms.

\*2459. **Sessions, Eldon B.** Educational work of the Civilian conservation corps camps in Ohio. Doctor's, 1937. Ohio State. 372 p. ms.

\*2460. **Shorey, John Charles.** Illiteracy in the United States, particularly the Civilian conservation corps, and suggestions for its elimination. Master's, 1939. George Washington. 77 p. ms.

Studies the extent and effects of illiteracy in the United States; methods used in combating illiteracy; illiteracy in CCC camps with reference to methods of treatment. Gives a program for native-born illiterates in the camps, discussing class schedules, type of instructor required, methods of arousing interest and methods of instruction, teaching techniques, reading, writing, spelling, arithmetic; suggests textbooks; and discusses books and study materials.

2461. **Sipe, Ellen M.** A survey of adult education in the Sacramento evening high school. Master's, 1939. Oregon.

\*2462. **Sloper, Kirkland.** The effect of individual guidance upon participation and quality of work in a voluntary Civilian conservation corps educational program. Master's, 1938. St. T. C., North Adams. v. p. (Published in part as: Individual guidance in a CCC camp. Office of Education Bulletin, 1939, no. 7.)

2463. **Spain, Clarence H.** A study of adult education in Virginia. Master's, 1939. William and Mary.

\*2464. **Tower, Douglas Byron.** The educational implications of the Civilian conservation corps. Master's, 1936. Niagara. 33 p. ms.

2465. **Turner, Ruth.** Status of business education in the Oklahoma Civilian conservation corps camps. Master's, 1939. Okla. A. & M. Coll.

Finds that 22 Oklahoma CCC camps have a program of business education, and that 3 camps do not teach any business subjects; that the objectives of the business education program are uniform in most of the camps; that 57 business classes, covering 10 different subjects, were carried on in the camps during the period, October 1938 to March 1939; that 35 different instructors taught business subjects in the 22 camps; that all 25 camps had programs of educational and vocational guidance; that 24 camp advisers stated that they attempt to place enrollees on jobs after they have completed training; that the camps do not have placement bureaus but cooperate with the Junior Placement Division of the United States Employment Service.

\*2466. **Westley, Harry A.** Education in the Civilian conservation corps camps of Montana. Master's, 1936. Montana. 143 p. ms.

2467. **Wheelock, Harold B.** The Civilian conservation corps schools as an agency in adult education in certain Wisconsin camps. Master's, 1939. Iowa.

2468. **Wilson, Muriel Elizabeth.** Factors associated with course enrolments in a private school for adults. Master's, 1938. Chicago. 58 p. ms.

2469. **Woodring, Paul Dean.** An investigation of direction orientation in human adults. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 29:139-47.)

Describes an experiment in which a heterogeneous group of 156 individuals, a homogeneous group of 43 college students, and a group of 15 more intensively studied subjects were used to determine their direction orientation by means of a specially designed pointing

technique. Indicates that there is a tendency for subjects in a given situation either to be well oriented or to make a chance score due to the many errors made; and that orientational processes are conceptual in nature.

\*2470. **Yenawine, Wayne Stewart.** Civilian conservation corps camp papers. Master's, 1938. Illinois. 385 p. ms.

Traces the development of the CCC camp papers from glorified bulletin board notices to interesting chronicles of camp life and frank opinions of the enrollees, supervisory staff, and the citizenry concerning matters relating to camp interests and to public affairs. Presents a check list of camp papers published prior to July 1, 1937, and currently received at the University of Illinois library.

### PARENT EDUCATION

\*2471. **Davis, Edith A. and McGinnis, Esther.** Parent education: a survey of the Minnesota program. Minneapolis, University of Minnesota, 1939. 153 p.

Discusses the effect of attending child study groups upon parental attitudes toward children's behavior; and the organization and development of a parent-education program.

2472. **Deupree, Irene Whiteside.** The cooperative play school as a means of teaching parents. Master's, 1939. Texas St. Coll. for Women.

Shows that the play school may improve child guidance techniques and attitudes in parents and gives plans for high schools to organize play groups in connection with the adult education program.

\*2473. **Iowa. University.** Researches in parent education, IV. Iowa City, 1939. 181 p. (University of Iowa studies, new series, no. 381. Studies in child welfare, vol. 17.)

Contents: (1) A revised method for the measurement of attitude, by Ralph H. Ojemann, p. 5-18; (2) A study of the attitudes of college students in selected phases of child development, by Vera M. Brandon, p. 19-60; (3) The effect of certain factors in the home environment upon child behavior, by Eva L. Grant, p. 61-94; (4) The significance of a dynamic conception of knowledge, by Ralph H. Ojemann, p. 95-112; (5) An experimental study of the dynamic conception of knowledge in youth, by Ruth Musgrove, p. 113-28; (6) A study of the attitudes of parents of adolescents, by Anne Gabriel, p. 129-56; (7) A study of the knowledge and attitudes of parents of preschool children, by Louise C. Coast, p. 157-81. The theses and dissertations were listed in earlier editions of the Bibliography of Research Studies in Education.

2474. **O'Neill, Loretta.** A survey of the buying problems of members of parent education study groups. Master's, 1939. Iowa.

2475. **Weber, Elsa R.** Treatment of aggressive mothers by a child guidance clinic. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9:141-42.)

Analyzes the type of treatment which was used with a group of aggressive mothers by the Worcester Child Guidance Clinic; evaluates the methods and effectiveness of treatment; and attempts to determine how amenable mothers showing this personality trait were to treatment. Concludes that the type of approach was an important factor in the treatment situation; and that aggressive mothers are often able to respond to treatment and to show improvement through it.

### TEACHER TRAINING

2476. **Bracy, Alfred A.** A study of the general achievement of prospective teachers at Massachusetts state college. Master's, 1939. Mass. St. Coll. 152 p. ms.

\*2477. **Caruthers, Thomas J.** An integrated program of teacher education in a four-year curriculum for the preparation of elementary teachers. Doctor's, 1939. New York. 297 p. ms.

Arranges the curriculum and instruction so that the mastery of subject matter will be reasonably assured; provides practical, professional situations which will require that the

subject matter become functional; and differentiates the mastery and functional processes of subject matter and laboratory experiences with reference to the personal qualifications of the prospective teachers.

\*2478. **Cookingham, Waldo Beale.** *The child and the curriculum* (the syllabus of a course for integrating teacher education). Doctor's, 1938. New York. 171 p. ms.

Works out 24 problems on the child and the curriculum for use in normal schools and teachers colleges in integrating teacher education, and offers suggestions for teaching the course.

2479. **Cowles, LeRoy E.** *Making education a profession.* Utah educational review, 32: 297, May 1939. (University of Utah)

2480. **Eldred, Lewis.** *Characteristics of Cornell university students preparing for secondary school teaching, Classes of 1935, 1936, and 1937.* Master's, 1938. Cornell.

\*2481. **Endicott, Frank S.** *Selection, advisement, and teacher placement in institutions for the education of teachers.* Doctor's, 1938. Northwestern. Evanston, Northwestern university, 1939. 47 p. (Northwestern university contributions to education, School of education series, no. 13)

2482. **Hufford, Edwin W.** *Training and professional improvement in service of junior and senior high school teachers of Tampa, Florida.* Master's, 1939. Cincinnati. 80 p. ms.

Recommends, on the basis of a 3-year survey, higher professional requirements, changes in the present salary schedule, and a continuous survey of the training and improvement of teachers in service, as a guide in placement and promotion.

2483. **Hutchinson, M. E.** *A study of the academic and professional preparation of teachers of the social studies, with special reference to Pennsylvania.* Master's, 1939. Duke. 124 p. ms.

Finds a general trend toward State control of certification; general educational requirements are comparatively uniform throughout the United States; and few States are specific in their special education requirements for teachers of the social studies.

2484. **Jacobs, Peter G.** *The selection and professional training of teachers.* Master's, 1939. Coll. of the Pacific. 92 p. ms.

Studies the results of a questionnaire sent out by the California State Department of Education to schools and colleges in the State in 1937 and in 1938. Concludes that a good teacher should be aware of the world in which she lives; she should have a good personality; should be thoroughly grounded in her subject; and should understand the techniques of education.

2485. **Parker, J. H.** *The training of white elementary teachers in West Virginia.* Master's, 1939. Duke. 130 p. ms.

Studies the supply and demand for white elementary teachers in relation to the service areas of six State teachers colleges and for the State as a whole. Finds a need for an increased supply of trained teachers to replace teachers with sub-standard training.

2486. **Patrick, Charles Andrew.** *The equalization of educational opportunity in Jefferson county in terms of the education and training of teachers.* Master's, 1939. Alabama. 82 p. ms.

†2487. **Smith, Henry Lester and Eaton, Merrill Thomas.** *An experimental study of standards for the selection of candidates for teacher-training institutions.* Bloomington, Indiana university, 1939. 72 p. (Bulletin of the School of education, vol. 16, no. 1)

Attempts to determine the pertinent factors which make for teacher success; and whether or not those qualities could be scientifically measured. Administers certain measures of personal qualifications of teachers to 4 men and 43 women sophomores, at Indiana University, and studies the results in the light of tentative standards to be set up for the admission

of candidates to teacher-training institutions. Indicates that teacher-training institutions can recruit a better type of individual for the teaching field by employing a more selective process; that there is a constant interaction among the traits tested; that individuals entering certain teaching fields differ in abilities and interests from those entering other teaching fields; and that ability, as measured by these tests and scales, is not greatly increased by 2 years of college work.

**2488. Smith, Russell Breneman.** A survey of certain frontier practices in the education of elementary teachers and an evaluation of them in the light of a philosophy of education in accord with modern trends. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, 29: 227-38)

Concludes that programs of teacher education generally lag as much as they did a decade ago; that values in practices are relative to attendant circumstances; that programs and practices should be dynamic and the direction of growth be guided by sound philosophy; that there is a need for teachers' college faculties to formulate philosophies of education and statements of purposes; and that programs need to advance as consistently as possible.

**2489. Treadway, Rachel.** The relationship of teacher preparation to subjects taught after graduation. Master's, 1939. East Texas St. T. C. 102 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 53-55)

Shows the relationship between the preparation of 517 elementary and high-school teachers and their teaching assignments, studying teachers who graduated from East Texas State Teachers College during the regular and summer sessions of 1937-38. Finds that of the 188 high-school teachers, 57.4 percent are teaching in fields in which they are fully prepared, 40.5 percent in fields in which they are partially prepared, and 2.1 percent in fields for which they are unprepared; that of the 329 elementary teachers 43.8 percent are fully qualified according to the recommendations of the college, and the balance lack either recommended education courses, special courses, or both.

#### NORMAL SCHOOLS AND TEACHERS COLLEGES

**2490. Bragg, Louis Alderson.** Normal training in Nebraska high schools. Master's, 1939. Colo. St. Coll. of Ed.

**\*2491. Chadwick, J. E.** Factors differentiating students as to scholastic success in the professional division of a college for teachers. Doctor's, 1939. New York. 100 p. ms.

Studies the measures available for determination of scholastic success in the last 2 years of professional preparation for educational work, using as subjects the class of 1938 at Colorado State College of Education.

**2492. Cornish, Edward H.** Study of Cortland, N. Y., normal school and its graduates. Master's, 1939. Cornell. 92 p. ms.

Studies the institution from 1866 to 1936.

**2493. Crawford, Bonner M.** The relation of achievement in high school to success in the freshman year at Central state teachers college, Mount Pleasant, Michigan. Master's, 1939. Michigan.

**2494. Dotson, George Edgar.** Student survival at the San Diego state college, 1931-1938. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 203-205)

Studies the records of 5,528 students who were in attendance between February 1, 1931, and June 10, 1937, to determine the extent to which students failed to survive in attendance until they had completed a 4-year program leading to a degree; to learn the reasons given by the students for leaving before completing the program. Shows a rapid and continuous growth in attendance at the San Diego State College which is especially notable in the number of men students enrolling; that the rate of student mortality is abnormally high; that reasons given for leaving the institution were: Low scholarship, financial problems, complications arising from within the family unit, marriage, and opportunities for work. Recommends that facilities for student loans and scholarships be expanded, and that better provisions be made for locating part-time work for students.



2495. **Gammage, Grady.** A survey of the Arizona state teachers college. Doctor's, 1939. New York. 510 p. ms.

Discusses the historical background of the college, its faculty, students, administration, library, finances, plant, and educational program.

2496. **Irvin, George.** Attitudes and activities of departments of extension in teachers colleges. Master's, 1939. Colo. St. Coll. of Ed.

2497. **Jensen, Carl Robert.** A study of the Spanish-American normal school at El Rito. Master's, 1939. New Mexico. 78 p. ms.

2498. **Johnson, Bess Eleanor.** The effect of budgeting time on achievement of freshmen normal school girls. Field study no. 1. Doctor's, 1939. Colo. St. Coll. of Ed.

2499. **Lane, Roy U.** Correlation of certain attitudes with personality traits. Master's, 1939. Kans. St. T. C., Pittsburg. 36 p. ms.

Attempts to determine what relationship exists between certain attitudes in individuals and their composite percentile scores in intelligence tests, as shown by a study of personality traits of 98 freshmen at Kansas State Teachers College, Pittsburg.

2500. **Reinhardt, Emma; Beu, Frank A.; and Haefner, Ralph.** Changes in the student body of Eastern Illinois state teachers college during the 10 year period, 1925-26 to 1935-36. Charleston, Ill., 1939. 52 p. (Eastern Illinois state teachers college bulletin, no. 147)

Studies the general characteristics of three student groups, 1925-26, 1930-31, and 1935-36; the geographical distribution, general character of families, vocational and cultural character of homes, elementary and high-school experiences of these three groups; their transition to college, choice of college, attitude toward teaching, and their mental ability and college achievement.

2501. **Roderick, Edward Everett.** Elementary teacher-preparation policies in Maine normal schools. Master's, 1938. Maine. 132 p. ms.

Studies selective admissions, supply and demand, criteria for admission to teacher-training institutions, guidance and criteria for selection, prediction of teaching success, and admission of academic and nonacademic students; normal school curricula; supervised student teaching in laboratory and off-campus practice schools, trends, steps in teacher preparation, laboratory school programs, participation; the beginning teacher; in-service training, typical summer school curricula, and student-teacher exchange; and the status of Maine's elementary teaching staff. Offers suggestions for improving teacher training in the normal schools.

2502. **Roth, Herrick S.** A proposed reorganization for South Dakota state normal schools. Master's, 1938. Denver. (Abstract in: Denver, University. Educational research bulletin, 1: 8-9)

Attempts to determine the extent to which the reorganization and consolidation of the South Dakota State normal schools is feasible.

2503. **Thistlewaite, Robert L.** The Woodbine normal school. Master's, 1939. Iowa.

#### PRACTICE TEACHING

2504. **Alban, Catherine Ina.** Creative supervision of student cooperation. Master's, 1939. Ohio State. 157 p. ms.

Explores the implications of the creative supervision of student cooperation in the elementary classroom, using nine students from the Ohio State University, one at a time at one of two different schools in Columbus. Encourages the student to see how the school was administered and to see it in relation to the community. Analyzes diary records of the individual students, and compares teacher and student reports.

2505. **Capo Caballero, Carmelina.** A program for student teaching in homemaking in Puerto Rico. Master's, 1939. Colo. St. Coll. 176 p. ms.

Surveys home and school conditions in Puerto Rico and the teacher-training program. Offers a plan for the revision of the teacher-training program in homemaking education.

2506. Charles, Edwin. An analytical study of current student teaching practices in the four-year colleges for white persons in the State of Kentucky. Master's, 1938. Cincinnati.

\*2507. Cole, Mary Isabelle. Cooperation between the faculty of the campus elementary training school and the other departments of teachers colleges and normal schools. Doctor's, 1939. T. C., Col. Univ. New York. Teachers college, Columbia university, 1939. 254 p. (Contributions to education, no. 746)

Studies the degree of cooperation between the faculties of the campus elementary training school and the other departments of 25 teacher-training institutions in various parts of the United States. Finds that few college department instructors observe the teaching of student teachers with any degree of regularity unless they have been designated as training school supervisors or administrators by the administration of the school; that college instructors who are designated as training school supervisors follow up student observation with a conference; that a majority of the college department instructors who help students plan work they are teaching in the training schools are those who offer courses in professional subject matter or who are training school supervisors; that except for the training school administrative officers and supervisors, few college teachers aid critic teachers in rating or grading student teachers; and that no appreciable amount of cooperative endeavor in the construction or revision of student teaching manuals was reported. Offers a score card for use in evaluating the work of student teachers and of the training school faculty.

2508. Conner, S. Grant. Analysis and comparison of observation of teaching reports submitted by three groups in industrial education in State teacher-training center, New York City. Master's, 1939. Penn. State. 164 p. ms.

Studies 1,045 student reports. Shows the nature of materials provided teacher-training students taking observation and practice teaching in vocational schools.

2509. Davis, Sarah E. Elementary student teaching practices in Louisiana. Master's, 1938. Cincinnati.

2510. Foster, Laura Opal. Relationships between placement of student teachers and their college records. Master's, 1939. Chicago. 71 p. ms.

\*2511. Geary, Catherine E. The difficulties and needs of beginning teachers as criteria for revising and enriching a student-teaching program. Doctor's, 1939. New York. 184 p. ms.

Determines, by means of daily directed diaries, the scope and the prevalence of the difficulties and needs of beginning elementary school teachers in evaluating the effectiveness of the student-teaching program of the teachers college from which they were graduated. Concludes that the difficulties and needs of beginning teachers can be used as criteria in improving and enriching the student teaching program of the teacher-training institution from which the beginning teachers were graduated.

2512. Horn, Margaret Neil. A plan for developing a program of student teaching. Master's, 1939. Peabody. 99 p. ms.

Examines recent books, periodicals, curricula, and yearbooks. Indicates that abilities in child study and community analysis are essential to the modern teacher, and suggests possible experiences for developing such abilities.

\*2513. Nelson, Esther Marion. An analysis of content of student teaching courses for education of elementary teachers in State teachers colleges. Doctor's, 1938. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 331 p. (Contributions to education, no. 723.)

Attempts to discover and to analyze the experiences and contacts of student teachers in connection with student teaching courses in elementary teacher-training curricula of State teachers colleges. Offers suggestions and recommendations for the enrichment of student teaching courses.

2514. Thomason, Annie Jossierand. Current practices in regard to student teaching in the elementary grades in the Texas State teachers colleges. Master's, 1939. Sam Houston St. T. C. 111 p. ms.

2515. Williams, E. C. Teaching load of home economics supervisors of student teaching: a study of student teaching facilities in the land grant colleges and universities. Master's, 1939. Louisiana State.

Gives a complete picture of the teaching load of home economics supervisors in the land grant institutions.

#### TEACHER TRAINING IN SERVICE

\*2516. Douglass, Herbert M. A study of the professional improvement of elementary teachers in service in Chautauqua and Cattaraugus counties of New York state. Doctor's, 1938. New York. 112 p. ms.

Analyzes 1,096 replies to a questionnaire sent to elementary school teachers in these two counties relative to their teaching and educational experience; and replies of 990 teachers to a questionnaire sent out a year later requesting data as to their professional attitudes, economic condition, and social and recreational activities. Indicates that the older teachers are not in general keeping informed on educational progress by contacts with teacher-training institutions or education departments in colleges and universities; that retirement laws and regulations are inadequate; that tenure has had no effect on in-service training one way or the other; that urban teachers surpass rural teachers in the proportion taking further study. In the amount and in the upper limits of that study, in membership in professional and social groups, in extension classes, and in travel.

2517. Harman, Robert Woodson. Report of an experiment on the in-service education of teachers at the Sunflower consolidated school. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 28: 69)

Describes an experiment conducted with the teachers of the Sunflower Consolidated School, Mitchell, Nebr., in which each teacher selected some teaching problem of particular interest to her, and attempted its solution through study or experimentation during the school year. Reveals a variety in the type of problems confronting the teachers, and shows a satisfactory growth for each teacher.

2518. Shaw, R. A. A study of in-service training of teachers of vocational agriculture through group meetings in certain states of the Southern region. Master's, 1939. Agr. and Mech. Coll. of Texas. 24 p. ms.

Surveys practices in eight States, exclusive of Texas. Finds no uniformity in the in-service training of teachers of vocational agriculture; and that meetings of teachers of vocational agriculture are held frequently by supervisors.

2519. Smith, Bert R. The study center an in-service training. Curriculum Journal, 11: 132-34, March 1940. (Western Kentucky state teachers college)

Describes the study center work done by students of Western Kentucky State Teacher College.

2520. Williams, Fannie C. A six-year cooperative program of in-service teacher improvement in the Valena C. Jones normal and practice school, New Orleans, Louisiana. Master's, 1939. Michigan.

#### TEACHERS—STATUS

2521. Amick, Clyde T. The professional status of public-school teachers in southern Indiana. Master's, 1939. Purdue. 85 p. ms.

Studies the amount of training, teaching experience, degree held, and salaries received in 1937-38 by 9,689 teachers. Shows that the professional status of teachers in the city or town school systems was more favorable than it was for the teachers in the township school systems. Recommends that the minimum wage scale be changed to provide the same minimum wage for grade teachers as for high-school teachers, where experience and training are equal; and that every teacher be required to take additional college training during every 10-year period of teaching experience.

2522. Anderson, Harold W. A survey of the teaching-coaching combinations in the high schools of Ohio. Master's, 1939. Michigan.

2523. **Armstrong, J. Niel.** The contractual status of the city school teachers of Tennessee. Master's, 1939. Michigan.

2524. **Barnard, Ernest Edmund.** The status of the elementary school teachers of Jefferson county, Kansas for 1929-30, 1933-34, 1937-38. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 57. February 1940)

Studies the age, experience, training, kind of certificate held, tenure, and annual salary of elementary school teachers of Jefferson County to determine whether or not trends toward the improvement of their status during the past 8 years can be found.

2525. **Bassett, James Lee.** Teachers' attitudes: current attitudes of Alabama teachers on 50 crucial world problems. Master's, 1939. Ala. Poly. Inst.

2526. **Basewell, James Aulsie.** The equalization of educational opportunity in terms of education and training of elementary white teachers of St. Clair county, Alabama. Master's, 1939. Alabama. 74 p. ms.

2527. **Bellis, Bertha Mary.** The problems of beginning teachers and their implications for teacher development. Doctor's, 1939. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations . . . 7: 67-72)

Analyzes replies to questionnaires sent to 700 graduates of six teachers colleges and of the schools of education of three universities in the spring of 1937 to determine the problems recognized by teachers during their first year of teaching; the phases of teacher education that had been included in the preparation of programs; the problems in which help had been given during the first year by the administrative or supervisory staff of the school system; and the problems that still were persisting at the end of the first year. Analyzes replies to a questionnaire sent to the superintendent or principal under whom the teachers worked, evaluating the work of the teacher by checking items as to its efficiency. Offers a number of recommendations for the better training of teachers; for the better selection of teachers to fill positions; for the establishment of better teacher-community relations; for more practice teaching, and more in-service training.

2528. **Biggerstaff, F. M.** The non-professional activities of teachers in the public schools of Burlington, North Carolina. Master's, 1939. Duke. 67 p. ms.

Studies the economic, religious, community, political, and recreational activities of 139 teachers in the 12 schools of Burlington.

2529. **Blaisdell, Jennie P.** The problems of the beginning teacher. Master's, 1939. Mass. St. Coll. 92 p. ms.

2530. **Blaisdell, John Robert.** Status of the industrial arts teacher in Colorado, 1939. Master's, 1939. Colo. St. Coll. of Ed.

2531. **Bloxom, Ralph W.** Facts relating to the educational and social background of a representative group of Kansas educators. Master's, 1939. Kansas. 71 p. ms.

Surveys the educational and social background of 180 representative Kansas educators. Finds that the group of men studied is well distributed through the various levels of the teaching profession; that the greater part of their educational experience has been in the public schools below the college level; that the academic training of the group has been almost entirely above the baccalaureate level; that more than two-thirds of them completed undergraduate work in Kansas; that 54 percent of the master's degrees were conferred by Kansas colleges or the University of Kansas; that 63.3 percent of the group never engaged in a vocation other than education; that they average 1.73 children per home; that 81.66 percent claimed church membership; that 80 percent reported an avocation to which they devoted some time; and practically the entire group owned cars.

2532. **Brown, LeRoy.** The equalization of educational opportunity in Cleburne county, Alabama, with reference to the education and training of white elementary teachers. Master's, 1939. Alabama. 69 p. ms.

2533. **Cannon, Emilie Burleson.** Status of the married woman teacher of Fayette county, Alabama. Master's, 1939. Alabama. 49 p. ms.

2534. Caperton, Joseph Collins. The professional history of teachers who received their training at Oklahoma agricultural and mechanical college from 1932 to 1937, inclusive. Master's, 1939. Okla. A. & M. Coll.

Studies the 603 teachers who received their degrees during this period. Finds that a small percentage of the teachers were unemployed; that there was a gradual decrease in the number of women teachers of this group employed in rural schools with an increase in the number employed in elementary and high schools in larger school systems. Shows that vast numbers of teachers must be trained to replace the women teachers who marry and leave the teaching profession, and the men teachers who enter other more remunerative occupations. Suggests that teacher turnover would be reduced if salary schedules were such as to attract and hold persons qualified to teach.

2535. Carlin, Charles W. Faculty meetings in senior high schools of Arizona. Master's, 1939. Arizona. 95 p. ms.

2536. Christensen, H. George. Teacher-community relationships in the small communities of Colorado. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 41-42)

Studies the social relationships between teachers and community and the causes for the dismissal of teachers in 253 communities with a population not exceeding 2,500. Finds that teachers and superintendents are influenced by the community in their choice of activities; that teachers are dismissed for failure to maintain proper discipline, immorality, and teacher-community conflict. Points out that teachers should respect the desires and needs of the community and govern themselves within reason by its demands.

\*2537. Clark, Charles Henry. The status and problems of beginning teachers in certain Florida high schools. Master's, 1937. New York. 55 p. ms.

2538. Crist, Harold H. Educational inequalities of the rural elementary schools of McPherson county, Kansas. Master's, 1939. Colo. St. Coll. 95 p. ms.

Finds that teachers in the smaller schools taught more pupils, had more pupils, had pupils in more grades, and had less training and experience than teachers in the larger schools.

2539. Derr, James Birney. A study of the teacher personnel of Richland county, Ohio. Master's, 1938. Cincinnati.

\*2540. Desjardines, Lionel L. A study of rural teachers in Penobscot county, Maine. Master's, 1939. Maine. 65 p. ms.

Studies the teachers and types of schools, salaries, extra costs and incidental income, boarding place, community relations and attitudes, social attitudes, and endeavors of the rural teachers in Penobscot County. Recommends that salaries be increased to form a ratio with the cost of living in the country, and a proportion with the salaries and the cost of living in neighboring urban sections.

2541. Dunmire, Ernestine. Certain working conditions of a selected group of Iowa home economics teachers in 1936-37. Master's, 1939. Iowa State.

Finds that nonvocational teachers taught in a greater number and variety of academic subject fields, had a higher daily pupil load, and were responsible for a greater variety of activities outside of home economics than the vocational teachers whose time and activities were concentrated within home economics.

2542. Earnest, Joseph Cullen. The economic status of rural white teachers in Lamar, Marion, and Winston counties. Master's, 1938. Ala. Poly. Inst.

2543. Edge, William Clifford. Attitudes of teachers. Master's, 1939. Ala. Poly. Inst.

2544. Garner, Donald Scott. The education of athletic letter men in relation to the subjects they teach. Master's, 1939. Colo. St. Coll. of Ed.

2545. Garrett, Frank Albert. Professional and economic status of rural and graded school teachers, Saline and Lyon counties, Kansas. Master's, 1939. Kans.

St. T. C., Emporia. 62 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 26)

Compares the preparation and experience of Saline and Lyon County rural and graded school teachers with teachers in similar positions throughout Kansas. Analyzes the general economic status of rural and graded school teachers in these counties and discusses their ability to maintain themselves throughout the year on their present salary schedule.

2546. **Greenhoe, Florence Grace.** The community contacts of 9,112 teachers selected as a national sample. Doctor's, 1939. Ohio State. (Abstract in: Ohio state university. Abstracts of doctoral dissertations, no. 30: 37-40)

Reports a survey of 9,112 teachers from all over the United States, and analyzes correlative data from 356 schoolboard members, 2,095 lay persons, and 3,054 students in training to be teachers. Attempts to determine teacher mobility, social fitness for teaching, teacher reaction to community conduct codes, and teacher participation in organized community life. Finds that teachers do not move far from any fixed point of reference; that there is a vast difference in the liberalism-conservatism ratings given by students, teachers, and school board members on the social fitness of persons to teach; that teachers are restricted in many forms of nonschool behavior; and that teachers reveal no substantial leadership in any type of organized community life other than church work and parent-teacher associations.

2547. **Hadley, Clarence C.** The professional status of public-school teachers in northern Indiana, 1937-38. Master's, 1939. Purdue. 118 p. ms.

Analyzes documentary data on 11,802 public-school teachers in 47 counties, to determine years of teaching experience, weeks of college training, college degrees held, year of last college attendance, and salaries.

\*2548. **Hankins, Carl Franklin.** Extended leave for public-school teachers in large city school systems. Doctor's, 1939. Peabody's Nashville, George Peabody college for teachers 1939. 10 p. (Abstract of Contribution to education, no. 249)

Compares current practice in granting extended leave to public-school teachers with suggestions from superintendents of schools, school board members, and teachers in 91 cities in the United States. Offers recommendations for administering extended leave plans based on length of service, purpose of leave, method of selecting persons to take leave, agreement to return to service, salary and retirement protection, program of activities while on leave, and salary paid to teachers while on leave.

2549. **Harris, Claude.** A comparative study of teacher personnel, local resources, and pupil achievement in the Seminole county dependent schools. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine whether pupils in the one, two and three-teacher schools have equal educational opportunities with pupils in the more centralized schools; to determine if there is any correlation between the teachers-college training, teaching experience, teaching tenure, annual salary, the ability of the several types of schools to finance the schools, and pupil achievement in the different types of schools. Finds that teachers in the one, two, and three-teacher schools had less college training, more years of teaching experience, shorter teacher tenure, receive less annual salary, and their pupils made lower average scores on the State accrediting test than in the more centralized districts; that all of the Seminole County schools need financial aid from outside in order to meet the national average; and that the smaller schools are in greater need of financial assistance than the centralized schools. Recommends that the schools be further centralized.

2550. **Harrison, Mary Margaret.** The dominant characteristics of great teachers. Master's, 1939. Oklahoma. 121 p. ms.

Finds that the dominant characteristics of great teachers of all ages are the same.

2551. **Hendren, L.** A comparative study of rural and urban high-school teachers in Davidson county, North Carolina. Master's, 1939. Duke. 90 p. ms.

Studies the preparation, tenure, experience, and teaching load of 105 teachers in Davidson County. Finds that rural teachers excel urban teachers in academic credit, tenure, and teaching load, and have less training and experience.

2552. **Hester, Vance Cranston.** A survey and analysis of teacher-public relationships in six small Illinois cities. Master's, 1939. Colorado. (Abstract in: *University of Colorado studies*, 26: 71)

Attempts to determine the attitudes of educators and laymen in small midwestern cities on the conduct and community obligations of teachers as compared to nonteachers. Finds the educators and laymen in general agree as to the community obligations of the teachers. Considers buying and banking locally, and the keeping of regular hours strong community obligations; considers drinking, smoking, and dating high-school students objectionable; finds little objection to dating, dancing, and playing cards. Shows that in every issue laymen placed their personal freedom above that of the freedom of teachers.

2553. **Hoffman, Beth B.** The contribution of the visiting teacher service to education. Master's, 1939. Boston Univ. 91 p. ms.

\*2554. **Hopkins, Wilfred Cartwright.** Ratio of training costs to service rendered by graduates of Pennsylvania state teachers colleges. Doctor's, 1938. Pennsylvania. Philadelphia, 1939. 177 p.

2555. **Humphrey, Nelly Laura.** The status of the first-grade teachers in the State of Missouri. Master's, 1939. Colo. St. Coll. of Ed.

2556. **Jones, William Bernice.** A statistical comparison of experience and tenure among teachers and administrators in Texas for the period 1930-1938. Master's, 1939. Tex. Tech. Coll.

Finds that desirable tenure experience relationships correlate with the size of the city, that independent districts have better tenure relationships than do common school districts.

2557. **Kattner, Feador Carl.** The qualifications of adult education teachers. Master's, 1939. Colo. St. Coll. of Ed.

2558. **Kennemer, Jewel D.** The married woman teacher problem. Master's, 1939. East Texas St. T. C. 237 p. ms. (Abstract in: *Bulletin of the East Texas state teachers college*, vol. 22, no. 4: 29-30)

Compares the extent to which married women are employed in industry and in the public schools; surveys practices of local school systems throughout the United States in regard to the employment of married women; studies the attitude of professional associates, parents, and members of civic organizations toward the employment of married women teachers; studies the reasons for married women teaching and the influence employment has on the family relationships of such teachers; the legal rights of married women teachers; comparative teaching efficiency of married and single women teachers. Formulates principles basic to the development of sound educational policies with regard to the employment of married women teachers.

\*2559. **McGaughy, Clifford J.** An investigation of the teacher's contract in Maine. Master's, 1938. Maine. 51 p. ms.

Attempts to determine the validity of teachers' contracts in Maine; to ascertain the types of contracts used and the contents of the various contracts; to study the opinions of superintendents of the value of the contracts; and to ascertain the actual value of the contracts in the light of the courts' decisions and the laws of contracts. Finds that many people connected with the schools of Maine doubt the real value of the teacher's contract in use; that the holding of a State teacher's certificate is the only requisite that must be fulfilled in order to qualify to make a binding contract to teach; that teachers can be dismissed only when they become unfit to teach, or their services seem unprofitable; that valid contracts can be made and the courts recognize them as such; that each superintendent is left free to use any type or form of contract that he may desire, regardless of its validity; that few of the contracts state specific subjects which the teachers are to teach, or the extracurricular activities which are to be taught; that 78 percent of the superintendents use written contracts, while only 67 percent of them believe that the contracts can be enforced by the teacher; and that not all superintendents agree as to what constitutes sufficient reason for dismissal under present law.

2560. **McKee, Clinton Oscar.** Married versus single women teachers in the opinion of pupils. Master's, 1939. Peabody. 108 p. ms.

Analyzes replies to a questionnaire administered to 460 pupils in the eighth and twelfth grades of 10 Tennessee schools. Indicates that the pupils prefer married women teachers.

2561. **Orr, Florence.** The teaching load of 100 English teachers in Alabama. Master's, 1939. Peabody. 80 p. ms.

Analyzes reports from 100 English teachers in 79 high schools located in various sections of Alabama during the school year 1938-39.

2562. **Patterson, Richard Wilson.** A personnel survey of the teaching staff of Galion, Ohio. Master's, 1939. Ohio State. 118 p. ms.

Shows that the Galion teachers are above the average in training and in many other respects, but are below the average in salary.

2563. **Pierce, Alice A.** Activities of teachers in graded and in one and two teacher public elementary schools of New York state and their implications for teacher education. Doctor's, 1939. Cornell. 218 p. ms.

Analyzes the activities of 123 teachers in graded and 105 teachers in ungraded schools.

2564. **Royster, Salibelle.** The value of travel in England to teachers of English. Master's, 1938. T. C., Col. Univ. 75 p. ms.

Shows the value of travel in England as a part of the professional and cultural background of the American teacher of English. Includes lists of materials obtainable in this country and abroad for use in the English classroom.

2565. **Ryan, Margaret Catherine.** An investigation of the teacher load of commercial teachers in the small high schools of Wisconsin. Master's, 1939. Iowa.

2566. **Samuelson, Leo J.** The reaction of commercial teachers to their training. Master's, 1939. Iowa.

2567. **Schaff, Walter R.** Evaluation of the teaching personnel of Greenwood, Mississippi, public schools. Master's, 1939. Peabody. 82 p. ms.

2568. **Schiller, Charles Parker.** A study of the qualifications of teachers and principals in Holmes and Walton counties. Master's, 1938. Florida.

2569. **Scruggs, Bertice Quinn.** Comparison of vocational agricultural teachers with principals and other men high-school teachers as to: training and experience, hours devoted to the work, salary, and the amount of travel done in connection with the job. Master's, 1938. Ala. Poly. Inst.

2570. **Staley, N. C.** Study of teacher load in 3-4-5-teacher high schools in South Dakota. Master's, 1939. S. D. St. Coll. 150 p. ms.

Examines the schedules and load of 145 high-school teachers in small high schools in South Dakota. Finds that not more than 50 percent of the teachers' time in a week is given to actual teaching of classes and directing study; that these teachers put in from 60 to 65 hours a week on duties in school and community which are easily classifiable as teachers' duties; and that the teachers consider their loads as medium to heavy.

2571. **Swanner, Fannie Dellah.** Social restrictions placed upon teachers in various school communities of Alabama. Master's, 1938. Ala. Poly. Inst.

2572. **Walker, Robert Newton.** Procedure to facilitate the induction and adjustment of beginning teachers. Doctor's, 1939. Virginia. 273 p. ms.

2573. **Walraven, Jesse Edward.** The status of the federally aided teachers in Oklahoma. Master's, 1939. Oklahoma. 129 p. ms.

Compares the age, experience, tenure, training, and salary of 217 vocational teachers who received Federal aid, with 166 English teachers, 163 history teachers, 151 science teachers, and 174 superintendents. Finds that the vocational teachers are younger, have had more college training, have had less experience and shorter tenure, have taught fewer classes daily, and receive much higher salaries than teachers in the other groups.

2574. **Wong, James Heen.** A study of the exchange of teachers between the public schools of Hawaii and the mainland United States school systems, 1933-1938. Master's, 1939. Hawaii. 89 p. ms.



## APPOINTMENT AND TENURE

\*2575. Andersen, Holger Witmer. Trends in causes of teacher dismissal as shown by American court decisions. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 10 p. (Abstract of Contribution to education, no. 194)

Studies legal decisions on teacher and superintendent dismissal from all the State and Federal courts from 1825 to date. Shows that school boards have been given wide dismissal powers throughout the years; that patrons, city superintendents, county and State officers have seldom been given dismissal powers which took away from the local boards the independent power and authority to dismiss teachers; that the most frequent reasons for dismissing teachers were: Incompetency and inefficiency, reassignment and transfer, insubordination and failure to observe school regulations, marriage and childbirth, neglect of duty, abolition or abandonment of position, immorality, lack of funds with which to pay teachers, reduced quota of pupils and lack of need for services, resignation from position, general unpopularity, unprofessional conduct, anticipated causes, and political activity. Indicates that in most States teacher dismissal is on a personal rather than a professional basis. Offers constructive recommendations for improving the laws relative to teacher dismissal.

\*2576. Bender, Paul F. A study of some factors affecting the appointment of prospective teachers of physical education. Doctor's, 1939. New York. 125 p. ms.

Compares the characteristics of the early selected teachers of physical education with a group of physical education candidates appointed late. Finds that early appointment and higher salary are definitely associated; that personal appearance was the most preferred characteristic which principals sought in the candidates selected early; that all-around proficiency in athletics was more preferred by the employing agents than outstanding ability in any single sport; that ability in basketball was the most desired characteristic of the many items of the athletic pattern; that early selected teachers located in larger towns regardless of the subjects taught; that age-weight-height had little effect on placement; that scholarship in the major field was a desirable quality; that leadership in student activities influenced the principals in their selection of teachers. Indicates that early appointed teachers of physical education made greater progress than those appointed late, as shown by their salaries, locations, and promotions 5 years after graduation. Recommends that certain minimum requirements be established for admission to teacher training in physical education; that more attention be paid to the personal characteristics of the students; that majors in physical education be advised to take a more active part as leaders of student activities; that more attention be given to improvement in scholarship.

2577. Briscoe, Joseph Martin. The loss of trained teachers from Alabama through transfer to other occupations and other states. Master's, 1939. Ala. Poly. Inst.

2578. Chinburg, Carl H. A study of teacher placement in Wyoming high schools for the period 1932-1937, inclusive. Master's, 1939. Colo. St. Coll. 176 p. ms.

Finds that positions were filled most frequently by personal contacts and by college and university placement bureaus; and that the Wyoming teacher-training institution is more effective now than in the past but less effective than such institutions in neighboring States.

2579. Hunter, Merle Wallace. History and issues of teacher tenure. Master's, 1939. Duke. 138 p. ms.

Traces the history of the teacher-tenure movement as an outgrowth of the civil service-reform movement beginning about 1880. Lists arguments which have been advanced for and against tenure. Analyzes the tenure laws of the different States, and outlines 10 points belonging in a good teacher-tenure law.

2580. Pinkerton, Claude O. Some influences which affect the selection of teachers by local school boards. Master's, 1939. East Texas St. T. C. 120 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 44-46)

Analyzes the effect of these factors on the appointive choices of school boards: The home-talent teacher; the married teacher; teacher training and experience; and attitude of the

teacher toward his profession, his superior officers, extracurricular activities, pupils' community politics, religion, and toward life as shown by his personality. Indicates that home-talent teachers are generally preferred; that discrimination against married women teachers varies inversely with the size of the employing school; that there is an increasing tendency to discriminate against the employment of married women as teachers and against the retention of teachers after marriage; that training and experience are direct determiners of position and salary; and that other things being equal the teacher who possesses optimistic life attitudes and a good personality is most apt to enjoy security of position.

2581. Schaller, B. Legislation and court decisions on teacher tenure in five states. Master's, 1939. Duke. 74 p. ms.

Studies provisions and procedures for dismissal given in tenure laws; cites court cases to show the weaknesses in the laws. Offers recommendations for improving tenure laws.

2582. Stoner, Joseph Warren. Methods of employing rural school teachers in Fremont county, Colorado. Master's, 1939. West. St. Coll. 68 p. ms.

2583. Whitney, F. L. Unemployment among teachers college graduates. School and society, 50:190-92, August 5, 1939. (Colorado state college of education)

### CERTIFICATION

\*2584. Allen, Harlan B. Origin, development, and evaluation of the general policies and practices governing teacher certification in New York State. Doctor's, 1939. New York. 261 p. ms.

Shows that from the beginning of the school system, the State reserved to itself the power to set the standard of qualifications which teachers must meet even though it has authorized officers, elected by local constituencies to represent the State in examination and certification of teachers; that officers authorized to employ teachers are not empowered to determine their qualifications; that penalties are to be imposed for the employment of teachers not certified according to statutes or rules of the Board of Regents; that the State prescribes only minimum standards and each city and supervisory district has the authority to enforce standards as local conditions warrant; that certification requirements provide standards for the development of curricula in teacher-training institutions, and these requirements must be administered with adequate knowledge of the supply and demand for teachers; that local school districts are encouraged to exceed the minimum teacher-certification standards; that the State shall lower its standards of certification in order to provide for inter-State exchange of certificates; that there shall be no distinction between the minimum requirements for certificates valid in the rural schools and those valid in the city and village schools; and that all types of permanent or life certificates shall lapse if the holder discontinues educational service in the public schools for a period of 5 years.

2585. Bishop, F. O. A history of teacher certification in Arizona under territorial and statehood days. Master's, 1939. New Mexico. 101 p. ms.

2586. Makay, Florence. Certification in commercial subjects for secondary school teaching: a nation-wide study of practices. Master's, 1939. Coll. of the City of N. Y. 143 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 107)

Surveys present practices in the certification of teachers of commercial subjects. Cites representative illustrations of present practices in connection with renewal of licenses, tenure and life of certificates, and revocation of certificates. Recommends that a common name be adopted, a uniform standard of requirements be established, and some method of reciprocity among states be devised through the cooperative efforts of State departments of education and teacher-training institutions.

2587. Stephens, Arley C. The development of the certification of teachers in Arizona. Master's, 1939. Arizona. 64 p. ms.

2588. Williams, Frank Jefferson. A comparative study of state certification requirements for teachers of business subjects in the United States. Master's, 1939. Tennessee. 137 p. ms.

Finds little uniformity of names, number, or classification of certificates among the States; that there is a trend toward centralization of the certifying authority in the State or State department of education, while the number of certificates issued by counties and

higher institutions is decreasing; that there is a decrease in the number of certificates issued upon examination. Shows that the requirements of the different States vary widely both as to the number of hours to be taken in certain courses and in the specific courses to be taken; and that there is a tendency to abandon life certificates and blanket certificates.

### PENSIONS AND RETIREMENT

2589. Nelson, Martin. A historical study of the teachers' retirement fund association, Portland, Oregon. Master's, 1939. Oregon.

2590. Troge, Ralph F. The status of the retired teachers in California. Doctor's, 1939. Oregon.

### RATING

2591. Dean, Charles Delbert. Rating student teachers. Field study no. 3. Doctor's, 1939. Colo. St. Coll. of Ed.

2592. Keller, J. Lawrence. The characteristics of high-school teachers which high-school pupils deem necessary for success. Master's, 1939. Michigan.

2593. Reed, Loren T. Desirable personality traits of teachers. Master's, 1938. Ind. St. T. C. 86 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 130-31, July 1939)

Attempts to determine the personality traits shown by teachers, which had the greatest value in inspiring pupils to do good school work and which traits were less important as incentives to the pupils. Analyzes markings of 323 high-school pupils on 38 traits listed on a check list. Finds 7 traits common to lists checked by pupils and by teachers.

\*2594. Rostker, Leon Eli. The measurement and prediction of teaching ability. Doctor's, 1939. Wisconsin. 150 p. ms.

Attempts to determine the relationship between selected teacher traits, measured by rating scales and objective tests applied to eighth-grade teachers in nondepartmentalized schools and changes produced by these teachers in their pupils. Describes an experiment conducted during the school year 1936-37 in 28 eighth-grade classes offering citizenship, in nondepartmentalized schools in Wisconsin. Indicates that the intelligence of the teacher is the highest single factor associated with teaching ability and remains so when combined with other teacher measures; social attitude of teachers is an important factor in teaching ability; knowledge of subject matter and ability to diagnose and correct pupil mental adjustments are significantly associated with teaching ability; the relationship between supervisory ratings of teachers and criteria of teaching ability are statistically insignificant; personality shows no significant relationship to teaching ability.

2595. Tschechtelin, S. A diagnostic pupil rating of elementary school teachers. Master's, 1938. Purdue. 50 p. ms.

Constructs and applies a diagnostic teacher-rating scale to 1,174 pupils in grades 4-8, inclusive, in six schools of various geographical regions.

2596. Venemann, Minnie Adelle. A diagnostic study of student attitudes toward their teachers. Master's, 1939. Purdue. 22 p. ms.

Constructs a check list to be used as the basis for remedial effort in the effectiveness of their teaching, using as a basis the replies of 1,117 students' ratings of 27 teachers on the Purdue rating scale for instructors.

\*2597. Viker, Joseph H. The pupil rating of 43 teachers in biology and social science. Master's, 1939. North Dakota. 118 p. ms.

Attempts to determine whether or not pupils are capable of giving reliable ratings and to determine whether or not a correlation exists between pupil rating of teacher and teacher merit as determined by standardized tests, IQs, and rating of superintendents and principals of these same teachers. Analyzes ratings made by 1,578 students from grades 10 and 12 in high schools from all sections of Minnesota on 21 teachers of tenth-grade biology and of 122 teachers of twelfth-grade social science. Indicates that pupils are capable of rating their teachers and of doing it conscientiously and honestly, and that supervisor's ratings and pupil ratings agree well. Shows that pupil ratings are valuable because they reveal student reactions to teaching.

## SALARIES

2598. **Berges, George Albert.** Comparative study of salaries, training, experience, tenure, and teaching load of elementary and high-school teachers in second-class districts of Montana. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 27)

Analyzes 400 replies to questionnaires sent to teachers representing elementary and secondary schools in 27 cities of Montana. Indicates that 22 percent of the elementary school teachers have college training and experience equal to that of the high-school teachers, but receive 15 percent less salary than high-school teachers with the same amount of college training and experience; that high-school teachers have an average of 35 percent more college training and receive 18 percent more salary; that elementary teachers exceed high-school teachers in years of experience, tenure, teaching load, and in quarter hours of training in education. Shows that approximately 14 percent of the high-school teachers formerly taught in the elementary schools; that 17 percent of the elementary teachers plan to change to high-school teaching as soon as possible in order to secure higher salaries.

2599. **Brewbaker, John Joseph.** Salaries of Norfolk teachers. Master's, 1939. Virginia. 307 p. ms.

2600. **Campbell, Theodore Hodges.** Financial reserves of the white teachers of Florida and their effects. Master's, 1938. Florida.

2601. **DeLay, Calvin W.** Economic status of Kansas high school teachers, 1932 and 1938. Master's, 1939. Kans. St. T. C., Emporia. 36 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 12)

Compares actual salaries and the purchasing power of these salaries for the years 1932 and 1938.

2602. **Eakin, Mark William.** A study of teachers' salary schedules in small towns of Texas. Master's, 1939. Colo. St. Coll. of Ed.

2603. **Green, Louie B.** A study of teachers' salaries during the last 15 years. Master's, 1939. East Texas St. T. C. 88 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 23-24)

Attempts to determine the economic status of public-school teachers; the extent to which equal pay for men and women is economically sound; the trend of salaries of teachers during the last 15 years; and the arguments favoring and opposing the single salary schedule. Indicates that if present trends in teachers' salaries continue by 1940-41 the median position for all types of school positions will equal or exceed median salaries reported in 1930-31; and that the single salary schedule is gaining favor and more school systems are putting it into effect every year.

2604. **Hamilton, Alvin Lee.** A comparative analysis of salaries and qualifications of elementary teachers of Texas county, Oklahoma, 1937-38. Master's, 1939. Okla. A. & M. Coll.

Finds that more than 50 percent of the teachers of this county have a life elementary certificate issued on 2 years of college work, or 60 hours' work; that only 26 of the 92 teachers have degrees; that there are no master's degrees among the teachers; that the teachers' salaries are about average for elementary teachers, and teachers with 6 to 15 years' experience draw better salaries on the average than teachers who have more or less experience; that more than 41 percent of the teachers are married; that men teachers receive better salaries than women.

2605. **Kelly, Spurgeon B.** The economic status of rural white teachers in Barbour, Covington, Dale, and Geneva counties. Master's, 1938. Ala. Poly. Inst.

2606. **Mays, James McCoy.** The economic status of rural white teachers of 15 rural counties of Alabama. Master's, 1939. Ala. Poly. Inst.

2607. **Mickelson, Peter Palmer.** An analysis of the methods and results of investigations designed to predict teaching success. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 95-96)

Analyzes results of 138 investigations designed to predict teaching success and find evidence that student teaching as a valid measure of teaching success is not conclusive but most investigators indicate that student teaching is the most reliable forecaster of teaching success; that age and experience are not related to teaching success in a measurable degree; that the health of the teacher does not correlate highly with his efficiency; that personality is closely related to teaching success; that secondary school scholarship is related slightly to teaching efficiency; that scholarship in academic and professional courses in college is not a significant factor in the success of the teacher; that high ratings are given by pupils to the teacher who is friendly, sympathetic, understanding, and fair and that discipline causes beginning teachers the greatest trouble. Offers suggestions for improvement in future studies.

2608. **Oberst, Kana Parks.** Opinions regarding the differences in elementary and secondary school teachers' salaries. Master's, 1939. Penbody. 83 p. ms.

Shows that according to the opinions studied elementary and secondary school teachers should receive equal salaries if they have equivalent educational training, experiences, and approximately the same teaching load.

\*2609. **Pyle, Theresa Permelia.** The teacher's dependency load. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 111 p. (Contributions to education, no. 782)

Studies the burden of responsibility for dependents carried by men and women teachers; the types of dependents supported by each group, single women, married men, married women, and single men; the relationship between the dependents and the teacher; and the manner in which support of dependents affects the teacher's participation in professional and community activities. Analyzes replies to 775 questionnaires answered by teachers and school employees of secondary and elementary schools. Finds that all of the married men, 63 percent of the married women, 52.1 percent of the single women, and 33.3 percent of the single men teachers support dependents. Discusses the unfavorable attitudes of teachers supporting parents and siblings, and the favorable attitudes of both married men and married women teachers toward the support of their families. Finds that teachers with dependents had a larger average number of professional activities than did teachers without dependents, and that single women teachers with dependents had a larger average number of community activities than did teachers without dependents.

2610. **Stone, John W.** The twelve-month plan for the payment of teachers' salaries in Arizona: its history, use, and implications. Master's 1938. Arizona. (Abstract in: University of Arizona record, 32: 58-59)

Investigates the history and status of the twelve month plan in Arizona, its advantages and disadvantages as found in practice in the high schools and grammar schools, the legal limitations to the use of the plan in Arizona, and trends in its use. Finds that the plan is growing in popularity among administrators and teachers in the State and is increasing in use. Concludes that the advantages of the plan far outweigh the disadvantages; that the basic idea of the plan is sound. Suggests ways of avoiding legal difficulties by adapting the plan.

2611. **Turner, Ralph Smith.** Factors determining teacher salaries in high schools of representative third-class cities in Kansas from the standpoint of theory and practice. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 122)

Analyzes replies to questionnaires sent to administrators in 153 schools and to 710 teachers in these schools. Shows the beliefs of administrators on the effect of teachers' salaries of training, experience, sex, marital status, and dependent children. Indicates that in practice salary increases depend on amount of professional training and on length of service in the same school; that opinion is equally divided on the question of higher salaries for men than for women, whereas the practice is to pay men higher salaries, that married teachers and those with dependent children receive as a rule better salaries, and in this respect only does theory agree with practice.

2612. **Waid, Raymond Wilson.** The economic status of white teachers in Bibb, Green, and Hale counties. Master's, 1938. Ala. Poly. Inst.

\*2613. **Whitney, F. L. and Kalney, E. J.** Managing the teacher's income. Greeley, Colorado state college of education, 1939.

## SUPPLY AND DEMAND

\*2614. **Bailey, Francis Louis.** A planned supply of teachers for Vermont. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 88 p. (Contributions to education, no. 771)

Studies the teaching personnel in Vermont for the year 1937-38; the demand for teachers during the period 1935-36; estimates the demand for teachers for the period 1938-42; studies the present sources of supply of teachers; and studies the use of a program of limited enrollments, guidance, certification regulations and placement service as means of controlling the supply. Recommends that complete, accurate, and continuous records of students in preservice training who expect to teach in Vermont, and on teacher personnel be kept by the State department of education; that minimum requirements for elementary school teachers be raised from 2 to 4 years training to conform with the requirements for secondary school teachers; that teachers of special subjects be certified to teach only in fields in which they have had the minimum required amount of preparation; that standards in the secondary school field be raised gradually so that teachers may have ample opportunity to meet the new requirements; and that as soon as State and local support offer sufficient guarantee of adequate salaries for teachers, that Vermont law on teacher retirement be amended to require all public-school teachers to become members of the teachers' retirement association, and that teachers be permitted to retire at 60 and required to retire at 65.

\*2615. **Kimball, Philip Horatio.** The control of the supply of elementary and junior high school teachers in the State of Maine. Doctor's, 1938. New York. 186 p. ms.

Analyzes all available data for the year 1936-37 of the source, number, character, training, certification, and occupational disposition in the year 1937-38 of the supply of newly trained teachers. Offers suggestions which will assist in the development of a program for the control both of the number and of the types of preparation of the annual supply of newly trained teachers. Suggests a plan of distribution of teacher-education curricula among existing State normal schools which will avoid the waste of unnecessary duplication.

\*2616. **Neagley, Ross Linn.** Teacher demand and supply in the public schools of Pennsylvania. Doctor's, 1938. Temple. Philadelphia, Temple university, 1938. 316 p.

## SUBSTITUTES

2617. **Everly, Hubert Victor.** A survey and evaluation of the substitute teacher service of the Territory of Hawaii. Master's, 1939. Hawaii. 164 p. ms.

## COLLEGE PROFESSORS AND INSTRUCTORS

\*2618. **Bixler, Roy W.** Institution-faculty relations in the college of integrity. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 178 p.

Discusses integration as an inclusive purpose of institution-faculty relations; recruiting of a faculty personnel; intellectual freedom in the college; role of the professional staff in the administration of the college; salary, tenure, and ancillary services; and stimulation of faculty growth.

\*2619. **Knight, Edgar W.** What college presidents say. Chapel Hill, University of North Carolina press, 1940. 377 p.

Describes what some college presidents have said about college presidents and the presidency, the purposes of higher education and its weaknesses, its organization and administration, faculty relations, and obligations to society.

2620. **Zeigel, William H.** The in-service training of college teachers. Peabody journal of education, 17: 2-11, July 1939. (Delta state teachers college)

Discusses the needs and procedures for securing in-service training of college faculty members, and offers suggestive procedures.

## ADMINISTRATION OF SCHOOLS

2621. **Abaquita, Moises.** Comparative study of high school discipline. Master's, 1939. Washington. 123 p. ms.

Surveys problem cases, punishments, and qualities essential in classroom organization in the Seattle high schools.

2622. **Anderson, Archibald Watson.** A study of the problem of school unit organization in the United States. Doctor's, 1938. Ohio State. (Abstract in Ohio state university. Abstracts of doctoral dissertations, no. 28: 1-7)

Finds that the existing 48 State schemes of school unit organization are basically similar in that local school districts in all States have a great deal of local autonomy which is exercised under general State supervision, although there is great variation in respect to the specific powers which are granted to local districts or in respect to the relations of local districts to each other and to the State. Shows that for the reorganization of the schools in a State, it is necessary for the State to decide the nature and extent of the minimum educational program to be provided by all school units; the type or types of school unit best fitted to provide effectively and economically the approved program; and the procedures for planning and effecting the establishment of such units.

2623. **Aylor, Robert Edward.** School administration in 12 Southern states. Master's, 1939. Virginia. 268 p. ms.

2624. **Bachmayer, Ruth M.** Attitudes of junior high school teachers of Columbus, Ohio, toward school practices and procedures in their own schools. Master's, 1939. Ohio State. 192 p. ms.

Finds that the teachers wish to participate in school organization and administration.

2625. **Bishop, William Edward.** The social composition of high-school boards of education in Colorado. Master's, 1939. Colo. St. Coll. of Ed.

2626. **Bowers, Edwin A.** The supervision of the noon hour in 81 schools. Master's, 1939. Michigan.

2627. **Brewer, Anna L.** A study of five common forms of behavior problems. Master's, 1939. Michigan.

2628. **Campbell, Don J.** A handbook for board members and clerks of Oregon small school districts. Master's, 1939. Oregon.

2629. **Campbell, Harold Lane.** The development of a large educational administrative area. Master's, 1938. Washington. 115 p. ms.

Investigates educational conditions in four adjacent municipalities where control of the schools was in the hands of four elected school boards. Offers a plan of reorganization under a centralized administration and shows the advantage of such a reorganization.

2630. **Caudill, D. D.** The activities of parent-teacher associations in relation to school administration, with special reference to Palm Beach county, Florida. Master's, 1939. Duke. 103 p. ms.

Studies 50 parent-teacher associations in 15 States as well as the association in Palm Beach County. Finds that the chief activities were to raise money, improve library facilities, and provide food and clothing for needy children.

\*2631. **Cillié François S.** Centralization or decentralization? A study in educational adaptation. Doctor's, 1939. T. C., Col. Univ. New York. Teachers college, Columbia university, 1940. 105 p. (Contributions to education, no. 789)

Compares schools in New York City communities administered by the centralized city school administration, and schools in comparable New York State communities administered by decentralized local school administrations.

2632. **Cooper, Fred N.** Administration of the noon hour in the larger secondary schools of Iowa. Master's, 1939. Iowa.

\*2633. **Davis, Hazel.** Personnel administration in three non-teaching services of the public schools. Doctor's, 1939. T. C. Col. Univ. New York, Teachers college, Columbia university, 1939. 323 p. (Contributions to education, no. 784)

Attempts to determine whether or not approved personnel procedures in administration tend to be associated with evidences of adequate performance in attendance service, nursing service, and secretarial service in the elementary schools of 12 city school systems. Shows a positive relationship between adequacy of personnel administration and adequacy of performance in the three nonteaching services in the cities studied. Finds that in no one of the cities visited was there evidence of a comprehensive program of personnel administration, due largely to the inadequate staff assistance available to superintendents; the failure of the superintendents to conceive of a broad program of personnel administration as one of their professional duties; and to the absence of research on certain crucial phases of personnel administration.

2634. **Edgerton, Dene R.** A suggested county administrative unit for Wyandotte county, Kansas. Master's, 1939. Kansas.

2635. **Fairing, Robert Lewis.** An evaluation of the junior high school pupil's daily schedule. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 76-83)

Evaluates the daily schedules of seventh-grade pupils in the three junior high schools of Lakewood, Ohio. Finds much irregularity in the pupil schedules. Recommends that most subjects be scheduled to meet daily; that no subject be scheduled more than five periods weekly; that no subject be scheduled for one period weekly; that no subject be scheduled for fractional periods; that subjects be scheduled to meet during the same period of the day each day they meet; that a subject should not have all its meetings for the week scheduled on one day; that subjects should be scheduled to meet in the same room each time they meet and should be in a room in which lack of equipment will not hinder teaching and learning; that conflicts should not be solved by having pupils miss one or more of their regularly scheduled class meetings; and that a different teacher should not instruct a class each time it meets.

2636. **Florida, H. R.** The current attitude of Ohio teachers regarding disciplinary problems in the public schools. Master's, 1939. Wittenberg. 92 p. ms.

Analyzes the attitudes of 574 secondary school teachers toward disciplinary problems in the schools. Finds that most of them favor corporal punishment for boys but not for girls; that detention after school, removal of privileges, and reasoning with pupils through confidential talks are being substituted for corporal punishment by most teachers; and that many teachers solve disciplinary problems by a study of the pupil's home and school environment, a talk with the pupil, or a conference with the pupil's parent.

2637. **Frostad, Erling.** Survey of school population at Pleasant View school after absorption of children from Parklawn national housing project. Master's, 1939. Marquette. 104 p. ms.

2638. **Frostic, Ralph E.** The problems of spacing resulting from changing a K-6-3-3 to a K-6-4-4 instructional organization in a typical school district. Master's, 1939. Michigan.

2639. **Graham, Robert X.** Educational publicity and the future. Publicity problems, December 1939. (University of Pittsburgh)

2640. **Hudson, Arthur Palmer.** The perennial problem of the ill-prepared. English journal, college edition, 27: 723-33, November 1938. (University of North Carolina)

2641. **Hutchison, Keith Randell.** The development of local units of school administration in Iowa. Master's, 1939. Iowa.

2642. **Johnson, Edward Russell.** School publicity in Ohio newspapers. Doctor's, 1939. Ohio State. 718 p. ms.

Presents a State-wide analysis of newspaper publicity appearing in a selected group of Ohio papers for one year, for all types of schools from the kindergarten through the uni-



versity. Shows that 5.1 to 7.6 percent of the news in Ohio dailies is about schools, and that of the school space 36.2 percent for the average daily and 17 percent for the average weekly is given to sports. Offers detailed suggestions for improving the publicity and for instituting an effective public relations program for Ohio schools.

2643. King, LaFayette. The school board and its relation to present day education. Master's, 1939. East Texas St. T. C. 94 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 30-32)

Discusses the organization of the school board, its functions and duties and its relation to the superintendent, and the benefits enjoyed by the teacher as the result of having a board of education.

2644. Klausner, Abraham J. The history of student teacher relationship. Master's, 1938. Denver. (Abstract in: Denver University. Educational research bulletin, 1: 26-27)

Attempts to determine the relationship between the "intellectual age" of the various periods of history and the student-teacher relationship of the specific period. Indicates that only those periods in history achieve a favorable degree of intellectual attainment that are characterized by a relatively fine student-teacher relationship.

2645. Lucas, Charlie. The administration of public schools in relation to other agencies. Master's, 1939. Kentucky. 168 p. ms.

Studies the relationship between the public schools and such agencies as: The radio, newspapers and periodicals, public libraries, Public Health Service, NYA, CCC, Junior placement and occupational and guidance service, and the American Legion.

2646. Lux, Brother Hilary. Trends in school discipline, 1900-1936, as revealed by an analysis of periodical literature. Master's, 1939. Notre Dame. 127 p. ms.

\*2647. McCoy, Harold O. A survey of the program of work offered in the public schools of Stutsman county. Master's, 1938. North Dakota. 105 p. ms.

Surveys the program of work offered in Stutsman County for the school year 1937-38. Discusses the organization of the schools; length of the school day, typical class programs, length of class periods, pupil load, curricula; the status of the teachers, their training, experience, load, activities, and certification; school libraries and textbooks; extracurricular activities; and health, guidance, and testing programs in Stutsman County. Recommends the consolidation of many of the smaller schools; the organization of the schools under the 6-6 plan as a means of equalizing educational opportunity; higher educational qualifications for rural school teachers; increased expenditures for rural school libraries, the use of traveling libraries, and some library courses for teachers in training for rural schools; the purchase of textbooks published later than 1928; the development of health and guidance services on a county basis; the establishment of a placement service; the keeping of a check on the progress made by students in college; and the provision of adequate playground equipment.

2648. McGlasson, Richard. Newspaper publicity for Oregon schools. Master's, 1939. Oregon.

2649. McLaughlin, Vincent James. Administrative problems of Catholic schools from 1840 to 1900. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 64)

2650. Maggrett, Harold Irvin. A survey of the types of daily schedules used and the practices followed in schedule making in South Dakota high schools. Master's, 1939. South Dakota. 80 p. ms.

2651. Mitchell, Horace Franklin. Some administrative problems arising from the education of tourist or transient pupils in the white schools of Dade county, Florida. Master's, 1938. Florida.

**\*2652. Mouw, Henry Lorenz.** Internal control in the classified high schools of North Dakota. Master's, 1939. North Dakota. 125 p. ms.

Finds that though most schools have a 40-minute class period, the preference is for the 60 minute period permitting supervised study and easy scheduling of vocational classes; that about half of the schools have regular scheduled assembly meetings; that written excuses for absence or tardiness are required and used mainly for office checking and the issuance of permits to enter classes; that 72 percent of the schools require pupils to make up lost work; that regulations as to the use of the library vary; that textbooks are furnished free in one-fourth of the schools, sold in 57 percent, and rented in the others; that teachers keep class records, check daily attendance, and take charge of at least one extracurricular activity; that there is no uniformity in marking systems but that most schools now use letters; that 17 percent of the schools do not use standardized tests and 19 percent use them rarely; that honor rolls are used in most of the schools and that the students on the honor rolls lose caste with the other pupils in the school; that all schools provide some social recreation, usually on Friday night; that disciplinary cases are referred to the superintendent; that student government is found in about half of the schools; that nearly all schools have a glee club and three-fourths have bands; that pupils doing poor work are prohibited from participation in extracurricular activities.

**2653. Nipper, Henry Lee.** Powers of the Alabama State board of education. Master's, 1939. Alabama. 57 p. ms.

**2654. O'Brien, F. P.** Interpreting a school to the community. Educational digest, 4: 17-19. April 1939. (University of Kansas)

**2655. Oles, J. Riley.** The social status of school board members in Macomb county, Michigan. Master's, 1939. Michigan.

**2656. Park, William J.** School publicity in weekly newspapers of Oklahoma. Master's, 1939. Oklahoma. 95 p. ms.

Analyzes the nature and amount of school publicity for a period of four and one-half months in 57 weekly newspapers. Finds that school news is not well balanced as to topical interests since it runs largely to extracurricular activities, and particularly to athletics; that there is a negative correlation between the rank order of newspaper space occupied by various school topics and the rank order of patrons interested in these topics.

**2657. Perry, Lewis E.** Procedures and policies in the administration of high-school public relations in Pennsylvania. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 274-83)

Discusses the information on schools to be placed before the public; agencies and agents used as media for the dissemination of school information; curricular and extracurricular activities reaching into the community; faculty contacts with the community; and community use of buildings and equipment. Indicates that where the public relations program for all the schools was centrally administered, the most representative procedure was its administration by the superintendent of schools. Indicates that there is a slight preponderance of conservative policies in use, with a promising representation of the more progressive and a virtual absence of reactionary policies.

**2658. Rhodes, Jesse E.** Administrative problems growing out of the discovery of oil in the Van, Texas, school district. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 34-35)

Gives a brief historical background of the Van community; securing a new school site following the discovery of oil in 1929; providing for heavy increase in pupil enrollment; providing adequate housing facilities for pupils and homes for teachers. Discusses the peculiar financial problems, broadening and enriching the curriculum, and plans for the future stabilization of the school. Reveals that the discovery of a rich oil field in a typical rural community implies sudden and revolutionary changes in the social, economic, and educational life of the community. Recommends that a permanent building program be delayed until population and economic factors become normal; and that plans be made to provide for the future security of the school after the oil wealth has been depleted.

\*2659. **Roemer, Joseph and Hoover, Oliver.** The dean of boys in high school: his qualifications and functions. New York, American book company, 1939. 94 p. (George Peabody college for teachers)

Discusses the increase of deans of boys together with their status, functions, and relationships to other people. Shows the need for more clearly defining the position of deans in the minds of administrators, parents, pupils, and teachers. Indicates that the deans of boys recognize that their primary function is the guidance of boys in their intellectual, physical, moral, social, and emotional adjustments to their environment.

2660. **Rogerson, Paul Jones.** Pupil-teacher relationship in a city school of 1,000. Master's, 1939. Chicago. 65 p. ms.

2661. **Schwemley, Charles J.** Modern trends in discipline. Master's, 1939. Ohio State. 112 p. ms.

2662. **Sipe, Eugene Cecil.** The social composition of boards of education in North Carolina. Master's, 1939. North Carolina. (Abstract in: University of North Carolina record, no. 347: 63)

Reveals that boards of education were conservative, which fact probably retarded progress of the public schools; that their memberships were concentrated in the upper levels of the socio-economic group; that the feminine viewpoint was not adequately represented; and that the North Carolina boards of education were similar to those of other States with respect to age, marital status, economic and occupational status, but excel with respect to formal education of members.

2663. **Snell, James Lloyd.** High-school board members in the State of California, their occupations and memberships in organizations. Master's, 1939. Stanford.

2664. **Stansfield, Joseph W.** Parent opinion and school administration in the Coulee Dam public schools. Master's, 1939. Washington. 80 p. ms.

Analyzes the opinions of 187 parents on the functions of secondary education, the value of high-school subjects and other school activities. Finds that most of the parents approve of modern education and believe that the schools are better than they were 20 years ago; that they consider English composition and literature the most valuable subjects of the curriculum, and student government the most valuable student activity.

2665. **Stevens, Cecil.** Status of boards of education of Montrose county, Colorado. Master's, 1939. West. St. Coll. 46 p. ms.

\*2666. **Studwell, Harold F.** Handbook for school board members. Doctor's, 1939. New York. 148 p. ms.

\*2667. **Tarbox, Fred A.** A study of administrative practices in selected secondary schools of Maine. Master's, 1939. Maine. 73 p. ms.

Studies administrative practices in school organization, personnel, guidance, athletics, assemblies, attendance, and school control in 53 five-teacher secondary schools of Maine. Finds that the principals tend to follow a conservative trend in educational policies; that they believe the pupils should obtain their units for graduation in the established courses of the school; that most of them use forms to insure efficiency in office practice; that they are the chief guidance officers in their schools; that the home room is the starting point for the guidance program; that the principal is responsible for athletic activities in the school; that they disagree on the use of the assembly as a school activity; that tardiness is not a problem in the schools; that the principals attempt to provide cooperative activities for the pupils in the schools; and that disciplinary problems are regulated by objective methods to bring about a change of attitude in the personality of the pupil.

\*2668. **Vieg, John Albert.** The government of education in metropolitan Chicago. Doctor's, 1937. Chicago. Chicago, University of Chicago press, 1939. 274 p.

2669. **Walcutt, Louise A.** Collection, classification, and uses of problem situations in teaching. Master's, 1939. Ohio State. 208 p. ms.

Offers suggestions for the collection of problem situations from a variety of sources, for different methods of classification, and for values to be achieved by their use in classroom situations. Presents and classifies 111 problems.

2670. Walker, William W. Changing conceptions of discipline and control of school children. Master's, 1939. Ohio State. 80 p. ms.

2671. Warthman, I. T. A code for boards of education. Master's, 1939. Ohio State. 93 p. ms.

Studies court cases pertaining to the corporate powers of boards of education.

2672. Welch, Con T. Personnel study of county school boards in west Tennessee. Master's, 1939. Peabody. 94 p. ms.

2673. Wilcox, Calvin Eugene. Theory and practice in school administration. Doctor's, 1939. Yale.

2674. Williams, Omer Stewart. Democracy in educational administration. Doctor's, 1939. Northwestern. (Abstract in: Northwestern university. Summaries of doctoral dissertations . . . 7: 83-87)

Analyzes administrative practices and procedures of selected schools and school systems that strove to incorporate democratic participation in administration. Studies data obtained by means of questionnaires to superintendents, principals, teachers, 1,933 pupils from 70 selected classes in six school systems and two junior high schools. Suggests that participation be protected by legal action through State laws or board ruling; teachers be protected against reprisals by some guarantee of tenure; superintendent's accountability be restricted to the execution of policies democratically determined; the organization created to formulate general policies be composed of representatives from each group which has clearly definable interests in the schools; the State grant a large degree of local autonomy in the control of the schools; leadership take on meanings compatible with democratic principles; the person or persons presenting policies to the board of education for approval be of the group's own choosing; teacher-training institutions provide democratic relationships between students and faculty, and the larger social environment exemplify more of the democratic way of living if the work of the schools is to become most effective.

2675. Willington, Matilda M. New York State city charter provisions for boards of education. Doctor's, 1939. Fordham. 163 p. ms.

Shows that 86 cities in New York State have provided in their charters for the creation of boards of education and defined their organization, powers, and duties since 1841. Studies changes in charter provisions, and shows that since 1917 the tendency has been either to omit the educational article from city charters or to make the provisions relating to education brief and general and the board and its successors granted the authority to discharge all the duties imposed by the general law of the State.

2676. Wilson, Joseph B. Study of school board members of Somerset county, Pennsylvania. Master's, 1939. Duke. 109 p. ms.

Analyzes replies to a questionnaire and interviews with 248 school board members as to their social and educational qualifications and their attitudes toward eight current educational issues.

2677. Wolf, Norman. An analysis of the school systems of Macomb county. Master's, 1939. Wayne.

Studies the financial, housing, and personnel problems of 33 graded and 82 primary school districts. Finds a wide variation in assessed valuation; the school buildings old, inadequate, and not adapted to the new curriculum; the teachers young and well trained with a large percentage of them continuing their training in service.

2678. Yarbrough, Theo. The school lunch program of Oklahoma, 1937-38: its effect upon health, grades, and attendance. Master's, 1939. West. St. Coll. 37 p. ms.

#### EDUCATIONAL LAWS AND LEGISLATION

2679. Anderson, George B. Effects of property tax limitation law upon school support in Michigan cities. Master's, 1939. Chicago. 60 p. ms.

2680. Anderson, Martin. A study of bills and resolutions for curriculum prescriptions introduced in the Oregon legislature, 1901-1939. Master's, 1939. Oregon.

2681. Bardwell, James Horace. A study of the laws affording tenure protection to teachers of the United States. Master's, 1939. Tex. Tech. Coll. 95 p. ms.

Analyzes the provisions of the teacher-tenure laws in the 48 States, including types of laws, cause of dismissal of teachers, court decisions, and trends in tenure legislation. Shows that the tenure movement came into existence as a result of the unwarranted dismissal of teachers; that tenure laws are of two general types, some have State-wide application and others local application; that nearly one-fourth of all teachers have no type of protection in their position; and that a definite procedure for removing employees is developing.

2682. Berry, George Shafer. A code for the transportation of high-school pupils. Doctor's, 1939. Wisconsin. (Abstract, in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4, 201-203)

Analyzes the high-school census and enrollment data in Wisconsin and the extent of transportation of high-school pupils; analyzes the legal bases for the transportation of high-school pupils as found in the school laws of the 48 States; and examines existing practices with respect to the transportation of resident and nonresident high-school pupils in Wisconsin. Presents a model code and a set of rules and regulations for the transportation of high-school pupils.

2683. Briegel, Virgil J. The legal status of public-school advertising in the 48 States. Master's, 1939. Ohio State. 179 p. ms.

Finds little uniformity among the different States as to their requirements for public school advertising.

2684. Burchill, George E. North Dakota supreme court decisions on school problems. Master's, 1939. Washington. 97 p. ms.

Studies cases concerning school problems which were referred to the North Dakota Supreme Court. Indicates that much of the litigation was unnecessary; that there is a growing need for the executives of the school to know the underlying principles of the school laws; that the superintendent of schools should be able to analyze and interpret court decisions; that teacher-training institutions should offer courses in school law; and that the school code should be better organized.

\*2685. Cole, Alfred Jerome. History of health legislation affecting the public schools of Minnesota. Master's, 1939. North Dakota. 113 p. ms.

Discusses legislation governing the instruction of health; health inspection; care of deaf, blind, crippled, and defective children; contagious diseases; teachers; and legislation relative to building requirements. Describes court decisions involving health legislation pertaining to health regulations of school boards; employment of nurses, dentists, and physicians; vaccination; and liability for negligence. Suggests that Minnesota pass a law requiring thorough physical examinations of school children, teachers and janitors, adults attending evening schools, and preschool children. Shows that the State Department of Education should be permitted to employ a State director of medical inspection whose duties would be much more comprehensive than those of the present physical education inspector.

2686. Conradt, John Nicholas. Civil liability of school boards, their officers and employees in the elementary and secondary public schools of second and third class districts in Colorado. Master's, 1939. Creighton. 82 p. ms.

Analyzes the State laws of Colorado in order to determine the civil liability of the school boards, their officers, and employees. Compares Colorado laws with the bases of Supreme Court decisions in different States. Finds the Colorado law dealing with attendance in keeping with the better policies throughout the country. Indicates that the Colorado law regarding transportation does not encourage consolidation of schools; that laws regarding responsibility for injuries and for health need to be revised and extended if they are to be brought abreast of current practices; that laws dealing with the appointment, retention, and dismissal of teachers agree with those governing in all of the States; and that legal provisions for the organization of districts and for the administration of the government of such districts agrees, in all essentials, with the practices common to the country as a whole.

2687. Cox, William Kenneth. The legislative and judicial provisions governing the transportation of school children in New York state. Master's, 1939. N. Y. St. Coll. for Teach. 141 p. ms.

\*2688. Easom, Percy H. Public-school legislation in Mississippi, 1860 to 1930. Doctor's, 1937. Peabody. Nashville. George Peabody college for teachers, 1937. 8 p. (Abstract of Contribution to education, no. 219)

\*2689. Eggert, Walter A. The legal basis and present status of short-term borrowing for school purposes. Doctor's, 1939. Chicago. Chicago, University of Chicago libraries, 1939. 247 p.

Studies the short-term financial operations of the public schools of all of the 48 States; reviews important court decisions pertaining to short-term borrowing from 1851 to date. Discusses statutory provisions for short-term borrowing; judicial decisions pertaining to important procedure in short-term borrowing; the use of short-term borrowing in financing the schools; conditions underlying short-term borrowing in financing the schools; cost of short-term borrowing; and the economic and fiscal factors underlying short-term borrowing for school purposes.

2690. Emans, Roy Howard. Operation of the pupil transfer laws of the State of Oklahoma. Master's, 1939. Oklahoma. 113 p. ms.

Finds that in the entire State a total of 34,531 high-school pupils transferred to other districts in 1937-38; that districts receiving transfer pupils collected \$514,539.72 in transfer fees from other districts; that the State at the same time paid \$165,953 in transfer fees. Shows the importance of the transfer law in providing high-school opportunities for pupils living in districts in which there is no high school.

2691. Fahey, Ella Irene. Barefoot schoolboy laws in Washington. Master's, 1938. Washington.

Discusses legislation for the equalization of educational opportunity in Washington.

2692. Fleming, William Chester. Study of the Kansas State school aid laws. Master's, 1939. Colo. St. Coll. of Ed.

2693. Gardner, George Leon. Legislation in California for earthquake resistant construction of public schools. Master's, 1939. Southern California.

2694. Garrett, Major T. Local and special school laws of Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 16-17)

Treats briefly the earlier local and special school laws chartering academies, institutes, colleges, and universities and later special laws dealing with the creation of independent districts. Classifies, summarizes, and analyzes local and special school laws dealing with county organization, independent districts, special validating acts, and miscellaneous local and special school laws increasing the maximum tax rate, creating a county-wide common school district, and authorizing warrants to be issued to extend indebtedness without an election. Concludes that there needs to be a general revision of the statutes that relate to schools and the enactment of permissive general laws that outline the broader objectives in education and confer upon the State Department and the State Board of Education the power to prescribe rules and regulations to supplement the general statutes.

\*2695. Haggard, William Wade. The legal basis of the organization and administration of the public schools of Illinois. Doctor's, 1937. Chicago. Chicago, University of Chicago, libraries, 1939. 84 p.

Traces the development of educational policy in Illinois as expressed in constitutional provisions, statutory enactments, and court decisions relating to schools, stressing the legal basis of the present organization and administration of the schools.

2696. Hastings, Edgar Charles. State statutory restrictions upon occupational affiliation and pursuit. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 105-12)

Studies the legal basis of State regulation of occupations and its fundamental aims; the types of restrictions most frequently employed; the types of occupations most restricted;

the trend in statutory regulation; increasing employment of administrative boards of regulation of occupations; the number of persons gainfully employed in licensed occupations; and the educational implications of occupational restriction. Traces the growth of forces over which the individual has no control and which pare away his individualism in entering and pursuing any occupation he may choose. Shows the growing need for vocational guidance.

2697. Johnston, R. W. An analysis of the laws and procedures of State departments of education in the inspection of private schools attended by pupils of compulsory school attendance age. Master's, 1939. Duke. 71 p. ms.

2698. King, James D. Laws relating to the public-school teachers of Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 24-25)

Compiles laws relating to the certification of teachers, their contracts, retirement law, and miscellaneous laws relating to the teacher. Reveals that in the study of teacher certification the trend has been toward the complete elimination of certificates secured by examination and toward certification on the basis of college preparation; that the laws of Texas give the local board of trustees the authority to make contractual agreements with teachers; that the teacher retirement law sets up a definite organization for the collection, investment, and distribution of the funds which are accumulated from the payments of the teacher and the State for the purpose of retirement.

2699. Miller, Kenneth. The judicial powers and duties of the chief State officials of the United States. Master's, 1939. N. Y. St. Coll. for Teach. 137 p. ms.

\*2700. Miller, L. Paul. State regulation of entrance into occupations in the State of New York. Doctor's, 1939. New York. 315 p. ms.

Studies State legislation which has placed requirements of personal qualifications on individuals for legal entrance into certain occupations in New York. Finds that 19 fields of professional endeavor and 59 nonprofessional occupations are affected. Lists 48 occupations for which State legislation gives sanction to the placing of personal qualification requirements for local legislation.

2701. Moore, Ormand D. The legal aspects of teacher tenure. Master's, 1939. Wayne.

Studies the development of teacher-tenure legislation and analyzes current tenure laws in States having tenure legislation. Gives basic principles underlying the development of a sound State tenure system, with specific application to Michigan.

2702. Muse, Shelley. Constitutional limitations under educational legislation. Master's, 1939. East Texas St. T. C. 129 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 39-41)

Shows that the legislature, subject to constitutional limitations, has complete control of Texas' educational system; that in the absence of constitutional prohibitions, it may establish school districts by special legislative enactment; that it may prescribe the qualifications of teachers in the public free schools and set forth the qualifications and name the conditions under which the privilege of teaching may be exercised; and that there is no limitation either expressed or implied to its power to assign revenue derived from the general revenue of the public-school system.

2703. Nicolay, Raymond R. A handbook of Arizona school law. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 43)

Analyzes some of the elements of laws pertaining to education, and offers recommendations relative to the selection of lay members of the board of education; State superintendent of public instruction and of county superintendents on a professional basis rather than on the present political basis; establishment of large administrative units for schools; establishment of a county unit system; increased salary schedules together with increased professional requirements for teachers; revision of the taxation system; apportionment of funds on an equated pupil basis; use of serial bonds for the purchase of sites and the erection of buildings; and increase in the number of members of the boards of education of the State teachers colleges.

2704. **Perry, Elwood E.** Legal provisions for delinquent and unfortunate children in the various States of the Union. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 45-46)

Analyzes school laws of the several States to determine the legal provisions made for delinquent and unfortunate children. Finds that in Arizona delinquent boys are not properly cared for. Recommends that the Superintendent of public instruction be made directly responsible for the industrial school; secure a more efficient personnel and better living conditions for the boys; and provide a parole officer to assist the boys in making adjustments. Concludes that the delinquent girls in Arizona are being adequately provided for; and that the blind and deaf children have had better care than the other groups considered; and that Arizona has lagged behind many of the States in her care of feeble-minded children.

2705. **Salz, Frank.** Some legal implications based upon a study of cases involving the relationship of students, teachers, and boards of education in the State of New York. Master's, 1939. St. John's. 60 p. ms.

2706. **Shea, Thomas J. G.** A study of religion protection clauses in State welfare legislation. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1938: 116)

Studies the statute laws intended to protect and safeguard the religious rights of children placed out or boarded out in foster homes by the State. Finds that since 1893, 40 States have attempted to protect and preserve the religious faith of the children under their supervision.

2707. **Tillman, Robert Samuel.** An analysis of the arguments presented to Congress for and against the Harrison-Black-Fletcher bill. Master's, 1939. Ala. Poly. Inst.

2708. **VanDeventer, Loyd R.** The effect of House Bill 212 on the common dependent schools of Lincoln county, Oklahoma. Master's, 1939. West. St. Coll. 37 p. ms.

2709. **Warren, J. S.** The legal provisions for the celebration of special days and events in the school calendars of the 48 States. Master's, 1939. Duke. 164 p. ms.

Studies the State school codes and general codes of the States to determine the legal requirements for the celebration of special days, weeks, and events in the school calendars. Gives differences and similarities on the observation of 18 commonly observed special days.

\*2710. **Waterbury, Kenneth Buell.** Ruling case law definitions of certain teacher tenure terms. Doctor's, 1939. Penn. State. 103 p. ms.

Attempts to determine the nature and character of the following teacher-tenure terms: Incompetency, neglect of duty, violation of rules or insubordination, and cruelty as presented in decisions handed down by the Supreme Courts of the different States to superintendents, teachers, and boards of education for their guidance in dealing with these teacher-tenure problems. Gives abstracts of numerous court cases with the findings of the court.

2711. **White, Harold M.** Teacher tenure legislation in the United States. Master's, 1939. Lawrence. 111 p. ms.

Points out the principles and practices of teacher tenure. Finds that teacher tenure legislation has been declared constitutional by all State courts; that the courts reason that since education is a matter of State control the sovereign power may limit its own authority whenever it sees fit to do so; and that where it can be shown that a modification of the tenure law is necessary for the betterment of the schools of the State, the law may not be used as a basis for opposing the needed revision.

\*2712. **Williams, Thomas Chambliss.** The legal justification for Virginia public schools and the development of authority of Virginia local school boards. Master's, 1939. George Washington. 77 p. ms.

Discusses court decisions in school litigation; early schools in Virginia; statutes affecting schools in Virginia; and Acts of the General assembly. Shows that the duties and responsibilities of the school board have been changed.



2713. **Wilson, Dwight Lyman.** School attendance codes and regulations for their enforcement, with special emphasis to the State of Florida. Master's, 1938. Florida.

2714. **Wylie, Claude.** Legal provisions for compulsory school attendance in the United States. Master's, 1939. Duke. 66 p. ms.

Discusses the relation of child labor legislation to compulsory school attendance laws and the provisions of compulsory school attendance laws and their enforcement. Finds a definite tendency to extend the age limits for compulsory attendance. Offers suggestions for improving compulsory attendance enforcement.

2715. **Yarbrough, Cecil L.** Legal provisions for equalization of educational opportunity in Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 40-41)

Studies the effect of the rural aid laws on equalization of educational opportunity in Texas. Shows that the curriculum has been revised, teacher-qualification requirements have been raised, and the standards and efficiency of the school system have been raised.

\*2716. **Yurkewitch, J. T.** Changes from local to State control in Pennsylvania public education as revealed by legislation and litigation. Doctor's, 1939. Penn. State. 187 p. ms.

Analyzes legislation and litigation from the passage of the "Public school act of 1834" to the last session of the legislature in 1938, stressing finance, training and certification of teachers, school term and course of study, pupil personnel, and buildings and sites.

#### SCHOOL FINANCE

2717. **Adams, Carter L.** A handbook on finance for superintendents in Indiana. Master's, 1938. Ind. St. T. C. 110 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 131-32, July 1939)

Explains the exact method of financing education in Indiana, and gives the method of distributing these moneys in detail; gives procedures of budget making and bonding.

2718. **Anderson, Carl A.** The financing of extracurricular activities in North central association high schools of the Upper peninsula of Michigan. Master's, 1939. Michigan.

2719. **Anderson, Milford Grady.** A study of certain factors as a basis for payment of travel for teachers of vocational agriculture in seven Alabama counties. Master's, 1938. Ala. Poly. Inst.

2720. **Anderson, William Louis.** A study of school support in Pushmataha county. Master's, 1939. Okla. A. & M. Coll.

Shows that Pushmataha County has a low taxable valuation and a large school population which it is unable to support without outside assistance.

2721. **Andrews, Ralph Raymond.** Variations in assessed evaluation of Article VI school districts in Nebraska from 1931 to 1938, and the effect on equalization of educational opportunity. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 21)

Finds that the present system of school support in Nebraska is inadequate; that uniformity of ability to support the public schools is lacking, and citizens vary in their effort to provide educational opportunities for the children of the State; that the State is responsible for the education of children within its boundaries, but the burden of support is turned over to the local districts. Recommends that the cost of education should be equalized among the citizens according to their ability to pay taxes, local districts being privileged to extend the minimum program to their liking within reasonable statutory limits.

2722. **Ansorge, Leslie C.** A study of the accident benefit plan of the Wisconsin interscholastic athletic association. Master's, 1939. Iowa.

2723. **Bee, Carl E.** Distribution of State school funds in Pennsylvania. Master's, 1939. Duke. 761 p. ms.

Traces the distribution of State school funds from the colonial period to 1938 in studying the problem of equalization of educational opportunity in Pennsylvania.

2724. **Biggers, William Dawson.** A financial survey of the Sudan independent school district. Master's, 1939. Tex. Tech. Coll.

Presents a financial survey of the Sudan schools for the period 1933-1938, and compares it with eight other school systems of comparable size. Recommends that a State salary schedule be adopted as a minimum wage scale, and that a better system of records for keeping the budget be adopted and adhered to.

2725. **Boycheff, K.** Cost and finance of intercollegiate athletics in Ohio conference colleges. Master's, 1939. Michigan.

2726. **Bragg, Paul.** A financial survey of Bryan county with reference to education. Master's, 1938. Okla. A. & M. Coll.

Attempts to determine trends in cost and the relation of expenditures for education to the total amount of expenditures chargeable to government in Bryan County from 1929 to 1939. Finds that per capita cost for government is becoming more, and cost per student in average daily attendance is becoming less due to increase in average daily attendance.

2727. **Bridges, A. Frank.** A study of the methods of financing athletic competition in the larger high schools of Illinois. Master's, 1939. Iowa.

2728. **Burch, Richard H.** The nonpayment of taxes in Coal county, Oklahoma. Master's, 1939. Oklahoma. 78 p. ms.

Studies the extent of tax evasion for the years 1928-29 and 1934-38, inclusive. Finds that the operating costs of all units of county government decreased during the depression years, and that the requirements for the government of the county, cities, and school districts were much greater than the tax receipts, thereby increasing the sinking fund deficits each year except in the cities.

2729. **Carpenter, W. W. and Capps, A. G.** It's up to you Uncle Sam: evidences for the necessity of federal aid. School and community, 25: 23-26, January 1939. (University of Missouri)

Discusses the migration of people in general and students in particular, as illustrated by Missouri. Concludes that the public schools of Missouri are rendering both State and national functions, and that Missouri colleges along with those of other States are national in character and admissible to Federal aid.

2730. ———. What shall we do with federal aid? Educational law and administration, 6: 51-54, January 1939. (University of Missouri)

Shows that all Federal money allocated to the States for the public schools should be received by the State Board of Education, and should be used first to equalize educational opportunity in every section of the State before allocating any of the funds to start special projects in the larger cities. Discusses a satisfactory program for the boys and girls of Missouri, and shows that the legislature has not yet made provision for a satisfactory program. Shows the need for preschools, junior colleges, and adult education to be considered part of the immediate program; and for the development of satisfactory school districts to replace the archaic district system.

2731. **Childerston, Harry Verne.** Relative economy and efficiency of the county unit system of Utah and the district system of Colorado. Master's, 1939. Colo. St. Coll. of Ed.

2732. **Chisholm, Leslie L.** The shifting of federal taxes and its implications for the public schools. Madison, Wis., Journal of experimental education, 1939. 84 p. (Research monograph). (State college of Washington)

2733. **Clements, Lemuel C.** A financial study of Martin county schools. Master's, 1938. T. C., Col. Univ. 24 p. ms.

2734. Colton, Harold J. Important factors related to financial distress of school districts. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 42-50)

Attempts to locate, analyze, and classify the significant factors contributing to the financial distress of those school districts in Pennsylvania most distressed financially during the 10-year period, 1927-28 to 1936-37. Discusses the administration and distribution of special aid to distressed school districts through the State school fund, and special fund created by acts of the legislature. Concludes that a more equitable basis of distributing State subsidies to these districts should be instituted, one which would equalize the ability of these districts with that of the State and which would provide these districts with an educational program equivalent to the average of the State.

2735. Cook, Guy Wellington. A study of the South Dakota permanent school fund. Master's, 1938. Minnesota. 97 p. ms.

Offers recommendations for the improvement of bonding of officials, of accounting practices, of audits and reports, and of methods of land appraisal.

2736. Cornutt, Hugh Anderson. The effect of House bill 6 on the schools of Beckham county, Oklahoma. Master's, 1939. Oklahoma. 80 p. ms.

Compares conditions affecting public schools in 1932-33 when there was little State aid and in 1937-38 when State aid had been greatly increased. Shows that from 1933 to 1938 valuations decreased in the districts of the county 28.4 percent; that tax liens remained about the same; that the school term had been increased an average of 11.4 days; that teachers' salaries had been increased 35 percent; and that the cost per pupil in average daily attendance rose from \$43.32 in 1932-33 to \$67.98 in 1937-38.

2737. Covert, Warren Oscar. State insurance on public-school property in North Dakota. Master's, 1939. Iowa.

2738. Crowder, Donald Farnsworth. A comparative investigation of revenues and costs in 25 second- and third-class school districts in Colorado. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 44)

Studies the extent of variations and inequalities in educational revenues and costs among second- and third-class school districts in Colorado. Classifies school finances on two bases: School revenues, or income from taxation, with per pupil variations used as a measure of ability to pay; and proportional expenditures and per pupil costs as devoted to the different items of Colorado budget classification. Indicates that as ability to pay increases, per pupil costs tend to increase; and that districts with the heaviest tax burdens made the greatest effort to pay, but were unable to maintain levels of per pupil costs equal to those of districts with high valuations and low mill levies.

2739. Culbert, Harry Snedden. School finance in Pinal county. Master's, 1939. Arizona. 173 p. ms.

2740. Cunyus, George Grady. A decade of depression and the Dallas public-school budget. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 12-13)

Analyzes basic law changes and their effect on the Dallas public-school system. Compares the sources of current revenue on a year-by-year basis from 1928 to 1938, as well as annual operating expense for the same period. Recommends that the Dallas public schools be separated from the municipal government.

2741. Curtis, Loren S. A financial survey of Yuma county. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 19)

Studies the financing of education in this county and the relation of school finances to other expenditures.

\*2742. Dailard, Ralph C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1938. T. C. Col. Univ. Birmingham, Birmingham printing company, 1939. 100 p.

2743. **DeHunbrun, Henry Clyde.** State support for common schools in eight states. Master's, 1939. Okla. A. & M. Coll.

Compares the methods of financing their public schools since 1930 of Arkansas, California, Delaware, New York, North Carolina, Oklahoma, Texas, and West Virginia, and compares their ability and effort to support their schools, as well as their relative adequacy. Finds a wide range among the States in their relative effort to support education, and in the relative adequacy of the financial support accorded education. Shows that the poorer States are unable to finance a national defensible education program without aid from the Federal Government.

2744. **Derby, Charles Norval.** Financing extracurricular activities in 168 high schools of northwest Iowa. Master's, 1939. South Dakota. 33 p. ms.

2745. **Dickerson, Charles.** Practices in Indiana high schools relative to the treatment cost of injuries to athletes and school children. Master's, 1939. Ball St. T. C. 113 p. ms.

Studies the practices in Indiana high schools as to the treatment costs of injuries to pupils and athletes; court cases relative to the liability of school corporations and of school officials; and State-wide athletic insurance plans that have been initiated in 14 States to determine costs and benefits of such insurance to the schools. Finds that schools in Indiana assume more responsibility for the treatment costs of injuries to athletes than to other school children.

2746. **Dickson, Joseph F.** The financing of interscholastic athletics in the State of Illinois. Master's, 1939. Iowa.

2747. **Drake, Donald J.** The Hughes and Woodward high school funds. Master's, 1939. Cincinnati. 74 p. ms.

Studies special funds set up for these two high schools in Cincinnati, Ohio.

2748. **Epley, George Taylor.** School expenditures in agricultural and industrial school districts in Carter county. Master's, 1939. Okla. A. & M. Coll.

Points out the financial inequalities among the districts, and shows the need of equalization and stabilization. Shows that the agricultural districts in Carter County have suffered more than the industrial districts during the depression.

2749. **Evans, Paul Lee.** A comparison of the sources of income of the various functions of government in Weld county, Colorado. Master's, 1939. Colo. St. Coll. of Ed.

\*2750. **Field, Elmer and Hazlett, William W., jr.** A study of the changes in expenditures for education in second- and third-class school districts in the commonwealth of Pennsylvania, 1923-24-1933-34. Doctor's, 1937. Temple. Philadelphia, 1937. 320 p.

Discusses total expenditures for education; general control; expenses of instruction, including salaries of teachers, expenditures for textbooks and for supplies used in instruction; auxiliary agencies and sundry activities; operation and maintenance of the school plant; fixed charges; debt service; capital outlay; and a correlation of true valuation and cost of education per pupil in average daily attendance.

2751. **Fisk, Warren McDowell.** A study in the distribution of investments of endowed colleges and universities. Master's, 1939. Southern California.

2752. **Frellick, Arthur L.** A study of ratios of school expenditures to total city expenditures and per pupil expenditures in Massachusetts cities with a view to determining minimum school expenditures in the state. Master's, 1939. Mass. St. Coll. 81 p. ms.

2753. **Garcia, Zebedeo.** New Mexico State common-school funds sources and distribution. Master's, 1939. New Mexico. 114 p. ms.

\*2754. **Gillett, George Crawford.** Cost analysis of Live Oak county, Texas, common schools, 1933-1938, inclusive. Master's, 1939. Texas Coll. of Arts and Inds. 150 p. ms.

Analyzes data on the scholastic population, enrollment, average daily attendance, valuation of districts and tax rates, general control cost, instructional service cost, teacher salaries, operation of school plant cost, maintenance of school plant cost, auxiliary agencies cost, fixed charges, total current expense, capital outlay, debt service, and total expense of each of the 30 schools of Live Oak County. Suggests that the common schools combine or consolidate wherever feasible, to form larger administrative units which would result in a smaller and more evenly distributed grade-load per teacher, a more scientific and evenly distributed pupil-load per teacher, social benefits being derived by the pupils as a result of being a member of a larger group; decreased per capita cost for general control or administrative purposes; better qualified and better paid teachers; more even distribution of school tax burden; more adequate buildings; improved sanitary equipment; more and better libraries; and gymnasiums for physical education and recreation purposes.

2755. **Grimm, Simon Ray.** Schoolhouse fire insurance practices and procedures in Cambria county, Pennsylvania, with a preferred plan. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 95-104)

Indicates that school officials and school boards have been negligent in knowing what schoolhouse fire insurance was being bought and paid for; that insurance companies have been negligent in their duties on insurance cost for school buildings. Proposes a preferred plan for insuring public-school property, and discusses its elements.

2756. **Gunstream, John W.** State aid for high-school tuition in Texas. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 18-19)

Shows that the first legal provision for State aid for high school tuition in Texas was incorporated into the biennial rural aid law of 1923; that State aid for high-school tuition contributed greatly to basic alterations in the organization and administration of rural schools and schools teaching nonresident high-school pupils, and aided in more nearly equalizing educational opportunities for the pupils of the secondary schools.

2757. **Gustine, Ben Randall.** Public-school finance in Colorado county, Texas. Master's, 1939. Colo. St. Coll. of Ed.

2758. **Hansen, Abner Luther.** The relation between school population and ability to support public education. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 207-209)

Studies the relationships between school population and ability to support public education in minor civil divisions of Wisconsin. Shows that the differences in adequacy of support are due to differences in relative ability, since in general the poorer counties and areas exert greater effort but still fail to achieve average support; that the county unit system of education as a means of equalizing educational opportunity in Wisconsin, would fail to reach this goal; and that any attempt to equalize educational opportunity must take cognizance of the differences in educational need, financial ability, and financial effort.

2759. **Hardy, J. O.** The organization, administration, and cost of education in San Jacinto county, Texas. Master's, 1939. Sam Houston St. T. C. 105 p. ms.

2760. **Harless, William Henry.** Some limitations of the Arizona plan of apportioning educational funds on the average daily attendance basis. Master's, 1939. Stanford.

2761. **Hayes, Howard Homer.** A comparison of the finances of the independent and dependent schools of Jackson county, Oklahoma, for the year 1937-38. Master's, 1939. Oklahoma. 60 p. ms.

Studies ability, effort, income, and unit costs for both independent and dependent schools. Finds that both types of schools have about the same tax levy, and that the dependent schools paid more for instruction and have a third fewer pupils than the independent schools.

2762. **Hess, H. C.** The costs of attending a free school. Master's, 1939. Duke. 69 p. ms.

Surveys the expenditures of 111 pupils for certain classified school items for the school year 1938-39. Finds that the average annual expenditure for girls was \$18 and for boys \$15.

2763. **Hickerson, Carl Wendell.** A financial survey of Yavapai county, Arizona. Master's, 1939. Arizona. 130 p. ms.

2764. **Hodgson, Marion Ellsworth.** A comparison of the educational costs and advantages of the Utah county unit system and the Colorado district system. Master's, 1939. Colo. St. Coll. of Ed.

\*2765. **Hoffman, George P.** The effect of state aid in Florida upon local effort in supporting public schools. Doctor's, 1939. New York. 113 p. ms.

Studies the effect of the increase in State aid to local schools in Florida from 1925 to 1939 on local effort. Finds that State aid was accompanied by almost equivalent withdrawal of local support; that school support became more stable and reliable under State aid; that the principal barrier to adequate local support was variation in standards of property valuation for taxation purposes, when left to the 67 counties and their taxing authorities; that racial factors were not highly significant; that the State has not yet settled upon a fixed policy as to the source of school funds but that a Constitutional amendment adopted in 1938 demands that State appropriations for the support of public schools be placed on a par with the other essential functions of State government.

2766. **Holbrook, C. Ray.** A history of the development of the system of school finance in California with an analysis of the implications for equalization and a proposed remedial equalization program. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 224-27)

Discusses the origin and development of the theory of State responsibility for education and its implications for equalization; origin and development of equalization in the United States; the evolution of educational finance in California, 1850-1920; the struggle toward equalization in California through reorganization of school districts, 1920-1937; progress toward equalization in California through increasing State school funds and improved methods of apportionment. Presents a proposed remedial program designed to correct existing undesirable practices and promote further progress toward equalization.

2767. **Hoskinson, M. G.** Unit costs in the schools of Williams county, Ohio. Master's, 1939. Ohio State. 96 p. ms.

Finds that unit costs are higher in the smaller schools offering a narrow curriculum.

2768. **Jimerson, Fred P.** The operation of House bill 6 in Ottawa county, Oklahoma for the year 1937-38. Master's, 1939. Oklahoma. 65 p. ms.

Compares the schools of Ottawa County in 1933-34 under limited State aid with the same schools in 1937-38 under a program of extensive State aid. Finds that local tax levies in the dependent districts were increased from 6.97 mills in 1933-34 to 9.1 mills in 1937-38; that in 1937-38 the dependent districts had 45 percent more money to support their schools than in 1933-34; that the independent districts had 73 percent more money; that in dependent districts teachers' salaries were increased 24 percent, and 65 percent in independent districts; and that both dependent and independent districts increased their expenditures for instructional supplies, school library, and maintenance of buildings.

2769. **Jones, E. N.** Yearly comparison of accounts as an aid in budget making. Master's, 1939. Duke. 103 p. ms.

Studies budget items for the years 1931-1938 to determine which parts of the budget show unusual fluctuation. Suggests that all annual accounts should be so kept that comparisons may be made yearly for all items.

2770. **Jones, John Wilford.** A financial survey of the Lockney public schools. Master's, 1939. Tex. Tech. Coll. 128 p. ms.

Compares the financial conditions of the Lockney, Tex., schools with those of seven comparable school systems for a period of 8 years. Finds that the financial difficulties of Lockney are due to a small district, falling property valuations, and failure to collect taxes; that the district has been economical in the expenditure of funds; that bonded indebtedness presents a particular difficulty. Recommends that the boundaries of the district be extended by a consolidation program.

2771. Jones, W. R. An analysis of the school indebtedness in Kentucky to determine whether present constitutional and statutory provisions are satisfactory. Master's, 1939. Duke. 63 p. ms.

Finds that the constitutional and statutory provisions governing indebtedness are satisfactory for the 11 Kentucky educational association districts.

2772. Jordan, Lee L. Financing and construction of a public-school building through the assistance of a Public works administration grant at Westfield, Iowa, during the years 1936-37, 1937-38, 1938-39. Master's, 1939. Drake.

2773. Kirby, M. L. Effect of retail sales tax law upon the schools of Russell county, Kansas. Master's, 1939. Kans. St. T. C., Emporia. 59 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 13)

Attempts to determine the effect of the revenue from the sales tax on the schools of the county, especially on expenditures for salaries, equipment, supplies, preparation for teachers employed, total expenditure, and rate of tax levy.

2774. Kisner, A. J. A comparison of the effects of House bill 212 of the fifteenth legislature and House bill 6 of the sixteenth legislature upon the schools of Muskogee county. Master's, 1939. Oklahoma. 119 p. ms.

Compares the schools under two State finance bills as to assessed valuations, income tax levies, budgetary expenditures, instructional expenditures, transportation expenditures, holding power of the schools, attendance, and pupil-teacher ratio. Finds that assessed valuation declined; State income increased; tax levies increased; total expenditures in the county increased; more money was spent for educational purposes; transportation expenditures increased; an average of 3 days was added to the school year; a larger percentage of the enumeration was enrolled in the schools; and the percentage of attendance was higher in 1937-38 than in 1935-36.

\*2775. Knott, Widnell Dimsdale. The influence of tax-leeway on educational adaptability: a study of the relationship of residual or potential economic ability, expressed as tax-leeway, to educational adaptations in the State of New York. Doctor's, 1939. T. C., Col. Univ. New York, Teachers college, Columbia university, 1939. 84 p.

Describes a study of comparable school districts in the State of New York, matched on educational expenditures, but with one group having higher tax-leeway than the other group, for the school years 1925-26 through 1934-35. Shows that the high tax-leeway group of communities related reduction of educational opportunities as expressed through changes in current expenditure per unit, but actually increased adaptations and reduced tax-leeway during a period of economic stress; and that the low tax-leeway paralleled the economic oscillations with their educational adaptations. Indicates that educational adaptability of the communities was dependent on tax-leeway.

2776. Kohn, Frederick A. The comparative cost of government and education in Arizona. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 34-35)

Analyzes reports of expenditures of public funds by every governmental spending agency in Arizona. Finds that expenditures for education are 30.92 percent of the total expenditures of public funds in Arizona.

2777. Lacy, George H. Financing the rural schools of Texas. Master's, 1939. East Texas St. T. C. 110 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 32-33)

Studies the historical background of the public-school system, the different school funds, especially stresses the development of the rural schools and the funds used for their support.

2778. Lewis, Emil Eugene. The cost of education compared with the costs of other governmental functions of Barton county, Kansas. Master's, 1939. Colo. St. Coll. of Ed.

2779. **McCarty, Terry Elm.** Comparison of the bonded indebtedness of selected consolidated and independent school districts of Oklahoma. Master's, 1939. Oklahoma. 104 p. ms.

Finds that the bonded debt per pupil in average daily attendance of the consolidated group is \$45.53; of the independent group it is \$67.24; that the valuation of the school plant per pupil in average daily attendance of the consolidated group is \$119.53, and of the independent group it is \$152.50; that the assessed valuation of the consolidated group for each pupil is \$1,796.63, and of the independent group is \$1,614.19; that 19 consolidated schools have outstanding judgments, and 15 independent schools have judgments outstanding.

2780. **Meece, Leonard E. and Seay, Maurice F.** Financing public elementary and secondary education in Kentucky. Lexington, University of Kentucky, 1939. 179 p. (Bulletin of the Bureau of school service, vol. 12, no. 1)

Describes the extremes and variety in the geographical, social, economic, and educational situations in Kentucky; shows decreases in support and increases in the types of services rendered. Estimates the additional amounts of State support needed to provide certain expansions in the educational program.

2781. **Milnovich, Gospaga.** The movement for federal grants-in-aid to the states for general education (1918-1938). Master's, 1939. California. 86 p. ms.

Traces the movement for Federal grants-in-aid to the States for general education, with special emphasis on the common schools; studies conditions precipitating the movement; and considers factors and events causing changes in the character of the movement from 1918 to 1938. Discusses the various bills which have been introduced in Congress relating to Federal aid to education, and the action taken on these bills. Shows that by 1938 little progress had been made toward the realization of an aim set forth two decades before.

2782. **Mize, Gilbert.** A financial survey of Fluvanna independent school district. Master's, 1939. Tex. Tech. Coll. 78 p. ms.

Compares the financial status of the Fluvanna, Tex., schools, with that of eight other school systems over a period of 9 years. Finds that Fluvanna ranks favorably with other school districts except for a heavier teacher-pupil load and for a higher bonded indebtedness. Shows that Fluvanna will have difficulty in liquidating its bonded indebtedness and that tax valuations should be increased.

2783. **Moeller, Hubert L.** History of the perinament school fund in Iowa. Master's, 1939. Iowa.

2784. **Moore, William Lyndle.** Trends in federal aid to education in the last decade. Master's, 1939. Washington. 78 p. ms.

Indicates increased Federal aid in education in order to more nearly equalize educational opportunities. Shows that State departments of education will formulate the plans and allot Federal funds within the State.

2785. **Murray, Ray Aaron.** The matching and distribution of federal funds for vocational education in agriculture. Master's, 1938. Cornell. 153 p. ms.

Analyzes the plans and methods used by the several States in matching Federal funds for salaries of teachers, supervisors, or directors, for the year 1936-37; analyzes the plans and methods used by the States in the distribution of these funds within the States. Finds that Federal appropriations have stimulated the States and local communities to put forth financial effort for vocational education in agriculture; that Federal funds fail to equalize educational opportunity; that a low percentage of these funds are spent for supervision. Suggests that Federal funds should be allotted to the States on the basis of farm population.

2786. **Myers, Elzie.** Public-school finance in Illinois, 1920-1936. Master's, 1939. Colo. St. Coll. of Ed.

2787. **Nelville, William Vinkley.** A study of the per capita cost for certain functions of current expenditures of the white schools of Montgomery county for the school year 1936-37. Master's, 1938. Ala. Poly. Inst.



\*2788. Newman, **Ralph B.** A study of State support for education in North Dakota. Master's, 1939. North Dakota. 90 p. ms.

Discusses the historical and legal backgrounds; the property tax as a basis for school support, the obsolete tax system and tax delinquency; careless budgeting of school expense; sound budgeting procedure, lack of uniformity in general school costs, bus transportation, elimination of district lines in Cavalier and Ransom Counties, the small high school, pupil-teacher ratio, valuation and expenses for the year, miscellaneous income, tuition students, pupil cost, and income; Federal aid to education in North Dakota, State and local revenues, six-point tax program, sales tax, nonresident tuition, teacher unit and enrollment, the budget director, and other agencies.

2789. Overall, **M. C.** The support of public education since 1876. Master's, 1939. East Texas St. T. C. 103 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 41-42)

Shows that in 1827, Texas provided in its organic law for suitable schools even though it was a Mexican State; that in its constitution of 1833 Texas called for adequate schools; that in 1845 when Texas joined the Union its laws were more specific in their provisions for free schools; that in 1866 certain amendments provided for the progressive steps which led to the establishment of the position of superintendent of public instruction and to a board of education. Discusses the establishment of the landed endowment for the maintenance of good public schools. Traces the rise of local and State initiative in school support in Texas. Indicates that on the whole the laws are satisfactory as shown by an analysis of the various methods used in Texas to raise school funds.

2790. Pafford, **W. C.** An analysis of the school-bonded indebtedness of the school districts in the first congressional district of Georgia. Master's, 1939. Duke. 65 p. ms.

Deals with methods of financing school buildings, legal limitations on school indebtedness. Finds that serial and sinking-fund bonds are most frequently used.

\*2791. Parkes, **George Harry.** The comparative cost of vocational industrial education in certain second-class school districts in Pennsylvania. Doctor's, 1939. Penn. State. 113 p. ms.

Compares local cost of vocational industrial education with comparable costs for elementary, junior high school, high school nonindustrial, and adult industrial education. Presents in detail the method of accounting used. Shows that vocational industrial educational courses cost more to operate than the corresponding nonvocational courses of parallel grade level; that State support is ample and that the districts participating in the program of vocational industrial education in 1937-38 were able to maintain a local educational service for a substantial proportion of their secondary school population at a cost which was considerably lower than the corresponding cost for nonsubsidized education. Suggests that the Department of Public Instruction lead these districts gradually to a point where they spend as much of their own money for vocational industrial education, and other subsidized fields, as they spend of their own money for parallel forms of secondary education, which will raise the standards for the local programs. Shows that local support for vocational education varies widely, and the amount of subsidy from outside sources varies widely.

2792. Parrish, **John Russell.** A study of certain factors as a basis for payment for travel for teachers of vocational agriculture in eight Alabama counties. Master's, 1938. Ala. Poly. Inst.

2793. Pierrard, **T. Arthur.** Federal aid to and the trend in vocational education in Indiana by the Federal government. Master's, 1939. Ind. St. T. C. 100 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 140, July 1939)

Shows that the Federal Government, almost from its beginning, has made some provision for the support of education; that most of this support has been to vocational education; that Indiana has benefited through Federal legislation since 1933 but that communities which were unable to match Federal appropriations were left with no better educational facilities than before 1933. Suggests that the Federal Government make direct contributions without restrictions for the support of education.

2794. **Purdom, Christopher Hope.** A plan for financing extracurricular activities in secondary schools. Master's, 1939. Kentucky. 43 p. ms.

Sets forth a plan for financing extracurricular activities in secondary schools, based on 4 years' experimentation with plans used by other schools, selected and organized into a systematic whole the most successful parts of the plans that had been tried out in these schools.

2795. **Quaid, Laron W.** How school boards in independent districts appropriate and spend the school dollar. Master's, 1939. Oklahoma. 84 p. ms.

Analyzes the budgets of 50 independent districts in Oklahoma for the year 1936-37. Indicates that school boards do not use accurate business methods in making their budgets; that there are too great differences between estimates and actual expenditures in many important budgetary items.

2796. **Redmon, Roy A.** A plan of determining unit cost in the small high school. Master's, 1939. Ohio State. 49 p. ms.

Studies unit costs in two schools before and after consolidation. Finds that unit costs decrease as the size of the school increases.

2797. **Reida, George.** The cost of education compared with the cost of other functions of government in Kingman county, Kansas. Master's, 1939. Colo. St. Coll. of Ed.

2798. **Ricketts, Robert Edward.** The distribution of State aid for schools in Missouri. Master's, 1938. Chicago. 84 p. ms.

2799. **Rogge, Howard W.** The operation of the Ohio state foundation program in Fulton county. Master's, 1939. Ohio State. 90 p. ms.

2800. **Rou, Henry Jennings.** A study of insurance plans for schools and other public buildings. Master's, 1938. Florida.

2801. **Schmidt, Clayton.** A survey of the abilities of school districts in Roberts county, South Dakota, to support schools under the present district organization. Master's, 1939. South Dakota. 69 p. ms.

2802. **Sims, H. H.** Local, county, state and federal support for schools of Creek county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Finds that the State government of Oklahoma provides on the average two-thirds of the funds to operate the schools of Creek County, with the local government providing only 22 percent; that the schools are receiving their income from at least 16 different sources; that the schools are being restricted more and more in the use of funds so that financial control is being centralized; that school boards are becoming merely fiscal agents of the State so far as finances are concerned; and that the State is obligated to centralize school areas, reduce expenses, and enrich the school offerings.

2803. **Southard, Orby.** Some effects of the school reorganization program in West Virginia on costs and educational services and facilities. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of these, researches completed, and bibliography of publications, 15: 332-39)

Compares educational conditions in five counties of West Virginia in 1932, which was prior to the reorganization, with conditions in 1935 to determine the effects of the reorganization on the amounts paid in school taxes and on the value in terms of cost of the educational services and facilities provided in these counties. Finds that school taxes in Wyoming and Mingo Counties were substantially reduced, but were not materially affected in Jackson, Logan, and Brooke Counties; that the value of the increases in educational services and facilities was more than \$7 per enumerated pupil in Jackson, Wyoming, Mingo, and Logan Counties, but were not greatly affected in Brooke County. Indicates that school taxes in counties having from 8 to 20 elementary pupils per square mile were substantially reduced; that there was little change in the amount of school taxes paid by the residents of the more sparsely and the more densely populated areas; that increased educational services and facilities were provided in all but the most thickly populated areas, which were not materially affected.

2804. **Staubus, Roscoe Karl.** A study of the methods used in meeting the cost of interscholastic athletic injuries. Master's, 1939. New Mexico. 72 p. ms.

2805. **Stegall, Lester Ray.** A comparative study of the effect of House bill 6 and House bill 212 upon school finance in Pontotoc county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Finds that great inequalities exist in areas of common schools causing one-room schools to be maintained; that average daily attendance is better in consolidated schools; that variation of ability to support the schools is shown by the per capita cost; and that maintenance of all types of schools is greater under House bill 6.

\*2806. **Steinhauer, Milton Henry.** Fire insurance on public-school property in Pennsylvania. Doctor's, 1939. Pennsylvania. Philadelphia, 1939. 124 p.

Attempts to determine whether the school districts of a State can economically operate and maintain a system of insurance which would be consistent with established principles of sound insurance. Indicates that school districts of the State can and should organize and operate a cooperative insurance association.

2807. **Stephens, Edwin Grady.** The influence of school bonds on the tax rates in Pittsburgh county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Attempts to summarize the laws governing the issuance of school bonds from the time of the creation of sinking funds to the date of the maturity and the redemption of the bonds, for the purpose of purchasing school sites and the erection of school buildings. Shows that it would be more economical if the policy of assessing an annual or a periodical building fund levy as provided by law should be pursued, which would create a cumulative building fund to be used in repairing, making additions, and erecting new school buildings.

2808. **Stephens, Jesse Gordon.** The effect of House bill 6 of the sixteenth legislature upon the schools of Stephens county, Oklahoma. Master's, 1939. Oklahoma. 95 p. ms.

Attempts to determine the effect of extensive State aid on the schools of Stephens County. Finds that real estate, personal property, and corporation property declined 50 percent in assessed valuation from 1933-34 to 1937-38; that average daily attendance increased at the same time; that State funds for local schools increased from 44.13 percent in 1933-34 to 53.38 percent in 1937-38; and that the school budgets of Stephens County increased 93.88 percent in 1937-38 over the budgets of 1933-34.

2809. **Surratt, Isaac Webb.** The practice of charging tuition in Virginia. Master's, 1939. Virginia. 110 p. ms.

2810. **Swinburn, W. Vance.** Historical development of the equalization fund in Texas. Master's, 1939. Tex. Tech. Coll.

Traces the development of each of the several equalization funds from their beginning to 1938. Shows that they were designed to promote local initiative, but that recently direct grants in aid are typical.

2811. **Taylor, Mary T.** Philanthropic contributions to secondary education in Pennsylvania since 1830. Master's, 1939. Duke. 100 p. ms.

Describes grants for the organization and operation of schools and contributions toward libraries and fine arts made by various philanthropic organizations in Pennsylvania. Finds that the major contributions have been for technical instruction, vocational education, and the development of school libraries.

2812. **Weinerth, Clarence Cass.** The cost of education in Greeley County, Nebraska, compared with the costs of other functions of government. Master's, 1939. Colo. St. Coll. of Ed.

2813. **Williams, Charles H.** A study of school property insurance in Clinton county, Ohio. Master's, 1939. Cincinnati. 58 p. ms.

Reports the amount of insurance protection carried on school property in this county and the practices followed in securing it; and recommends improvements in dealing with such insurance problems.

\*2814. **Wilson, A. L.** Preparation of the public-school budget in Texas. Master's, 1939. Texas Coll. of Arts and Inds. 57 p. ms.

Defines and lists the aims and benefits of the budget; discusses the responsibility for the budget, its preparation, evaluation, and its presentation and adoption. Recommends that special training in budget practices be required of every superintendent; that the State adopt a standard system for the keeping of school accounts; that a State auditor audit the books of each district; that the laws of Texas be changed to make the fiscal year of all departments begin on July 1; that yearly reports to the various departments be combined into one report serving all departments; that a centralized taxing system be set up and the independent district tax collectors and assessors be abolished; and that State aid be increased.

2815. **Wyse, Alvin B.** A comparison of the unit costs of instruction in the high schools of Fulton county, Ohio. Master's, 1939. Ohio State. 122 p. ms.

Finds that the size of the classes, expensive laboratory courses, and expensive floor space are the major causes of high unit costs for small schools.

2816. **Young, John Julian.** A study of certain factors as a basis for payment of travel for teachers of vocational agriculture in nine Alabama counties. Master's, 1938. Ala. Poly. Inst.

2817. **Zarfoss, L. H.** An analysis of tuition costs for nonresident pupils in public high schools of Lancaster county, Pennsylvania. Master's, 1939. Duke. 71 p. ms.

Analyzes various tuition costs for nonresident pupils and the methods of calculating these costs from 1934 to 1938. Offers suggestions for equalizing educational opportunity and for reducing the large number of irregularities.

#### RURAL EDUCATION

\*2818. **Barron, John F.** A study of educational efficiency of the schools of Cameron county, Texas, of districts of less than 500 scholastics. Master's, 1939. Texas Coll. of Arts and Inds. 54 p. ms.

Analyzes data on average daily attendance and enrollment; pupil distribution by grades; training and tenure of teachers; grade and pupil load; distribution of tax burden; taxes per pupil in average daily attendance; and administrative costs.

\*2819. **Bateman, Edward Allen.** Development of the county unit school district in Utah: a study in adaptability. Doctor's, 1939. T. C. Col. Univ. New York. Teachers college, Columbia university, 1940. 98 p. (Contributions to education, no. 790)

Studies the process of change involved in the development of the county unit system of school districts in Utah, including the history of the emergence of the idea, its development, the first adoption of the county unit district, its diffusion, and its final maturity as a result of mandatory law.

2820. **Beeson, Dewey.** The progress of education in Kiowa county during the nineteen hundred thirties. Master's, 1939. Okla. A. & M. Coll.

Studies the drift in population and its bearing upon the small school districts during the depression, the effect of Federal and State aid on the physical equipment and teaching personnel of the school system. Finds a marked and steady decrease in the rural districts; a tendency to discontinue the small districts and move the pupils to the larger centers; a steady decrease in assessed valuations; due to Federal and State aid the schools are in better physical condition than at the beginning of the period and the teacher personnel is better trained and the curricula broadened. Points out that there is an economic need for larger centers, for continued Federal and State participation in fiscal matters and a continued increase in State supervisory functions.

2821. **Blackard, Joseph Wayne.** Teaching conditions in Patrick county, Virginia. Master's, 1939. Virginia. 141 p. ms.

2822. **Boyd, Demaris Osborne.** The development of an integrated program of experiences in connection with village farm school, Franklin county, Alabama, during a three-year period, 1936-39. Master's, 1939. Alabama. 102 p. ms.

2823. **Brown, Ray D.** An administrative survey and proposed plan of reorganization for the schools of Hamilton county, Texas. Master's, 1939. South Methodist. (Abstract in: Southern Methodist university. Abstracts of theses, no. 7: 8-9)

Analyzes and compares the costs and efficiency of various school districts of the county. Attempts to determine the relative ability and efforts of the districts to maintain good schools. Proposes a plan for the reorganization of the school system which will insure greater economy and efficiency in administration and give the rural pupils, as nearly as possible, the same educational advantages as the town pupils. Recommends that the educational system of the county be organized into one independent school district under the direction of one school superintendent and one school board; that the county be divided into two attendance areas with three sub-areas of attendance; that the two attendance areas teach elementary and high-school pupils, whereas the three sub-areas teach only elementary pupils; and that all finances be handled through the superintendent's office.

2824. **Bunnell, Clifford P.** A proposed plan for reorganizing the schools and school districts of Mercer county, Ohio. Master's, 1939. Ohio State. 102 p. ms.

2825. **Burgess, J. E.** Development and present status of public education in Glynn county, Georgia. Master's, 1939. Duke. 131 p. ms.

Traces the development of public education from the earliest years to date. Finds that the school system is vastly improved, and that it surpasses the average county school systems in Georgia, and compares favorably with the best.

2826. **Cameron, Deryl J.** Rural aid in the Hooks independent school district. Master's, 1939. East Texas St. T. C. 116 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 13-14)

Compares the ward system of schools applied to rural areas with a typical consolidated school. Proposes that rural aid in Texas should be based not on equalization, but on the effort to provide minimum standards of plant, equipment, and accessibility. Suggests the establishment of areas of 4.5 square miles in each of which a one-teacher school for pupils from 6 to 12 years would be established; and pupils over 12 would attend the central high school, with those living within a walking distance of 3 miles walking to school and those living more than 3 miles reimbursed by the State for private transportation.

2827. **Davis, Orin Walter.** A study of the public schools of Jackson county with recommendations for their future organization. Master's, 1939. Ohio State. 133 p. ms.

Recommends a reduction in the number of districts and the organization of larger school units for the county.

2828. **Dawson, Edgar V.** Growth of education in Muskogee county. Master's, 1939. Okla. A. & M. Coll.

Finds that the growth of education has been gradual and constant and that there has been no time, except during the Civil War, when the educational institutions have not been commensurate with the times.

\*2829. **Day, Leah Almira.** A study of the young child in 67 one-teacher schools in New York state. Doctor's, 1939. Syracuse. 607 p. ms.

Attempts to ascertain facts about the school environment of the first-grade child; to analyze the individual child while in the school environment; and to ascertain facts about the typical school day of the young child.

2830. **Edwards, Sara Jane Savage.** A study of some phases of the county unit system of school administration. Master's, 1938. Texas St. Coll. for Women. 53 p. ms.

2831. **Freshcorn, Lester Dale.** Reorganization of the school system of Gallia county, Ohio. Master's, 1938. Cincinnati.

2832. **Griffith, Francis Dickerson.** The administrative organization of the educational system of Culpeper county, Virginia. Master's, 1939. Maryland. 92 p. ms.

Finds the schools to be conservative and static with physical plants deteriorating. Offers suggestions for raising standards and for effecting economies through improved management and reallocation of expenditures.

2833. **Griggs, Joseph Reagan.** A comparative study of Lubbock county rural schools for 1934-35 and 1937-38. Master's, 1939. Tex. Tech. Coll. 102 p. ms.

Compares the rural schools of Lubbock County, Tex., before and after reorganization. Finds that the reorganized schools offer better educational advantages for rural children, especially on the high-school level; that average daily attendance increased; and that the reorganized system is somewhat more expensive but more efficient than the original plan.

2834. **Howard, Dowell Jennings.** The educational and agricultural situation in Frederick county, Virginia. Blacksburg, Virginia polytechnic institute, 1938.

Studies the pupils in school and the drop-outs during the past 5 years. Finds that the drop-outs from schools in the county are declining; that approximately 1 child in 15 entering school remains for graduation; that drop-outs and failures in the seventh grade and below is more serious than in the eighth grade and above; that 65.3 percent of all pupils dropping out of school were boys; that 48 percent of all pupils dropping out of school were farm boys; that most drop-outs occurred at the age of 17 and grade 7; that 50 percent of the total school enrollment are boys and 70 percent of the boys live on farms; and that the county is predominately agricultural. Shows the need for more functional courses, and that a course in vocational agriculture should be made available to all farm boys in the county. Points out the need for new cash enterprises to encourage local boys to remain in the county.

2835. **Hyden, Alsie Franklin.** The county unit or a suggested reorganization plan for Tulsa county. Master's, 1939. Okla. A. & M. Coll.

Discusses the history of the county unit plan, its use in other States, and the attitude of Oklahoma to educational changes. Shows that the people will have to be educated to the need for and value of reorganization before laws will be passed allowing reorganization of the schools under the county unit plan. Points out that Tulsa County is the logical place to try out an experimental plan leading to the adoption of the county unit plan throughout Oklahoma.

2836. **Ingle, John Preston.** Subject-matter achievement in rural elementary schools in Virginia. Doctor's, 1939. Virginia. 256 p. ms.

2837. **Kittel, G. E. Theodore.** A study of the schools of the Highland county school system with recommendations for their organization. Master's, 1939. Ohio State. 161 p. ms.

Gives detailed information on the history, physical and economic factors, population, school enumeration, enrollment, organization and finances, and offers a plan of reorganization which will be more economical and efficient.

2838. **Larkin, Rev. Martin P.** Some improvements in rural elementary education. Master's, 1939. Catholic Univ. 61 p. ms.

2839. **Lauth, Edward.** The natural community school areas of Allegan county. Master's, 1939. Michigan.

2840. **Ledbetter, Jap.** An analysis of adverse and favorable criticism of the public-school system in Columbus county, North Carolina. Master's, 1939. Duke. 114 p. ms.

Finds that the schools are not adequately meeting the needs of the pupils.

2841. **MacConnell, James D.** A study of the organization and the successful operation of the Beaverton rural agricultural school district. Master's, 1939. Michigan.

2842. **McCowen, E. O.** The evolution and reorganization of an Ohio (Scioto) county school system. Master's, 1939. Cincinnati. 172 p. ms.

Recommends, on the basis of a historical study and a survey of this county, the enlargement of school districts to eliminate one- and two-teacher schools, to lower the number of tuition pupils, to decrease transportation costs, and to provide a more adequate basis for school support.

2843. **Miller, Arthur R.** An analysis of the problem of one-teacher school district reorganization in Kansas with special reference to Douglas county. Master's, 1939. Kansas.

2844. **Miller, Loren V.** An age-grade study of the Darke county, Ohio, schools. Master's, 1939. Ohio State.

Studies the age-grade status of 5,291 pupils of the county, ranging in grade from 1 to 12. Finds that 7.6 percent of the total were under age, 80.2 percent were of normal age, and 12.2 percent were overage for the grade.

2845. **Moore, Vivien Dennis.** Silverhill school: an experiment in rural democracy. Master's, 1939. Peabody. 130 p. ms.

Describes an experiment conducted in a rural school, showing that a rural school can be reorganized and changed from a formal to an informal school which serves its community.

2846. **Peer, Vera Enid.** Programs in one-teacher rural schools. Master's, 1939. California, L. A.

Finds that teachers in one-teacher schools in 35 States have from 7 to 37 class periods a day; that the amount of time devoted to the skill subjects varies from 34 percent to 69 percent of the day. Proposes a two-part-day school program during one-half of which the pupils work together on different phases of a social studies area according to maturity and special abilities; and during the other half of which the pupils play, sing, paint, read, dance, model, enjoy the beauties of nature and art, and conduct hobby clubs, thus learning to use their leisure time constructively.

2847. **Porter, Arthur Paul.** The reorganization of the school districts of Warren county, Ohio. Master's, 1939. Cincinnati. 149 p. ms.

Recommends, on the basis of a county survey, the reduction of the number of school districts in the county.

2848. **Prior, Orville J.** Educational and financial inequalities in the schools of Custer county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Shows the need for a reorganization of the present 68 school districts into 9 administrative units, which would be more economical and would provide more equal educational opportunities for the boys and girls in Custer County.

2849. **Richmond, John D.** Educational trends in Tazewell county, Virginia, 1927-1938. Master's, 1939. Duke. 126 p. ms.

Studies trends with respect to finance, pupil population, school buildings, and teacher status.

2850. **Roderick, Donald Maurice.** A comparison of social participation of rural and city pupils. Master's, 1939. Stanford.

2851. **Seacat, William McKinley.** Inequalities of educational opportunity in Ford county, Kansas. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 112-13)

Recommends that the county be divided into six education units, each supporting a 6-year elementary school and a 6-year secondary school; that transportation be provided for all who live more than 1½ miles from school; that a uniform tax be levied over the entire county, which would equalize the tax burden. Shows that this plan would equalize the educational opportunity for the pupils enrolled and the tax burden for the taxpayers of the county as a whole.

2852. **Shepherd, William S.** Personnel administration in selected Iowa counties. Master's, 1939. Iowa.

2853. Squire, Fred C. A study of the condition of the rural schools of Midland county and the possibility of making larger units of administration. Master's, 1939. Michigan.

2854. Thompson, Matthew B. School district reorganization in Polk county, Oregon. Master's, 1939. Washington. 60 p. ms.

Recommends that the number of school districts be reduced from more than 70 to 10, and that principles be established for the reorganization of the schools.

2855. Vaughn, William C. A proposed educational organization for each of the 14 counties in Arizona, including the office of county school superintendent. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 61-62)

Finds that the financial ability of the school districts varies to a marked degree; that there is a need for a revision of taxing units on a scientific basis in order to equalize and increase the educational opportunities of the children; that the tax rate can be reduced in the communities where it is now the highest; that consolidation of school districts would lower the cost of the schools. Offers suggestions for improving the schools in Arizona and for enlarging the financial base of school support.

2856. Wheeler, Arville. Some rural school problems. Colorado education association journal, January 1940. (Western state college)

2857. Willis, Wylie Richard. An experimental study of integration in one teacher schools. Master's, 1939. Peabody. 96 p. ms.

Compares formal and informal organization of two groups of one-teacher schools as to attainment and interest of students. Finds that the informal schools showed definite advantage in achievement of pupils, interest and enthusiasm of pupils, and approval of school officers.

2858. Wilson, Raymond. A study of recent educational trends in Donley county, Texas. Master's, 1939. Tex. Tech. Coll. 126 p. ms.

Analyzes educational trends in Donley County, Tex., for a period of 7 years, and compares these trends with those of four adjoining counties. Finds that the scholastic population, school enrollment, and average daily attendance have decreased rapidly and proportionately during the period; that the number of teachers and the teacher-pupil load have decreased; that the number of pupils transported has increased; that the number of schools, having fewer than six teachers, the number of schools teaching above the seventh grade, the amount of money received, from the State per capita apportionment, and tax values have all decreased; and that the trends are typical of those in adjoining counties.

2859. Young, Alfred Raymond. Appraisal of 30 rural schools of Atchison county, Kansas. Master's, 1939. Kansas.

#### CONSOLIDATION

2860. Andrews, Earnest E. The consolidated school in Clinton county. Master's, 1939. Iowa.

2861. Chisum, Lonzo Lee. A proposed plan for consolidation of eight small school districts in Tillman county, Oklahoma. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 40)

Demonstrates the advantages to be secured by consolidation.

2862. Cunningham, Walter C. A plan for regrouping of schools in Knox county, Texas. Master's, 1939. Tex. Tech. Coll.

Investigates the causes of the unequal educational opportunities in Knox County, and offers a plan for regrouping the schools to facilitate equalization of educational opportunities.

2863. Freeman, John Marshall. The consolidated school movement in Buchanan county. Master's, 1939. Iowa.



2864. Golden, Joe Bob. A plan for school reorganization in Wichita county Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university Abstracts of theses . . . no. 7: 17-18)

Traces briefly the development of schools in Wichita County up to the present time. Proposes a plan of reorganization of the schools of the county and gives comparative data on the present and proposed plan of schools. Indicates that it would be more economical to place into operation the proposed plan of reorganization than to continue under the present educational set-up, which would more nearly equalize educational opportunities for the children of the county.

2865. Hammonds, Colonel. A proposed program for the reorganization of the Garrard county schools. Master's, 1939. Kentucky. 128 p. ms.

Presents pertinent information concerning the present school system as a basis for formulating a more economical and efficient school system.

2866. Indall, F. J. A proposed plan for reorganizing and administering the public schools in Minnehaha county, South Dakota, as a county unit. Master's, 1939. South Dakota. 84 p. ms.

2867. Kleinert, Erwin J. A study of the efficiency of a consolidated school. Master's, 1939. Michigan.

2868. Long, Frank. A proposed larger school unit for an area in Clark county, Ohio. Master's, 1939. Wittenberg. 89 p. ms.

Proposes the consolidation of the rural districts Pike, German, and Tremont. Finds, from the analysis of replies to a questionnaire, that the parents favor the proposal.

~~2869.~~ Lucas, Burley E. Consolidation as viewed by the patrons of the Reading, Iowa, school district. Master's, 1939. Iowa.

2870. Mack, Fred Merrill. A reorganization plan for Cass county, North Dakota, public schools. Master's, 1938. Minnesota. 159 p. ms.

Shows that in order to provide more equal educational opportunities, it will be necessary to enlarge attendance areas and to establish larger schools with like regulations and identical standards. Offers a plan for reorganizing the public schools of the entire county.

2871. Martin, Morris C. The consolidation of schools in Washington county, Iowa. Master's, 1939. Iowa.

\*2872. Miller, Tom R. Some social implications of the central rural schools of New York state. Doctor's, 1938. Syracuse. 387 p. ms.

Traces the 118 years that it took to develop legislation making the central rural school a possibility; discusses the location of the 212 central rural schools. Describes the general method of centralization. Discusses the social implications of the schools in the communities both as schools and as social organizations. Shows that the central rural school has not developed equally in all parts of the State but that certain sections of central and southeastern territory have developed the greatest number; that, in most communities the leaders for centralization used the idea of better educational facilities as the drive to secure favorable action; that the facilities include a modern school building and organization designed and administered to serve as a community center, a curriculum partly adjusted to the needs of the community, a well-rounded health and guidance program, a well-developed extracurricular program, and a well-paid faculty.

2873. Morris, Maud Alice. The effect of consolidation on the schools of Jefferson county, Oklahoma. Master's, 1939. Oklahoma. 221 p. ms.

Finds that under consolidation deficits in the districts were decreased by \$26,163.32; that appropriations per pupil increased about 40 percent; that trucks transporting pupils increased from 3 in 1923 to 30 in 1930; that in 1923 45 percent of the children attended accredited schools, while in 1930, 78 percent attended such schools; and that school buildings were much improved by 1930.

2874. Newsom, W. R. A survey of the South Lockett school. Master's, 1939. Tex. Tech. Coll.

Compares the school districts and cost of education before and after consolidation. Finds that better facilities were offered by the consolidation, but that the consolidation,

together with the depression, caused a heavy financial burden on the people in the consolidated districts. Points out that teacher turnover is too great, that salaries are in arrears, and suggests that the school term should be shortened in order to get the district out of debt.

2875. **Shepoiser, Lawrence H.** Patron evaluation of consolidation in the Geneva, Iowa, school district. Master's, 1939. Iowa.

2876. **Spiering, Emil James.** A consolidation study of 10 elementary school districts, Humboldt county, California. Master's, 1939. Stanford.

2877. **Taylor, George T.** A reorganization of Muhlenberg county schools. Master's, 1939. Kentucky. 114 p. ms.

Describes the present school situation in Muhlenberg County, and gives important data on population trends and geographic features of the county, its natural resources, industries, and financial resources.

2878. **Temple, Ben L.** A plan for the reorganization of the school system of Huron county. Master's, 1939. Michigan.

2879. **Wamboldt, Henry.** Elementary school consolidation possibilities in Washington county, Colorado. Master's, 1939. Colo. St. Coll. 125 p. ms.

Proposes 24 consolidation units with an estimated saving of 20 percent in operating costs; and includes a plan for financing the cost of additional capital outlay.

2880. **Wiggins, Harold M.** The reorganization of the Perrysville school district to meet the emergency problems created by Muskingum watershed project. Master's, 1939. Ohio State. 80 p. ms.

Shows the way a reorganization of districts, bus routes, adjustments of territory, and exchange of pupils would increase the efficiency of Perrysville School and reduce the cost of transportation.

2881. **Wymore, Warren L.** A study of consolidated schools in Mahaska and Keokuk counties. Master's, 1939. Iowa.

#### TRANSPORTATION

2882. **Amis, Otis C.** An analysis of certain factors affecting the cost of transportation in the central rural school districts of New York state. Doctor's, 1939. Cornell. 245 p. ms.

Finds the two most important factors affecting cost are the size of the vehicle and the length of haul.

2883. **Baxter, Dean V.** A survey of Elmore county's transportation system with proposals for more economical routing of school busses. Master's, 1938. Ala. Poly. Inst.

2884. **Berry, Flay.** A study of transfers and bus transportation in Rockwall county. Master's, 1939. East Texas St. T. C. 102 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 8-10)

Traces the history of bus transportation; analyzes the county's transporting facilities as well as the effect of the roads on bus travel within the county, cost of bus transportation, legislative ruling passed for the school year 1939-40 affecting the transfer and transportation of the school children of Texas. Finds that about 30 percent of the pupils of Royse City and Rockwall County are in favor of sending their children from their home that parents in Rockwall County are in favor of sending their children from their home district to another district in order that the children may have better opportunities for getting an education; that the salaries of the bus drivers are too low for their responsibility; that more careful selection should be shown in engaging bus drivers; that no bus routes should be maintained that force children to ride a distance of 25 miles a day; and that all school districts should be combined into one independent county district.

2885. Cox, William C. Pupil transportation in the United States. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 11)

Shows the phenomenal growth of pupil transportation since 1928, and a trend toward district-owned buses, larger and safer buses, more frequent and rigid inspection of transportation equipment, adoption and use of modern accurate records and reports, and improvement of methods for administering State aid for pupil transportation.

\*2886. James, Bernard Paul. A study of transportation of school children in North Dakota. Master's, 1939. North Dakota. 88 p. ms.

Discusses the growth of transportation in the United States, and State aid for transportation; North Dakota and school transportation; population density; public-school transportation trends; the legal basis for transportation in North Dakota; laws governing school buses; roads in North Dakota; methods of transportation; transportation by public vehicle; cost of vehicular transportation; and cost of family transportation. Finds that present practices in transportation are wasteful and inefficient. Recommends that the State department of education require more definite information about transportation from the counties; that transportation be authorized for all elementary and high-school pupils; that districts be reimbursed by the State for 1½ cent per pupil mile of transportation in addition to all other aid now given; that insurance should be authorized for the protection of the children. Shows that educational opportunities of the children cannot be equalized without improving transportation facilities.

2887. Johnson, Chesley Roscoe. A study of transported pupils in the Alberta, city schools, Tuscaloosa county, Alabama. Master's, 1939. Alabama. 88 p. ms.

2888. Lariwe, Maurice E. Pupil transportation in the state of Oregon during the school year, 1937-38. Master's, 1939. Oregon.

2889. Michael, Edgar W. Pupil transportation in Kansas. Master's, 1939. Wichita. 115 p. ms.

2890. Portman, George. The scholastic achievement of transported and local pupils. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the relative efficiency of the dependent and the independent schools. Indicates that children in independent districts represent a higher socio-economic status than those in the dependent districts; and that pupils from the independent districts are 1.06 of a grade ahead of those from dependent districts.

2891. Schumann, Walter Alvin. Public ownership versus the contract system in school bus transportation. Master's, 1939. New Mexico. 58 p. ms.

2892. Smith, Elmo L. A comparison of school transportation in school districts in southwest Oklahoma owning their transportation systems and school districts contracting for their transportation in the school years 1935-36 and 1936-37. Master's, 1939. West. St. Coll. 78 p. ms.

2893. Stephens, David Dudley. The Jefferson county, Alabama, school bus drivers. Master's, 1939. Alabama. 43 p. ms.

2894. Tully, Glover Emerson. Pupil transportation in Alachua county. Master's, 1938. Florida.

2895. Van Ausdal, Gerald. A critical study of school bus insurance in Ohio. Master's, 1939. Miami. 45 p. ms.

Presents a State-wide survey of insurance practices and the accident record for school buses in districts receiving State funds for transportation. Finds that 236 buses carrying 9,711 pupils have no insurance protection for the pupils; that insurance of 7 buses carrying 46 pupils exceeds \$10,000 per pupil; that of 4,116 buses reported, 236 have no insurance of any kind, 416 have other insurance but no property damage insurance, and 3,464 have property damage insurance; that 27.1 percent of the pupils have accident protection, and 53.8 percent have the protection of liability insurance alone.

2886. Walker, Vernon C. Transportation and attendance of pupils in selected schools of Oklahoma. Master's, 1939. Oklahoma. 69 p. ms.

Compares the attendance records of 2,549 transported pupils with those of 1,114 non-transported pupils. Finds that rural nontransporting schools averaged 3.5 percent lower in attendance than nearby transporting schools, and nearly 8 percent lower than city schools in average daily attendance.

2897. West, William Kibler. A study of contract versus board ownership of school buses in Ohio considered from the standpoint of economy. Master's, 1939. Miami. 67 p. ms.

Finds that in the school districts owning buses, the reduction in cost per pupil per month was greater in the period from 1935 to 1938 than in the districts using the contract system; that there is a definite relationship between percent of board-owned buses and reduction of cost.

### SUPERVISION AND SUPERVISORS

2898. Carter, Robert T. Preferences of superintendents in Tennessee regarding the ratio of men and women teachers. Master's, 1939. Tennessee. 55 p. ms.

Deals with the actual number of men and women teachers in Tennessee public schools on various grade levels and in high school. Analyzes preferences of superintendents as shown by the replies of 73 superintendents to a questionnaire. Compares actual conditions with the stated preferences of the superintendents. Shows that men are preferred for chemistry, physics, agriculture, manual training, business education, general science, mathematics, biology, physical education, citizenship, history, and as teachers in the seventh and eighth grades; that women are preferred for home economics, for the first five grades, music, English, foreign languages, typewriting, and in one-room schools. Finds that the number of men employed in most of the high-school subjects is less than that desired by the superintendents.

\*2899. Chaffee, Charles E. The evolution of school supervision and administration in Pennsylvania under the county superintendent. Doctor's, 1939. New York. 165 p. ms.

Analyzes the historical development of the office of the county superintendent; discusses the present school law pertaining to county supervision; compares the qualifications and experiences of the county superintendents and their assistants to those of the district superintendents; considers salaries, duties, and powers of the office, and current practice in administering and supervising the county schools. Shows the need for a larger unit of administration in the Pennsylvania schools and the effects of the Merger law of 1937. Offers suggestions for a more equitable distribution of State subsidies.

2900. Cohen, David. The development of the office of chief state school executive in the State of New York. Master's, 1939. N. Y. St. Coll. for Teach. 273 p. ms.

2901. Colbaugh, Maude. A study of the supervisory programs carried on by the county superintendents of northeast Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Gives a brief history of rural supervision in Oklahoma with emphasis on the program carried on in this district. Finds that factors affecting supervision are: Wide variation in the status of rural teachers; density of population; the area of unit of supervision; the number and types of schools; and the amount of time the county superintendent can devote to supervisory work.

2902. Cole, Louise Phillips. A study of local supervision of home economics in a selected group of vocational schools. Master's, 1939. Tennessee.

Studies the functions of the supervisors of vocational home economics in Arkansas, Georgia, Indiana, Pennsylvania, Tennessee, Texas, and Virginia. Finds that 33 of the 84 supervisors held bachelor's degrees; that 19 held master's degrees; that their professional experience included teaching in many subject-matter fields in addition to supervisory work; that the teacher group had spent more time in formal study and had studied more recently

than the supervisory group; that the median number of schools supervised by each supervisor was 15 white and 6 Negro schools that supervisors and teachers taught a larger number of adult than out-of-school youth classes; that the percentage of adult and out-of-school youth classes was low in comparison with the day-school program. Shows that the responsibilities of the supervisors included home visits, curriculum revision, organizing and conducting conferences, and making recommendations for placement of home economics teachers; that their term of employment averaged 11 months.

2903. Helms, Hubert L. Supervision in consolidated schools of northern and central Indiana. Master's, 1938. Ball St. T. C. 36 p. ms.

Finds that from the standpoint of the teachers, supervision was inadequate in both amount and type.

2904. Herrin, Birney. A filing system for the county superintendent of schools. Master's, 1939. Okla. A. & M. Coll.

Presents an experimentally proved filing system, with a suggestive index, cross-reference, and code procedure for filing and finding documents efficiently.

2905. Jackson, F. M. The tenure of the superintendents of the exempted village schools of the State of Ohio. Master's, 1939. Cincinnati. 51 p. ms.

Surveys the tenure of such school officers from 1914 to 1935, and recommends a plan for improvement of tenure conditions.

2906. Mouldin, Willie Grace. Need for more efficient rural supervision in Mississippi. Master's, 1939. Peabody. 57 p. ms.

Attempts to determine the extent to which more efficient supervision is needed in the rural and small town school systems in Mississippi.

2907. Peterson, Irvin Leroy. A supervisory program for the village school. Master's, 1939. Colorado. (Abstract in: University of Colorado studies. 26: 104)

Attempts to devise a supervisory program suitable for the village school in which the superintendent is the only supervisor of instruction.

2908. Slack, George W. The clerical responsibilities of the superintendent. Master's, 1939. Okla. A. & M. Coll.

Attempts to show the need for a school office secretary and for a uniform system of filing in school offices. Finds that superintendents, even in small schools, are attempting too much clerical work, which is especially true of those teaching three or four classes daily; that it would be better if future legislation provided for a full-time office secretary in the smaller schools rather than an extra salary for the principal; that most of the office equipment is inadequate or obsolete; and that the State department of education should issue a bulletin giving uniform school file headings and that a uniform system of filing should be worked out and maintained.

2909. Spittler, Charles. A study of the professional duties of the commercial department supervisors in the city high schools of Ohio. Master's, 1939. Ohio State. 67 p. ms.

Finds that in many city schools administrators are not sharing responsibility with the persons in charge of commercial education; that the commercial department personnel in some schools are not improving their departments; that in some schools the personnel are handicapped in performing their duties by teaching loads, school finances, lack of an administrator, and lack of community knowledge of the purposes, objectives, and services afforded a city by the commercial department personnel.

2910. Stewart, Benjamin Donald. The professional and academic qualifications of the county superintendents in Ohio. Master's, 1938. Florida. 41 p. ms.

Investigates the academic and professional qualifications of each of the 88 county superintendents in Ohio, and studies the school laws to determine the law on certification, qualifications, and duties of county superintendents. Finds that 95.45 percent of the county superintendents hold the bachelor's or more advanced degree; that 97.73 percent of them have had administrative experience as principals in the public schools; that 98.80 percent have had experience in classroom teaching; that 30.69 percent have had experience as assistant county superintendents; that 75 percent are certificated under the life high-school certificate and the other 25 percent are certificated under some type of supervisory or superintendent's

certificate; that their salaries range from \$2,000 to \$5,500, with a median annual salary of \$3,000; that their median tenure is 6 years; that 68.18 percent receive contracts for the maximum period allowed by law, 3 years; and that there has been a marked improvement in the academic preparation of the Ohio county superintendents since 1927. Offers recommendations for improving the educational and experience qualifications of the superintendents, for extending their tenure, and for placing their salaries on an equitable basis with those of county superintendents in other States.

2911. **Willitts, Wilson N.** Recent developments in the responsibility of the city school superintendent. Master's, 1939. Michigan.

## PRINCIPALS

2912. **Blackwell, Luther Fulton.** Status of the elementary principal in Missouri. Master's, 1939. Colo. St. Coll. of Ed.

2913. **Douglass, Harl B.** Changing concept of the high school principalship. High School Journal, 21: 285-91, December 1938. (University of North Carolina)

2914. **Dugan, Russell Randolph.** A study of the official and community relationship of the Florida supervising principal. Master's, 1938. Florida.

2915. **Elkins, Delmas.** Status of the elementary school principals of south-eastern West Virginia. Master's, 1939. Peabody. 102 p. ms.

Studies the status of the white and Negro elementary school principals in Mingo, McDowell, and Raleigh Counties. Finds that his salary is not commensurate with his training and experience, and that he participates actively in community activities in an effort to interpret the schools to the community.

2916. **Fabrizio, Frank N.** Relation of training, experience, and tenure to salaries of high-school principals in Colorado. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 53)

Analyzes data on 187 high-school principals. Finds that in 1936 salaries ranged from \$810 to \$4,330; that the average salary was \$1,510; that training is responsible for a greater percentage of increase in average salaries than either experience or tenure.

2917. **Gammill, James Rankin.** The status of the elementary school principal in the State of New Mexico. Master's, 1939. Tex. Tech. Coll.

Analyzes replies to a questionnaire received from 62 of the 91 principals of elementary schools. Discusses their educational qualifications, tenure, salary, membership in educational associations, and their social, civic, and other activities.

\*2918. **Harris, Robert.** The elementary principalship of Corpus Christi schools. Master's, 1938. Texas Coll. of Arts and Inds. 94 p. ms.

Presents a picture of the eight elementary school principals in their daily professional work based on interviews with the principals and on diaries kept by them. Discusses their activities; relations with the community, and with the superintendent and the supervisors; relations with other principals of the same school system; relations with the teachers and with the janitors; relations with public officials; clerical work; and the relations with the pupils; administration of in-service training of teachers; and the relation of the principal to the curriculum.

\*2919. **Hilbert, Lyle Warren.** A study of the status of the rural high school principal in Kansas. Master's, 1939. Kans. St. T. C., Emporia. Topeka, Kansas state printing plant, 1938. 27 p. (Kansas state teachers college of Emporia. Bulletin of information, vol. 18, no. 10. Studies in education, no. 16)

Discusses the salary, experience and tenure of rural high-school principals of the different class high schools; educational training of the rural high-school principals; administrative factors pertaining to them.

2920. **McGhee, Mildred Vera.** The status of the elementary school principal, with special reference to the new curriculum. Master's, 1939. Tex. Tech. Coll. 79 p. ms.

Finds that the modern principal devotes 41.3 percent of his time to supervision, 32.3 percent to administration, 10.2 percent to clerical duties, 5.4 percent to teaching, and 10.7

percent to other duties; that the principal is recognized for his leadership in curriculum revision work; that 49.39 percent hold a bachelor's degree, 39.75 percent a master's degree, 1.2 percent a doctor's degree, and 9.63 percent hold no degree; and that the large majority of principals desire to continue in the elementary principalship.

\*2921. **Messinger, Mark G.** The non-teaching elementary school principal in the State of New Jersey. Doctor's, 1938. Temple. Camden, N. J., 1939. 226 p.

2922. **Moberly, Russell Louis.** The functional activities of supervising principals in Wisconsin school systems having from 1 to 14 teachers. Doctor's, 1939. Wisconsin. (Abstract in: University of Wisconsin. Summaries of doctoral dissertations . . . vol. 4: 210-13)

Attempts to discover the duties performed by the supervising principals of small school systems; to develop a classification of functional activities broad enough to cover the entire field of possible activities engaged in by local chief school executives; to discover the activities most actively executed by supervising principals in schools with from 7 to 14 teachers; to determine where the principals obtain their authority for engaging in these various activities, when the authorization is given, and whether the salary received by the local chief executive is any indication of the extent to which certain activities are executed.

2923. **Shelton, Landon Gordon.** An analysis of the major jobs of a rural high school principal. Master's, 1939. Va. Poly. Inst. 75 p. ms.

Attempts to determine the major jobs of a rural high-school principal, and what constitutes good practice in performing them, as shown by replies of 30 principals to a check list.

2924. **Stanice, Albert Milton.** Study of the principals in the Upper peninsula of Michigan and their duties. Master's, 1939. Michigan.

2925. **Williams, B. A.** The functions of supervising principals in accredited senior high schools in northwestern Florida. Master's, 1939. Duke. 81 p. ms.

Surveys the administrative, supervisory, extracurricular, and extraschool functions of 54 principals in 20 northwestern Florida counties.

## SCHOOL MANAGEMENT

### ATTENDANCE AND CHILD ACCOUNTING

2926. **Ball, Leonard T.** The present status of Ohio's county attendance officers. Master's, 1939. Ohio State. 92 p. ms.

Analyses replies to a questionnaire received from 63 of the 88 counties in Ohio. Describes a typical attendance officer.

2927. **Bell, Lewis Ermon.** The relationship between distance children live from school and school attendance in Elmore county. Master's, 1938. Ala. Poly. Inst.

2928. **Callaway, Annie Edna.** Relation between socio-economic status, health, and school attendance. Master's, 1939. Emory. 55 p. ms.

Studies attendance records for the school year 1938-39 in two Atlanta, Ga., schools; analyzes reports of the school doctor and school nurse. Finds that children having physical defects reported by the school doctor were absent more often than those not having defects; that diseased children were absent longer periods of time than those ill occasionally; that home conditions were controlling powers in school attendance and health; and that there was an inverse relationship between socio-economic status, health, and school attendance.

2929. **Couch, Gretchen Palmatier.** An analysis of school attendance and child welfare services in the Glendale city schools. Master's, 1939. Southern California.

2930. Curry, Robert P. A study of attendance in Withrow high school. Master's, 1938. Cincinnati.

2931. DeBenning, Murrell Jefferson. Comparative attendance of transported and non-transported children in selected schools of Oklahoma. Master's, 1939. Oklahoma, 104 p. ms.

Compares the attendance record of 1,181 transported children with that of 1,178 non-transported children, all of whom attended schools having 9-month terms. Finds that the children who were conveyed to school by bus had a higher average attendance as a group than the nontransported group.

2932. Enisinger, Charles W. The relation of attendance to classification and promotion of children in the public schools of Caddo county. Master's, 1939. Oklahoma. 104 p. ms.

Studies the promotion and attendance records of 2,608 pupils. Finds that a large number of pupils leave school before completing the eighth grade; that boys were slightly more retarded than girls. Shows a general trend of elimination starting in the fifth grade and reaching its height in the seventh grade. Indicates that children in independent districts progress faster than those in dependent high-school districts who progress faster than do children in rural districts; that the percentage of failure was greatest in the rural schools, less in dependent high schools, and least in the independent high schools.

2933. Gottfried, Franklin Jay. An analysis of high-school attendance in Wyandot county. Master's, 1939. Ohio State. 68 p. ms.

Offers suggestions for improving attendance in the various high schools of the county.

2934. Horney, Howard William. A study of pupil absenteeism resulting from communicable diseases in the schools of Paulding county, Ohio. Master's, 1939. Ohio State. 65 p. ms.

Finds that 56 percent of all absences during the school year 1938-39 were attributable to communicable diseases, of which 78 percent were due to colds and influenza; that only 14.6 percent of the pupils had been vaccinated against smallpox and 6.9 percent immunized against diphtheria. Indicates a need for an efficient county health program.

2935. Kiser, Florence Hixon. An investigation concerning absence in the Harris township consolidated school, St. Joseph county, Indiana. Master's, 1939. Ind. St. T. C. 76 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 144, July 1939)

Attempts to determine the causes of the low percentage of attendance in the Harris Township Consolidated School as compared with the other schools of St. Joseph County. Finds that foreign parentage caused a decrease in the percent of attendance and that retardation was closely connected with absences. Offers plans for making the school work more interesting, for arousing a spirit of competition as an aid to improving attendance, and for impressing upon the parents the importance of attendance.

2936. Ponte, Edward P. The relation of persistence to academic success. Master's, 1939. Mass. St. Coll. 55 p. ms.

2937. Reniers, Nan Woods. Public secondary school attendance in Pittsburgh, Pennsylvania—legal bases and present practices. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 295-303)

Discusses the organization of the compulsory attendance department in Pittsburgh, stressing the personnel and their training, work of the home and school visitor, and forms and reports used; the types of records kept by the teachers; absences and excuses for absences, early dismissals, and reasons given for them; reasons given by pupils for their absences; disposition of cases reported to the attendance department, and juvenile court records. Shows that teachers feel that student and parental interest is of more importance to good attendance than teacher interest or high scholarship, and that rewards or punishments have little effect on attendance. Offers suggestions for improving attendance records, and for clarification of the legal and illegal reasons for absence and early dismissals.



2938. Settles, Fred L. A study of attendance in the one-teacher schools of Franklin county, Kansas, for the first four months of the school year, 1938-39. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 66-67, February 1940)

Attempts to determine the major causes for tardiness and absence from the one-room rural schools of Franklin County. Finds the percentage of attendance relatively high; that the major cause of absence is sickness—usually the common cold; that excuses given for nonattendance are fairly reliable; that age has little effect on attendance; that the relation between school attendance and distance pupils live from school is negative; and that sex has no appreciable effect on attendance.

2939. Shepherd, Robert Allison. Progress and attendance in centralized and decentralized schools of Pottawatomie county, Oklahoma. Master's, 1939. Oklahoma. 101 p. ms.

Compares the progress and attendance of the pupils in 77 one-, two-, and three-room rural schools with the progress and attendance of pupils in 15 centralized schools for the year 1936-37. Finds better attendance and fewer failures in the centralized schools.

2940. Snyder, Oscar Lee. A study of the causes of absence in an elementary school. Master's, 1939. Ohio State.

Studies absences from grades 1 to 8 of an elementary school from 1934 to 1939. Finds that 75.7 percent of all absence was due to the illness of the child, and that the common cold was the single cause responsible for the greatest amount of absence.

2941. Walter, E. Worth. Attendance and its relation to retardation, acceleration, and normal classification in the El Reno city schools. Master's, 1939. Oklahoma. 101 p. ms.

Finds a positive relationship between classification and attendance; that accelerated pupils have the best attendance records; followed by normal age and by retarded pupils; and that promoted pupils have a better attendance record than nonpromoted pupils.

2942. Wontland, William L. The relation between attendance and progress of the students of the Seminole high school. Master's, 1939. Oklahoma. 73 p. ms.

Compares attendance and progress data for 780 students for the years 1936-37 and 1937-38. Finds that girls tend to be more accelerated than boys and have a slightly better attendance record.

#### CLASSIFICATION AND PROMOTION

2943. Brown, Elmer. The relation of pupil adjustment to school progress. Master's, 1939. Oregon.

2944. Scherkenbach, Frances Agnes. A study of the promotion history of retarded ninth-grade boys compared with achievement and intelligence. Master's, 1939. Marquette. 84 p. ms.

2945. Swearingen, George D. Promotion in the elementary grades. Master's, 1939. East Texas St. T. C. 91 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4; 52-53)

Presents a critical study of grading and promotion in the elementary school, giving the historical background of the problem, and discussing various types of promotion plans which have been tried out in various cities.

2946. Tyler, A. E. Some factors conditioning the progress of school pupils. Master's, 1939. East Texas St. T. C. 155 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4; 55-56)

Attempts to determine the effect of attendance, type of school, and individual differences on the quality of school work. Concludes that the better the attendance percentage the higher the promotion rate; that the type of school organization has a positive relation to the achievement of the pupils enrolled so the one-teacher school could not adequately meet the demands of junior high school students; and that the utilization of general intelligence tests is essential to coping with the problem of differential instruction.

## EXAMINATIONS

2947. **Arnold, Sister Estella.** Diocesan systems of uniform elementary school examinations. Master's, 1939. Fordham. 125 p. ms.

Finds that 55 percent of the dioceses have some form of diocesan elementary school examinations; that these systems were inaugurated during the years 1910-1938. Implies that diocesan superintendents are convinced that there is a need for and a value in uniform elementary school examinations.

2948. **Barry, Robert F.** An analysis of two new statistical methods for selecting test items. Master's, 1939. Rochester. 99 p. ms.

Proposes two new methods for evaluating test items, and determines the validity of these methods by comparison with the method of bi-serial  $r$ . Finds that the new methods have the advantage of speed and are as effective as bi-serial  $r$  in the selection of valid test items.

2949. **Brown, Francis V.** The qualifying examination in English at the University of Arizona. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 13)

Attempts to determine the types of error most frequently revealed by the English test given to entering students at the University of Arizona; to indicate to the English teachers of the State the deficiencies in English in the preparation of pupils for college English; and to determine the fitness of the English X course at the University of Arizona for eliminating these deficiencies. Analyzes 638 papers written by entering students in 1936-37, textbooks, and examinations given in English X for the same year. Finds that the greatest percentage of errors was made in punctuation, and that the English course was well fitted to meet this and other revealed weaknesses.

2950. **Courtney, Josephine B.** Length of essay-type test answers, grades 4-7. Master's, 1939. Duke. 57 p. ms.

Describes an experiment in which an essay-type test on a unit of geography was administered to 21 elementary school classes, and test answers on 837 papers were assembled, counted, and classified according to grade, class, and scholastic ability. Finds that pupils in grades 4-7 tend to write about 50 words in answer to an essay-type question of a broad and general nature; that wide variations exist in the length of answers; and that the relationship between the number of words written and the number of thoughts expressed is high, though it tends to decrease with grade level.

2951. **Henderson, Thomas Howard.** The relative motivation of essay and objective examinations in high-school chemistry. Master's, 1938. Chicago. 26 p. ms.

2952. **Johnson, Bess Eleanor.** The effect of written examinations on learning and the retention of learning. Field study no. 3. Doctor's, 1938. Colo. St. Coll. of Ed.

2953. **Johnston, Charles J.** Analysis of the 1936 Iowa every pupil biology test. Master's, 1939. Iowa.

2954. **Keathley, Snyder Belt.** Tentative standardization of examination in plane geometry. Master's, 1939. Tennessee. 88 p. ms.

Develops an objective examination based on the second semester of plane geometry.

2955. **McInturf, Dwight L.** A study of the April 1938 every pupil test in scientific thinking in Ohio schools. Master's, 1939. Ohio State. 75 p. ms.

Analyzes 650 test papers from 17 Ohio schools, to determine accuracy of scoring, pupil responses on age grade and sex basis, and comparison of abilities of University high-school pupils with those of other pupils.

2956. **Nutman, Dorothy Leah.** Analysis of an examination in college chemistry. Master's, 1939. Brown. 29 p. ms.

2957. **Stewart, Duane M.** Item analysis of the 1939 every pupil test in American government. Master's, 1939. Iowa.

## EDUCATIONAL AND VOCATIONAL GUIDANCE

2958. Addington, Luther Foster. Guidance in the Southern association Virginia secondary schools. Master's, 1939. Virginia. 136 p. ms.

2959. Allard, Hollon B. A study of the counselor and his place in the modern public school organization. Master's, 1939. East Texas St. T. C. 126 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 6-7)

Analyzes conditions creating the need for a counselor; analyzes his duties and functions; gives the results of a questionnaire to parents of secondary school pupils; and discusses the administration of the guidance program. Concludes that the teacher is not the agency through which the counseling program can be most effectively administered.

2960. Arnds, Frederick W. A survey of the guidance needs of boys in a high-school suburban to a second-class city. Master's, 1939. N. Y. St. Coll. for Teach. 71 p. ms.

2961. Bailey, Carl Matis. A guidance program for Lubbock junior high school. Master's, 1939. Tex. Tech. Coll.

Surveys the various departments of Lubbock Junior High School to find courses and activities which have guidance value, and investigates the need for an organized guidance program in the school. Shows the need for an organized program and suggests a program.

\*2962. Barry, Cora Miner. Guidance service in the public secondary schools of Massachusetts, 1938-39. Master's, 1939. Boston Univ. 196 p. ms.

Attempts to determine the extent to which the public secondary schools of Massachusetts responded to the need for guidance, the prevailing practices, how extensively guidance services are provided, and how effectively they function. Analyzes data secured from 356 junior and senior schools. Finds that articulation functions better between junior and senior high schools than between the elementary school and the junior high school. Shows the value of the case-study technique as an aid in guidance; that guidance has improved in-school relations but has had little effect on post-school relations; that members of the staffs of senior high schools assigned guidance duties are better equipped for them than are those in junior high schools; that about half of the schools are concerned with the establishment of guidance service in their programs. Indicates that a limited guidance service is available to the youth of Massachusetts.

2963. Berard, Theodore H. A study of the guidance needs of 100 boys who are planning on continuing their education. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 141-43)

Analyzes the guidance needs of boys in the junior and senior years of high school who availed themselves of the guidance service organized by the Department of education of Clark University. Shows that most of the boys had plans which were in keeping with their abilities; that engineering was the most popular profession, but that many of the boys who wished to enter this profession were not equipped to be successful in this field.

2964. Burger, Alice. Vocational guidance in the light of recent technological social changes. Master's, 1939. Southern California.

\*2965. Callaghan, Thomas A. A survey of guidance practices and instruments among 48 public secondary schools in Connecticut. Master's, 1938. Maine. 73 p. ms.

Analyzes replies to a questionnaire on the most significant features, most useful instruments, and most effective practices in guidance in public secondary schools in Connecticut. Shows the need for developing a comprehensive State guidance program in order to put into practice the desirable and useful functions of pupil guidance; that school administrators are willing to carry further the guidance phase of their school program if more proved methods and devices can be shown that have demonstrated educational values; that a large number of Connecticut secondary schools do little with the vocational phase of their program; that too few schools have a definitely assigned person to direct the guidance program.

2906. Conklin, Marguerite D. A statistical study of applicants and their placements by the Vocational placement bureau, Portland, Oregon, from September 1, 1929 to June 1, 1937. Master's, 1938. Reed. 164 p. ms.

Attempts to determine the factors which enter into the placing of applicants in positions, and to determine whether training received in secondary schools prepares applicants to enter industry. Shows the need for continuous counselling and guidance service, for continuous survey of occupations; more systematic procedures in selecting students for training; better training for occupational versatility; more systematic procedure in determining the fields in which there will be the greatest demand; and the provision of adequate information on occupational specifications, opportunities for employment, and trends.

2907. Cummins, Clytis. An effective high-school pupil accounting record to be used in guidance. Master's, 1939. Arizona. 104 p. ms.

2908. Cunningham, Mattie Rose. The history of guidance in American secondary schools. Master's, 1939. Stanford.

2909. Demarjian, Aram. A study of the common elements in occupational pursuits. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 148-50)

Studies the occupational requirements described in 17 representative sources on occupations with a view of determining if certain common elements can be discovered among a variety of occupations or within groupings of occupations. Studies and rates personality and character traits, abilities, and interests required by 39 occupations. Finds that nearly all of the occupations studied require common elements among personality and character traits; that there are definite families of occupations; that there is a general tendency for occupational ability patterns to coincide with occupational interest patterns. Concludes that vocational guidance should guide a young person toward the proper family of occupations which compare to his abilities and interests, and then encourage him gradually to make his vocational choice more specific as he gets more experience in the basic skills and knowledges required in the general field.

2970. Elam, Burton Norwood. Relative importance of self-placement technique in vocational adjustment. Master's, 1939. Peabody. 54 p. ms.

Examines the adjustment program of 10 large cities. Shows that self-placement technique can be taught in the classroom, and that this training should be included in the curriculum of the secondary school.

2971. Emerson, Van Waldo. A survey of the educational needs in the Hazelton, Idaho, high school with special reference to a program of guidance. Master's, 1939. St. Coll. of Wash. 66 p. ms.

Surveys the educational needs of the small high school for guidance, and formulates a program based on the needs. Indicates that unless a conscious effort in planning for guidance needs is put forth by school officials, guidance provisions in the school will be meager.

2972. Fishel, William A. The status of guidance in the junior high schools of the State of Ohio. Master's, 1939. Akron. 61 p. ms.

Surveys a representative number of junior high schools to determine what is being done in the field of guidance and counselling.

2973. Foy, Zed Lee. Implications for guidance and curriculum in a study of Boise high school graduates and nongraduates. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 297-12)

Studies 887 boys and 1,124 girls who graduated from the Boise High School during the years 1930-1936, and 834 boys and 996 girls who would normally have graduated during these years had they remained in school, to determine their education beyond high school, their place in civic life, and their record of experiences in and out of school. Shows that greater proportions of boys are attending the secondary schools, greater proportions of students are enrolled in the upper years, larger numbers from the older-age levels are in school, and greater numbers and increasing percentage of the total population are graduating from the secondary schools; that there are wide differences between the graduates and nongraduates of recent years; that there is a need for a more adequate cumulative record system; that the mobility of the student population has definite local and national

implications; that pupils should be trained in homemaking; that less than 40 percent of the graduates went to college and two-thirds of this number attended college 2 years or less; that there is a positive correlation between high-school and college achievement. Recommends that guidance services be concerned with the whole life of the child and be based on the immediate and future needs of young people.

\*2974. **Fredenburgh, F. Alvah.** An analysis of certain theories of personnel service in education. Doctor's, 1939. New York. 271 p. ms.

Finds trends with respect to general theory, principles, techniques, methodology, and administration.

2975. **Garrity, Dorothy.** Case study of guidance in small Illinois high schools. Master's, 1939. Iowa.

2976. **Garvin, Rev. William F.** A problem of vocational guidance for rural boys. Master's, 1939. Catholic Univ. 124 p. ms.

2977. **Gerisch, Myrtle Catherine.** A plan for educational and vocational guidance for junior high school boys and girls. Master's, 1939. Wayne.

Plans a course of study in occupational information for the seventh grade designed to develop community and school cooperation.

2978. **Gore, Norman J.** Emphasis given to educational guidance in published courses of study for secondary schools. Master's, 1939. Iowa.

\*2979. **Haley, George P.** An analysis of significant differences in certain personality and mechanical factors at different IQ levels for adult males and females. Master's, 1939. Boston Univ. 85 p. ms.

Gives a brief history of the Vocational Guidance Institute of Fall River, Mass., which attempts to analyze the fundamental aptitudes, personality, interests, and abilities of each individual, by means of an adequate testing program; to analyze his training, education, and experience in the light of present-day occupational demands; to lay out a specific program for the individual in order that he may use his ability and training more effectively; to make specific recommendations to each individual in regard to avocational possibilities in order that he may better organize his leisure time; to effect placements in gainful occupations for as many of these individuals as possible; to counsel each individual about training and educational opportunities that will aid him in becoming more occupationally effective; and to follow up each individual so that the Institute will know how well each has followed out his program. Analyzes data collected by the Institute to determine the significant difference, if any, between individuals with an IQ of 110 and above, an IQ between 90 and 110, and those with an IQ below 90, both men and women, in emotional stability, self-sufficiency, extroversion-introversion, and dominance-submission and in motor control and visual perception, using 287 cases. Finds that people with higher IQs have better motor control, better personality traits, are more emotionally stable than those with average or low IQs.

\*2980. **Hardiman, Gertrude Page.** An analysis of 1,000 letters addressed to the President or to the United States Employment Service asking for employment or for vocational counsel. Master's, 1939. George Washington. 63 p. ms.

Attempts to paint a picture of the letters of this type which are received at the White House and other governmental units and of the way in which they are answered; and to discuss the value of such data to the government or to the educational system. Shows that the majority of the applicants could not write a good letter of application; that they have no understanding of the functions or limitations of the Government; that only 7 percent sought jobs in the Federal Government, and only 8 of the 70 persons had a Civil Service rating; that the largest number of complaints was against the necessity of political pull. Advocates education for the awareness of vocational possibilities and limitations; a better understanding of where and to whom to turn for various kinds of advice and help; a better utilization and coordination of facilities which already exist; and a continuing guidance service to the individual.

2981. **Houchins, Charles C.** A guidance program for the secondary schools of Summers county, West Virginia. Master's, 1939. California, L. A.

Surveys social, economic, and educational conditions in Summers County. Suggests the use of a county unit program with the central authority vested in the assistant county superintendent who would direct the program through the head counselors of each high school.

2982. **Hutson, P. W.** Selected references on guidance. School review, 47: 540-46, September 1939. (University of Pittsburgh)

2983. **Johnston, Geraldine M.** The educational implications of occupational change. Master's, 1939. Chicago. 131 p. ms.

2984. **Juckett, Charles A.** An occupational survey of the town of East Hampton as a basis for planning for vocational guidance and vocational education. Master's, 1939. N. Y. St. Coll. for Teach. 49 p. ms.

2985. **Kerrey, Thomas H.** Bases of guidance for pupils electing vocational agriculture. Master's, 1938. Cornell. 98 p. ms.

Studies pupils in agriculture to determine the effectiveness of guidance, consideration of opportunities for placement, and breadth of agricultural courses for guidance purposes. Deals with the influence of the home and farm on pupils' desires to farm and on their desire for advanced work after graduation from high school.

2986. **Kinkead, Frances Willard.** The function of the Young Women's Christian Association in the field of vocational counseling and employment in a community welfare program. Master's, 1939. Southern California.

\*2987. **Lahr, John M.** Guidance programs in rural communities: a study of the progress of guidance developed in the New York State rural elementary and secondary school in its relation to the community. Doctor's, 1939. New York. 153 p. ms.

Surveys the existing guidance programs in 110 rural elementary and secondary schools. Finds that 15 percent of the schools did not use standardized tests, 35 percent did not systematically gather and record the information concerning the family background of the pupils; 57 percent did not provide for the pupil who graduated or who left school for other causes; that provision for vocational guidance was inadequate; and that the medical service provided for the rural school pupils was insufficient.

\*2988. **Lewis, Hazel M.** An investigation of facilities for vocational adjustment and proposals for a guidance program for out-of-school young women in Boston. Doctor's, 1939. Harvard. 303 p. ms.

Studies trends in the development of community guidance programs; surveys present resources in Boston for vocational testing, counseling, and placement; and analyzes and evaluates the vocational guidance program in the Y. W. C. A. Describes briefly the various youth guidance and placement organizations in many cities throughout the United States. Lists Boston agencies offering vocational testing, counseling, and free placement. Analyzes records of all applicants to the Y. W. C. A. between the ages of 18 and 25 interviewed by vocational counselors in the department between January 1, 1937, and July 1, 1938, a total of 1,178 cases to whom a questionnaire was sent asking for additional information about herself and for comments, suggestions, and criticisms concerning the counseling service. Offers suggestions for improving the counseling service of the Y. W. C. A.

2989. **Link, Floyd L.** Vocational guidance courses in Iowa high schools. Master's, 1939. Iowa.

2990. **Long, Ena.** Case studies in the guidance of secondary school girls. Master's, 1939. Indiana. 251 p. ms.

2991. **Lynds, Clarence Wiley.** The operation of guidance program and services in nine high schools in Kansas, 1938-39. Master's, 1939. Kansas.

2992. **McCann, Margaret.** Development of a course in personal and social adjustment through an eighth-grade class in group guidance. Master's, 1939. N. Y. St. Coll. for Teach. 77 p. ms.

2993. **McKiernan, Jane Cusack.** The aims and development of vocational guidance. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and science, 1939: 98)

2904. McWilliams, Earl Milton. The need for distributive guidance in the Wilmerding high school. Master's, 1939. Pittsburgh.

2995. Maloney, Loretta. A study of guidance in the Washington State schools of education. Master's, 1939. Washington. 99 p. ms.

Finds a marked similarity of guidance practice in the five schools studied; well-developed programs for the placement of graduates, for the insurance of high standards of living for students, for orientation of entering students, and for keeping records.

2996. Miller, Eleanor Olmstead. A scientific basis for counselling. *Journal of higher education*, 10: 182-89, April 1939. (Illinois college)

2997. Morris, Duffrin A. A plan of guidance and organization for the Wellston, Ohio, high school. Master's, 1939. Ohio State. 81 p. ms.

Studies the homeroom activities of the senior high school, and finds that it is a good center for guidance activities.

2998. Neff, Julius C. A study of devices and methods used by the industrial arts teacher for vocational guidance. Master's, 1939. Ohio State. 78 p. ms.

Shows the need for simplified recording devices, and that new methods of conducting guidance courses will be needed in order to make the system beneficial.

2999. Niven, Jorma Iltanen. A survey of job-placement facilities in the City of Worcester, Mass. Master's, 1939. Clark. (Abstract in: *Clark university bulletin* no. 145: 165-67)

Compiles a directory of job-placement facilities, and analyzes the data statistically in order to depict the nature, quality, and quantity of employment work being done in Worcester.

3000. Orr, Cora I. Counselor's conferences on individual students. New Concord, Ohio, Muskingum college, 1939. 6 p. ms.

Deals with methods of coordinating counselling procedures at the college level.

3001. Patterson, Victor F. A program of guidance for Franklin county, Ohio, secondary schools. Master's, 1939. Ohio State. 114 p. ms.

Finds the guidance programs of the county schools inadequate for the needs of the pupils and of the communities.

3002. Pels, Grace VanLaar. A survey of four guidance areas in Grand Rapids Christian high school. Master's, 1939. Michigan.

3003. Policastro, Anthony G. The motivating factors contributing toward the interest of junior high school graduates in a vocation. Master's, 1939. Coll. of the City of N. Y. 117 p. ms. (Abstract in: *College of the City of N. Y. Abstracts of theses . . . 1939: 107-108*)

Attempts to determine the factors which influence the vocational interests and choices of junior high-school students by administering a questionnaire on vocational interests and choices to 433 boys in four New York City junior high schools. Concludes that parental influence, expected earnings, higher education, and good social clubs, hobbies, recreations, specialists in the field, and friends play a minor role in influencing vocational choice.

3004. Pratt, Stanley F. A home to school guidance survey of Lancaster city schools. Master's, 1939. Ohio State. 65 p. ms.

Surveys grades 7-12 in the Lancaster, Ohio, public schools. Finds that parents and pupils in general were satisfied with the school system; that parents felt that the school should provide more vocational, industrial, and commercial training as well as vocational, moral, and educational guidance; that most of the pupils expect to finish high school, and that their chief interests were sports.

\*3005. Price, Joseph St. Clair. Improving freshman achievement through guidance. Doctor's, 1939. Harvard. 234 p. ms.

Describes an experiment conducted with 121 freshmen at Howard University in 1937 to determine the value of guidance in improving freshman achievement. Concludes that it is possible by proper diagnosis and counseling to avert probation or failure.

**3006. Bounds, Howard G.** A guidance program for high-school seniors. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 66, February 1940)

Develops a differentiated guidance program for high-school seniors based on their abilities, interests, and purposes, for use in the high school at Ottawa, Kans.

**3007. Runyon, Marion E.** The relation of the guidance movement to other educational trends. Master's, 1938. Texas St. Coll. for Women. 87 p. ms.

**3008. Schultz, George Carl.** An evaluation of guidance activities in the secondary schools of Iowa. Master's, 1939. Colo. St. Coll. of Ed.

**3009. Slacum, E. P.** The Maryland youth survey and its implications for a guidance program in the rural high schools of Maryland. Master's, 1939. Duke 115 p. ms.

**3010. Soph, Armin Edward.** Provisions for guidance in the first- and second-class cities of Kansas. Master's, 1939. Iowa.

**3011. Stringfield, Permelia Ann.** The development of a guidance program for Seminole county. Master's, 1939. Okla. A. & M. Coll.

Shows that a guidance program organized on a county-wide basis and built around the vital needs and interests of the community is one of the best means of providing guidance for the boys and girls in the rural schools.

**3012. Terrill, H.** An analysis of the personal guidance needs of girls in a small town as a basis for the provision of guidance through home economics classes. Master's, 1939. Ohio State.

Attempts to discover some of the fundamental guidance problems which might be taken care of in home economics classes, particularly in small high schools which are not able to afford special workers in guidance.

**3013. Tissue, Dorothy M.** A survey of three guidance areas in Mount Hope high school, Mount Hope, West Virginia. Master's, 1939. Michigan.

**3014. Tolin, Ernest Henry.** The status of guidance in the secondary schools of the second-class cities of Kansas. Master's, 1939. Colo. St. Coll. of Ed.

**3015. Wagner, M. Edward.** A manual on guidance for the secondary school administrator. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 124)

Presents a problem manual which involves organizing, developing, executing, and evaluating a guidance program in either a large or small school system.

**3016. Walker, Doris E.** History of the development of the guidance movement in public high schools. Master's, 1939. Oregon.

**3017. Walker, May A.** A study in human relationships, or a study of parent, pupil, and teacher guidance. Master's, 1939. Oglethorpe.

Shows the need of guidance, especially in Atlanta, and offers suggestions for expanding the program.

**\*3018. Watkin, Earl Parry.** Counselling of secondary school students in Ilion, New York. Doctor's, 1939. New York. 193 p. ms.

Finds that scholastic adjustments were facilitated by the use of achievement and intelligence tests which were used by the counsellor to advise with students in curriculum selection, differentiated assignments, marking and promotion, remedial work in reading, arithmetic, and study habits.

**3019. Wessels, Marjorie Nadine.** Investigation of the status of mixed-age grouping on the basis of interest during 1937-38. Master's, 1939. Drake.



3020. Williams, O. Y. A proposed guidance program for a small high school in Pennsylvania. Master's, 1939. Duke. 101 p. ms.

Surveys Marianna, Pa., to determine the need for a guidance program, and suggests a program to meet these needs.

\*3021. Wolf, Ralph Robinson, jr. Differential forecasts of achievement and their use in educational counseling. Doctor's, 1937. Yale. Columbus, Ohio state university, 1939. 53 p. (Psychological monographs, vol. 51, no. 1; whole no. 227, 1939)

\*3022. Worthington, Edward Humphrey. Vocational and educational choices of high-school pupils in relation to their subsequent careers. Doctor's, 1938. Pennsylvania. Philadelphia, 1938. 253 p.

3023. Yeo, John Wendell. Guidance in American secondary schools. Doctor's, 1939. Yale.

#### EXTRACURRICULAR ACTIVITIES

3024. Bechtold, Conrad B. Spare time and school interests of Cleveland high-school boys. Master's, 1938. Stout. 80 p. ms.

3025. Bell, Clifford C. A suggested program of extracurricular activities for the three- and four-teacher high school. Master's, 1939. Okla. A. & M. Coll.

Suggests a program of extracurricular activities for the three- or four-teacher high school and sets up a point scale for the evaluation of participation in these activities, and suggests a method for handling the finances derived from extracurricular activities.

3026. Blume, Lawrence A. The relationship of participation in high school activities to participation in leisure time activities after graduation. Master's, 1938. Minnesota. 78 p. ms.

Describes a follow-up study of 275 pupils who graduated from high school from 1920 to 1930, inclusive, and finds considerable relationship between types and nature of participation in high school and later life.

\*3027. Bronson, Zola. Boys' club membership turnover and mentality: social factors affecting boys' club membership in an interstitial area. Doctor's, 1935. New York. 535 p. ms.

3028. Brown, Luther D. A suggested plan of Boy scout and school cooperation. Master's, 1939. Okla. A. & M. Coll.

Analyzes replies to inquiries made of 13 Boy Scout councils in Oklahoma to determine the extent of school-scout cooperation. Finds that programs in school-scout cooperation afford opportunities for instruction and training in citizenship not readily available in regular school curriculum.

\*3029. Byler, Emma Shumway. The out-of-school activities of ninth-grade girls. Master's, 1939. George Washington. 46 p. ms.

Analyzes replies to a questionnaire given to 625 ninth-grade girls in seven junior high schools in Washington, D. C., to determine the economic, social, and civic activities of these girls. Indicates that these girls handle considerable amounts of money which they secure in a variety of ways; that they have a large share in selecting their clothing; that they help with the housework and make many of their clothes that they attend many moving pictures, and listen to the radio as hobbies; that their chief activity with the family group is church attendance. Offers suggestions for revising the home economics curriculum to better meet the needs of junior high school pupils.

3030. Coates, James Dorland. The program of extracurricular activities of the high schools of Kentucky. Field study no. 2. Doctor's, 1939. Colo. St. Coll. of Ed.

3031. Cobb, Frank J. Prospective teachers and their extracurricular activities in high school and college. Master's, 1939. Wayne.

Analyzes the relation of participation in such activities to selectives for admission to college and placement. Studies the continuation of participation in specific activities through high school and college.

\*3032. **Davenport, Frances.** The role of a girls' club in a local urban area. Master's, 1939. New York. 118 p. ms.

Studies the needs of the girls of a slum area, and the provisions made by a local girls' club to meet them. Offers suggestions for improvement.

3033. **Eddy, Margery L.** A survey of the leisure-time activities of the Milan junior and senior high school pupils. Master's, 1939. Michigan.

\*3034. **Fudge, Helen Gilchrist.** Girls' clubs of national organization in the United States: their development and present status. Doctor's, 1938. Pennsylvania. Philadelphia, 1939. 349 p.

3035. **Gachet, Rochelle Bodd.** Organization and administration of extracurriculum activities in colleges of the North central association. Master's, 1938. Chicago. 62 p. ms.

3036. **Hahn, William Parsons.** The leisure-time activities and interests of the boys of Spencer high school. Master's, 1939. West Virginia.

3037. **Hendricks, Arthur William.** A survey of extracurricular activities in the exempted village high schools of Ohio. Master's, 1939. Ohio State. 58 p. ms.

Offers recommendations for improving the present program, and shows that extracurricular activities should be more carefully administered.

3038. **Hodgers, Robert W.** A comparative study of the out-of-school activities of city boys and country boys. Master's, 1939. Ind. St. T. C. 49 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 137-38, July 1939)

Compares the home life of 100 boys from Terre Haute, with that of 100 boys from Jefferson County, Ind., to determine whether there is anything in their home life and leisure time that would contribute to or detract from the success of either group. Finds that all of the boys interviewed were from average middle-class families; that 31 percent of the city boys and 24 percent of the country boys were engaged in hobbies that would afford them a means of earning a livelihood in later life, and that the other boys had hobbies of an educational nature; that both groups of boys had religious affiliations; that 93 percent of both groups had made a choice of occupation which they wished to pursue.

3039. **Johnson, Bess Eleanor.** An evaluation of normal school sororities. Field study no. 2. Doctor's, 1939. Colo. St. Coll. of Ed.

3040. **Kido, Mitsuyuki.** A study of the leisure-time activities of tenth-grade students at Farrington high school. Master's, 1939. Hawaii. 127 p. ms.

3041. **Kincaid, Arthur C.** A survey of the Boy Scout movement in its relation to the development of character. Master's, 1939. Coll. of the Pacific. 74 p. ms.

Studies the Boy Scout movement in Humboldt County, Calif. Finds that the success of the movement depends on the scoutmasters; that scouting reaches only a selected few; and that its chief contribution is in the field of recreation.

3042. **LeValley, Roy E.** A survey of the home and extra-classroom interests of boys who fall in the ninth, tenth, and eleventh grades. Master's, 1939. Michigan.

3043. **McAtee, Anne Cecilia.** Extracurricular activities in the Houston elementary schools with special emphasis on May fetes. Master's, 1939. Tex. Tech. Coll.

Traces the origin and development of the cocurricular activities. Shows the great amount of work involved in the annual May fete program of the entire city, which is justified because of the accruing educational values.

3044. **McGrath, Marie.** Analysis of activities of clubs and their relation to the activities of classes. Master's, 1938. Minnesota. 298 p. ms.

Lists club activities in the Minneapolis high schools which occur also in club rooms, and the club activities which teachers believe should be a part of class work.

3045. Meyer, Winfred Adolf. A demonstration of a method of determining an extracurricular program for a high school. Master's, 1939. Indiana. 135 p. ms.

3046. Mitchell, Earl. A summary of the literature on extraclass activities. Master's, 1939. Cincinnati. 140 p. ms.

Covers the years 1932-1939, and includes a bibliography of 310 references.

3047. Moore, Eoline Wallace. Survey of women student membership in campus organizations of Alabama colleges. Journal of higher education, 10: 275-76, May, 1939. (Birmingham-Southern college)

Surveys the number of women students belonging to the various extracurricular organizations in the 12 colleges of Alabama, and studies the overlapping of memberships. Compares memberships in local and national organizations and investigates the cost of membership. Indicates that the organizations serve too small a proportion of the students. Finds that a total of 208 different campus organizations in the 12 colleges cost the women students \$5,542.85 in local dues and initiation fees; that the money stayed on the campuses and was presumably used for college activities; that in addition to that amount \$3,586.80 was sent away to the national headquarters of the different organizations.

3048. Newburn, G. E. Evaluation of Future farmers of America activities in Illinois in terms of educational objectives of vocational agriculture. Master's, 1939. Colo. St. Coll. 122 p. ms.

Finds that three-fourths of the 300 boys who were active in chapter work were in some occupation directly related to farming, while only 40 percent of the inactive members were in farming or related work.

\*3049. Noble, Margaret Kunza. Seasonal activities of fifth-grade children. Master's, 1939. George Washington. 30 p. ms.

Studies the out-of-school activities of 42 pupils in the fifth grade of John W. Maury School, Washington, D. C., and the variance of those activities during the school year. Finds that the children participate in a variety of leisure-time activities; that they spend a great deal of time listening to the radio, especially to serials; that they read a good deal; that they attend neighborhood motion picture houses twice weekly; that there is no standard for judging the motion pictures attended; that they do not have enough guidance or direction from their parents in their out-of-school activities; that they are mainly interested in group games even though their play space is limited; that more group games should be taught at school; that few of the children study at home.

\*3050. Ormsby, Persis. A survey of extracurricular activities in the high schools of eastern Connecticut. Master's, 1938. Maine. 56 p. ms.

Studies the extracurricular activities in 22 high schools in eastern Connecticut, whose enrollment ranges from 100-200 to 1,000-1,500 pupils, including student government, clubs, musical organizations, publications, assemblies, athletics, honor societies, social activities, and financial management.

\*3051. Parham, Lillian Chappell. A survey of the out-of-school activities and the home environments of Stuart junior high school pupils. Master's, 1939. George Washington. 109 p. ms.

Studies the location of the school, the home environment of the pupils, their religious affiliations, hobbies, home duties, musical instruments played, attendance at moving pictures, radio programs chosen, sports and pastimes, reading interests, clubs, time of retiring, occupational choices, money earned by pupils and the work they do, language spoken in the home, and the size of the family.

3052. Parker, Ninetta Kimball. The Brownie movement, with special reference to west Texas. Master's, 1939. Tex. Tech. Coll.

Traces the development of the Brownie movement, and shows that the philosophy of the movement needs to be redefined and the aims and objectives made clearer; that a closer cooperation is needed between the different age groups; that better trained leaders are needed; that long-time planning is essential; that packs should be limited to smaller numbers; and that the west Texas region is too large and should be divided for better supervision.

**3053. Peak, L. B.** A critical analysis of extracurricular activities in the secondary schools of Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Finds that in most cases care has been taken; objectives definitely set up; intelligent opinions developed in the planning, selection, organization, and utilization of the extracurricular activity program; that 84.3 percent of the schools have a regular scheduled activity period in the daily schedule; that in most cases one person has the direct responsibility for administration of the program; that most of the schools keep a permanent record of extracurricular participation and make proper awards; that in most schools some form of accounting system is used in the handling of extracurricular activity funds.

**3054. Pommerening, Carl Edward.** A study of extracurricular activity values in Burkburnett high school. Master's, 1939. Tex. Tech. Coll. 52 p. ms.

Attempts to evaluate the benefits resulting from extracurricular activities in one high school on the basis of the extent to which they realize their professed objectives. Finds that pupil participation in extracurricular activities has a noticeable effect on attendance, discipline, scholarship, withdrawals, employment, and college failure of participants; that faculty participation in activities had some effect on mobility, discipline, class sponsorship, guidance, community activities, and faculty appraisal problems of the participants; and that appraisal of activities through community reaction was variable.

**3055. Propps, Ila Mae.** The out-of-school interests and activities of the girls in Fayetteville high school. Master's, 1939. West Virginia.

**3056. Pylman, Jay L.** An evaluation survey of the pupil participation in extracurricular activities at South high school. Master's, 1939. Michigan.

**3057. Shafenberg, Meryle W.** A plan for an extracurricular activities program in certain small Iowa high schools as determined by a study of the nature and operation of the present programs in these schools. Master's, 1939. South Dakota. 50 p. ms.

**3058. Smith, Edyth Leola.** The Girl reserve club as an agency for group guidance. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 116)

Evaluates the Girl reserve club program in Kansas; studies the areas of guidance which are emphasized; and describes the methods of presentation of program materials. Indicates that 70 percent of the advisers answering a questionnaire believe the program does not adequately meet the needs of the girls; that 87 percent of the girls think that the club experience has been valuable, and that the principal benefits have been gained in the areas of social and character development. Offers recommendations for the improvement of the program.

**3059. Smith, Nova A.** The organization and administration of extracurricular activities. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 317-325)

Attempts to determine the status of extracurricular activities; the educational benefits derived from participation in them; ways and means of improving them as shown by a study of expert opinion and preferred practice in 105 selected schools. Finds that some of the extracurricular activities in these high schools are becoming more and more a part of the regular curricular work; that high-school authorities recognize the value of extracurricular activities; that high-school principals and teachers are assuming the responsibility of encouraging and promoting participation in activities.

**3060. Swedell, Bernard Francis.** An analysis of the personality of the members and non-members of the National honor society of secondary schools. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 121)

Compares the personality traits of the members of the National Honor Society with those of a group of pupils who were eligible scholastically, but who had not been elected to membership. Indicates that member boys were more stable emotionally, less self-sufficient, more dominant, more self-confident, and more sociable than were the non-member boys; that member girls were more stable emotionally, more self-sufficient, more dominant, more self-confident, and less sociable than were the non-member girls; that dominance and sociability on the part of the member girls were the only traits which were consistent and sufficiently marked to be of any particular significance.

\*3061. **Thompson, Ruth L.** Supervision of Girl scouting: an original study analyzing the principles and practices of supervision in education, in social agencies, and in Girl scouting. Master's, 1938. New York. 123 p. ms.

Discusses the philosophy and goals of Girl scouting, principles and philosophy of supervision, and methods used; and traces its history. Shows the need for more thorough and more concrete planning for supervision, and offers suggestions for planning.

3062. **Thrasher, Lillian Bell.** Living and growing happily together with Atlanta's extracurricular activities. Master's, 1939. Oglethorp.

Discusses values created through a progressive program.

3063. **Umbach, Roy D.** The influence of participation in extracurricular activities upon the curricular achievement of the students of the Sayre, Oklahoma, junior high school. Master's, 1939. Okla. A. & M. Coll.

Finds that a balanced program of extracurricular activities does not retard the academic achievement of the students; that as extracurricular participation increases academic achievement increases; that students should be encouraged to participate in extracurricular activities in order that they may develop those desirable characteristics which are not provided for in the regular program; that administrators, teachers, and students should work toward the integration of extracurricular activities and the curricular program as a means of developing the student into the best citizen possible through guidance and constructive leadership.

3064. **Vail, Clyde Edgar.** An evaluation of high-school clubs in the lower Rio Grande valley. Master's, 1939. Kans. St. T. C., Pittsburgh. 58 p. ms.

Analyzes the organization, purposes, and values of clubs in 21 high schools, and studies intensively the clubs in 6 city high schools. Finds that the 21 schools had 158 clubs with a membership of 4,485 pupils; that in 3 schools membership in some club is compulsory; that in most schools membership is voluntary and based on pupil interests; that secret societies are forbidden.

3065. **Watts, Benjamin Christopher.** The out-of-school activities of pupils as related to the elementary school curriculum. Field study no. 2. Doctor's, 1939. Colo. St. Coll. of Ed.

3066. **Weeks, Frederick H.** A study of the relationships between participation in extracurricular activities and scholastic achievement. Master's, 1939. Michigan.

3067. **West, Harry A.** The effect of club work on the Boy scout and the Boy scout program. Master's, 1939. Oklahoma. 45 p. ms.

Compares 351 Boy Scouts who had been cubs with an equal number who had not been cubs. Finds that the boys who had not been cubs attained a higher rank and continued as Scouts longer than boys who had been cubs.

3068. **Wilson, Marion Allen.** Some aspects of the extracurricular program in high schools of five Indiana counties. Master's, 1938. Ball St. T. C. 88 p. ms.

Studies some of the effects on the teaching profession of the extracurricular program in the high schools of five Indiana counties. Concludes that better trained teachers and a re-evaluation of the extracurricular program are desirable.

#### FAILURES

3069. **Conklin, Agnes Marie.** Failures among mentally gifted high-school pupils. Doctor's, 1939. T. C., Col. Univ.

Compares 45 members of a group of high-school students who had failed in at least two major high-school subjects, with 42 members of a group of high-school students who had failed in no major high-school subjects, the members of both groups having IQs of at least 130. Finds the greatest differences in the two groups to be in personality traits.

3070. **Dwyer, Herbert A.** A study of the influence of a blighted area on the failures of high-school pupils. Master's, 1938. Cincinnati.

3071. Emerson, Morelle J. A survey of the practices relative to failures in the secondary schools of South Dakota. Master's, 1939. South Dakota 51 p. ms.

3072. Evans, Gladys Mary. Causes of failure of French-speaking children. Master's, 1939. Peabody. 80 p. ms.

Studies the causes of failure of French-speaking children in five elementary schools in Acadia parish, La.

3073. Heaton, Kenneth L. and Weedon, Vivian. The failing student: a study of academic failure and the implication for education. Chicago, University of Chicago press, 1939. 286 p.

Discusses academic grades of failing students; relationship of psychological test scores to academic success; reading ability and its significance among failing students; study habits and skills; the student at the time of college entrance; the problem of finances and remunerative work; vocational motivation; practical health; the importance of personal and social factors; the relationship of sex to academic success; college experiences as appraised by students; and a basis for more effective guidance.

3074. Mathews, B. R. Factors present in the failure of high-school pupils. Master's, 1939. Peabody. 86 p. ms.

Analyzes standardized tests, school records, pupil questionnaires, home visit, and statistics on school achievement, IQ, and background of pupils. Finds conclusive evidence of the influence of certain home, pupil, and school factors on school achievement.

3075. Phillips, Swain D. A comparative study of mathematics failures in the high schools of Gladewater, Longview, and Kilgore, Texas, for the fall semester of 1938-39. Master's, 1939. East Texas St. T. C. 139 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 42-44)

Shows that of the 1,715 pupils enrolled in mathematics in the high schools of the three cities studied, 267 failed during the fall semester of 1938-39; that second-year algebra and commercial arithmetic were responsible for the greatest amount of pupil mortality; that approximately 45 percent of the boys and girls who failed were overage; that pupils who failed in their work in mathematics were apt to fail in other subjects; that the major causes of failure were lack of study, lack of ability, poor study habits, laziness, and irregular attendance.

#### MARKS AND MARKING

3076. Allison, Glenn Lee. A statistical analysis of the psychological test scores of the 1938-39 freshman class of Texas technological college. Master's, 1939. Tex. Tech. Coll.

Analyzes the scores made by freshmen on the American Council on Education psychological examination for 1938, and relates the scores to the various sizes of high schools from which the students came, and to the divisions of the college in which they enrolled. Finds a positive correlation between psychological test scores and high-school enrollment; that the engineering division attracted the best ranking students, followed by the division of arts and sciences, agriculture, and home economics in the order named.

3077. Baillie, Harold O. A study of the high-school records of 100 representatives from each of five occupational groups. Master's 1939. Iowa.

3078. Bakken, Joseph Ingman. A study of pupil marking systems in the public secondary schools of Honolulu. Master's, 1938. Hawaii.

3079. Bennington, Hallie. A case study of 45 students who made D and F marks in Kansas state teachers college of Pittsburg. Master's, 1939. Kans. St. T. C., Pittsburg. 78 p. ms.

Analyzes data obtained by personal interviews, psychological test scores, and diagnoses made by the instructors who gave the D and F marks. Indicates that intelligence was probably the only factor in the low marks of most of the subjects.

3080. Brooks, Lloyd Lincoln. A study of the grading system in relation to the pupil in grades six, seven, and eight. Master's, 1939. Stanford.

3081. Christianson, Marvin Ingar. Marks of achievement converted into absolute marks on the basis of University of Arizona standards. Master's, 1939. Arizona. 66 p. ms.

3082. Clark, P. E. and Rice, C. H. A comparison of grades in college science with the students' own estimates. *School and society*, 50: 447-48, September 30, 1939. (Muskingum college)

Attempts to determine the ability of science students at Muskingum College to estimate their own grades and to compare their estimates with the marks given by their instructors. Indicates that the students estimated their marks reasonably well in their science courses.

3083. Conover, William Harrison. School marks as related to student ability in Vancouver high school. Master's, 1939. St. Coll. of Wash. 61 p. ms.

Studies the relationship between tested mental ability and student achievement, and finds a low relationship between the two factors.

3084. Curnutt, R. D. A study of the relationships which exist between pupils' marks and the following factors: Collegiate preparations of the teacher; years of experience of the teacher; physical equipment in the schoolroom; classroom management. Master's, 1939. West. St. Coll. 40 p. ms.

3085. Geoghegan, Sister Barbara. A comparison of reading scores, intelligence quotients, and eighth grade marks for the prediction of ninth grade scholastic success. Master's, 1939. Loyola. 101 p. ms.

Finds the correlations between reading scores, IQs, eighth-grade marks on the one hand, and ninth-grade marks were useful for purposes of prediction; and that reading scores can be used as the basis for the best estimates.

3086. Grayson, Herbert. A comparison of school marks with standard norms. Master's, 1939. Mass. St. Coll. 90 p. ms.

3087. Griggs, Vernon. A study of traditional grading in secondary schools, and an evaluation of the system of marking used by the junior-senior high school in Fayette, Missouri, as a part of the guidance program. Master's, 1939. Colorado. (Abstract in: *University of Colorado studies*, 26: 63)

Studies traditional grading methods, their purpose, and the desirable and undesirable results from such markings. Finds that Fayette has developed a dual system of marking by which a letter mark indicates achievement, and a numerical mark indicates attitudes and diligence.

3088. Hartung, Arthur William. Achievement in general information, the determining factors and their influence on college grades. Master's, 1939. Kans. St. T. C., Emporia. 39 p. ms. (Abstract in: *Kansas state teachers college of Emporia. Studies in education*, 17: 5)

Investigates the relationship between general information and college marks, such factors as intelligence, vocabulary and reading, and general achievement, and attempts to determine what environment shows the highest general information achievement.

3089. Holmer, Earl Cyril. The relationship between scores on the American council psychological examination, 1936 edition, and college marks in chemistry. Master's, 1939. Hawaii. 61 p. ms.

3090. Lazure, Basil N. Simplified method of averaging as adapted to grading systems. Master's, 1939. Creighton. 33 p. ms.

Presents a simplified method for the averaging of grades in schools using marking and ranking systems.

3091. McMasters, Donald R. The value of high-school records for predicting college success. Master's, 1939. Lawrence. 84 p. ms.

Compares high-school and college records of students who graduated from East High School in Green Bay, Wis., during the years 1930-34, and attended a college or university.

Finds that the students who attended colleges made ~~significantly~~ better records in high school than those who did not attend; that the students who graduated from college made significantly better records in high school than those who dropped out or withdrew; that 65 percent of the graduates were boys although boys predominated in the dropped-out groups; that there is a significant relationship between the high-school records and the grade point averages earned at the various colleges and universities; and that by combining the percentile rank in the high-school graduating class with psychological test data, chances of graduating or failing can be closely approximated for the upper four and lower two deciles.

3092. Neitzke, Ernest H. Teacher marks in achievement and citizenship. Master's, 1939. Michigan.

3093. Paul, J. B. A study of the grades assigned to students by the faculty of the Iowa state teachers college during the 1937-38 academic year in courses giving college credit. Cedar Falls, Iowa state teachers college, 1939. 25 p. ms. (Iowa state teachers college research report no. 33)

3094. Prater, Ina Glover. Comparative scores of Lamar county, Alabama, junior high school. Master's, 1939. Alabama. 37 p. ms.

3095. Rawls, Avondale. The prediction of course marks in the experimental junior college. Master's, 1939. Peabody. 42 p. ms.

Studies the use of selected tests in English, mathematics, and science as prognosticators of success of 130 freshmen in the Experimental Junior College of George Peabody College for Teachers. Finds the tests of little or no use in predicting marks in science or mathematics, and of more value in predicting English marks.

3096. Roy, Eric Arthur. Correcting high-school marks as a means of better predicting college success. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 170-72)

Gives a formula for correcting high-school marks so that they can be used to predict college success.

3097. Schrammel, H. E. and Rasmussen, O. M. A comparative study of grades given by departments and by instructors of the Kansas state teachers college of Emporia for the 1937-38 school year. Emporia, Kansas state teachers college, 1938. 28 p. ms.

Gives distribution of marks given by departments and by instructors for each semester and summer term; and presents distribution of marks separately for junior and senior colleges.

3098. Sherman, Horace A. A study of grades and ratings received by students at the Maulins school and their relative value in predicting success in college. Master's, 1939. N. Y. St. Coll. for Teach. 36 p. ms.

3099. Smith, J J. Reliability of scoring an academic test to which the examinees responded by writing sentences. Journal of educational research, 33: 81-88, October 1939. (Muskingum college)

Sets forth the findings of an experiment in scoring a test in general psychology, in which two methods of scoring the papers were used.

3100. Stewart, Estella Burns. The comparison of pupils' marks in citizenship and achievement of school subjects with the ratings of their best and poorest elementary teachers. Master's, 1939. Sam Houston St. T. C. 108 p. ms.

3101. Wey, Herbert. A study of the correlation of high school English marks and the marks made on college English entrance examination at Indiana state teachers college. Master's, 1938. Ind. St. T. C. 18 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 126, July 1939)

Finds the correlation of a composite score of the high-school English marks made by pupils during the first 3 years of high-school work with their scores made on the freshman English entrance examination at Indiana State Teachers College; the correlation of 11-B English grades made by pupils in Wiley, Garfield, and Gerstmeier Technical High Schools



with their scores made on the freshman English entrance examination at Indiana State Teachers College; and the correlation of the public-speaking or debating marks made by pupils in high school with their scores made on the freshman English entrance examination at the college. Indicates that a student who makes high marks in high-school English probably will make a high score on freshman English entrance examination.

3102. **Wrinkle, W. L.** Six years of experiment in marking and reporting in the secondary school of Colorado state college of education. New York, Educational records bureau, 1939. (Educational records bulletin, 28: 86-114. Colorado state college of education)

### REPORTS AND RECORDS

3103. **Armacost, George H.** High-school principals' annual reports. Doctor's, 1938. T. C., Col. Univ.

Analyzes 195 annual reports from various sections of the United States. Finds that annual reports are usually addressed to the superintendent or the superintendent and board of education; that purposes were definitely stated in only 50 percent of the reports examined; that there were wide variations in the general plan, the addition and elimination of topics from year to year, change of theme, method of presentation, and the addressee. Recommends that high-school principals issue annual reports, the nature of which should be determined by the persons addressed and the purposes to be achieved; that the reports be considered as a cooperative project by the principal in which he interprets the work of the staff, their problems, and needs to the superintendent and to the public; that sequences of reports for the same school should not follow a prescribed pattern, but should vary in topics, methods of organization, and presentation according to variations in purposes.

3104. **Coy, William Victor.** An evaluation of parents' understanding of school reports on pupil progress. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 43)

Studies the attitude of parents in the Bolckow, Mo., School District, and in four other nearby districts on reports on pupil progress. Finds that parents, as a group, do not understand the report cards and want more information sent to them concerning their children.

3105. **Daniel, William Percy.** Periodic reports of Mississippi superintendents to boards of trustees. Master's, 1939. Peabody. 80 p. ms.

Gives information on the preparation of periodic reports, pointing out desirable procedure and good practice in their preparation.

3106. **Eisenmenger, Sister Mary Petrona.** Recommendations for improvements in the records and reports used in the elementary schools under the direction of the Community of poor sisters of St. Francis Seraph of the perpetual adoration. Master's, 1939. Loyola. 126 p. ms.

Attempts to evaluate present systems of child accounting and to construct a system of uniform records and reports to be used in the 49 schools under the direction of a certain religious order engaged in teaching. Finds a tendency toward duplication of items; that certain phases of child accounting were often omitted; and that there was too wide a variation in form.

3107. **Hartley, Henry H.** Reports to parents. Master's, 1939. Oregon.

3108. **Janni, Joseph Anthony.** The H. B. Ellison junior high school, school marks, and progress sheets. Master's, 1939. Washington. 106 p. ms.

3109. **Keating, Francis X.** Analysis of the health cards of 100 pupils in the Longmeadow public schools. Master's, 1939. Mass. St. Coll. 75 p. ms.

3110. **King, Mary Frances.** A comparative study of follow-up procedures in high school and college, including a study of Clark college graduates. Master's, 1939. Clark. (Abstract in: Clark university bulletin no. 145: 155-58)

Recommends that seniors in college be given pre-follow-up information; that follow-up cards be brief, concise, and of the fill-in type; that alumni organizations play an important role in gathering follow-up data on the graduates; that annual questionnaires be sent to all alumni only when the material can be utilized effectively.

3111. **Martin, Charles Knox, Jr.** State control of school accounting. Doctor's, 1939. Yale.

3112. **Terrell, Andrew Jackson.** Practices of 142 Oklahoma high schools in reporting to parents. Master's, 1939. Oklahoma. 70 p. ms.

Studies the physical features, frequency of reporting, items included, and symbols used with their implied or designated values, of report cards sent in by Oklahoma high schools. Finds that the cards varied greatly.

#### RETARDATION AND ELIMINATION

3113. **Burns, J. Forrest.** Does the junior high school as it exists affect elimination? Master's, 1939. Miami. 20 p. ms.

Studies enrollment and withdrawals in grades 7, 8, and 9 throughout the United States from 1926 to 1938. Shows a constant improvement in holding power for the separate school, and the schools with the junior high school organization; that the junior high school delayed the period of rapid elimination for 1 year, from the end of the eighth to the end of the ninth grade; and that from the seventh-grade enrollment, systems with the junior high school graduated one and one-half times the percent graduated from systems with the 8-4 plan.

\*3114. **Caudill, Millard N.** Spanish-culture withdrawals, sixth-grade level, Texas public schools, Premont, Texas. Master's, 1939. Texas Coll. of Arts and Inds. 67 p. ms.

Studies the relationship between withdrawal and labor at home, adolescent complexes, lack of interest on the part of parents, loss of pupil interest in school, retardation, and Spanish social customs. Describes the Premont School District, its industries, the large proportion of Spanish-Americans in the population and in the schools. Shows that in the school years 1936-39, 47.2 percent of the Spanish-culture pupils of the sixth grade withdrew, 25 of whom were from homes economically able to send them to school; that 82 percent of the Spanish-speaking children were retarded; that all withdrawals were retarded from 1 to 4 years according to grade placement; that 70 percent of the girls had been forbidden to speak to the older boys and would be punished if they talked to them; that 47 percent of these pupils admitted that they had difficulty in understanding English; that 38.2 percent of the pupils withdrew because they wanted to, 23.5 percent were withdrawn because they were interested in courtship, 17.7 percent withdrew because of poor economic home conditions, 17.7 percent withdrew because parents did not believe in education, and 2.9 percent had to withdraw because of transportation. Suggests the introduction of manual training classes for the older students, organization of competitive athletics for the larger elementary school boys, and a study of the interests of the adolescent Spanish-speaking children as means of keeping more of them interested in school.

3115. **Hill, Jewell W.** Retardation and acceleration in the Amarillo elementary schools. Master's, 1939. Tex. Tech. Coll.

Covers retardation by grade and by subject for the year 1938. Finds that the percentage of retardation increases gradually from the first grade through the sixth; that the percentage of acceleration shows a gradual increase except in the second grade; that the percentage of retardation is high while that of acceleration is low; that the largest number of pupil failures occurred in subjects requiring reading ability; and that the percentage of failures shows an increase over a 9-year period.

3116. **Myers, Will P.** The withdrawals in Vermillion county township high schools from 1934 to 1937. Master's, 1939. Ind. St. T. C. 61 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 140-41, July 1939)

Analyzes data on the age of the pupil at time of withdrawal, grade placement in school at that time, year of withdrawal, occupation of parent or guardian, average or general scholarship, scholarship in particular subject fields required of the students in all of the high schools, extracurricular activities engaged in, and reasons for withdrawal as given by the school official who had known the pupil the best. Finds that no particular school had a marked degree of elimination greater than any of the others; that the greatest number of withdrawals came from the farming group followed by the unskilled laboring group; that the greatest number withdrew on reaching the age of 16; that the scholarship

of the group was below average and includes many failures; that few of these pupils engaged in any extracurricular activity; and that lack of interest in school was the predominate reason for withdrawing, with marriage in second place.

**3117. Pearson, Hulda J.** A study of retarded pupils in the seventh grade. Master's, 1939. Kansas. (Abstract in: University of Kansas. Bulletin of education, 4: 64-65, February 1940)

Finds a close relationship between economic handicaps of the child's family and the educational backwardness and retardation of the child; that attendance was irregular; and that the boys outnumbered the girls two to one in the retarded group. Shows that the retarded seventh-grade group approximately equalled a normal fourth-grade group in spelling achievement.

**\*3118. Porrata, Oscar Emilio.** Retardation in the elementary urban schools of Puerto Rico. Master's, 1934. Chicago. Rio Piedras, University of Puerto Rico, 1939. 63 p. (University of Puerto Rico bulletin, series 10, no. 1)

**3119. Reagan, Frank Alexandra.** A study of pupil elimination in the Emma Sansom high school, Alabama City, Alabama. Master's, 1938. Ala. Poly. Inst.

**3120. Reid, William Carlyle.** A comparative study of the number and causes of pupil elimination from the Byrd Prillerman high school for 1936-37 and 1937-38. Master's, 1939. Michigan.

#### STUDENT SELF-GOVERNMENT

**\*3121. Clement, Stanley L.** The status of student participation in government in Maine secondary schools with special reference to student councils. Master's, 1939. Maine. 88 p. ms.

Surveys the general status of student government, the values claimed, functions, criticisms, handicaps, organization, procedure, sponsoring, and success of student government; determines the extent of student government in the secondary schools of Maine; determines the methods of procedure used by student councils in carrying out their duties, and the handicaps the councils face in their work. Offers suggestions for improving the methods of procedure of student councils which will serve as guides for the formation of new councils. Finds that about 60 percent of the secondary schools of Maine have student councils; that control of schools with student councils is divided between the faculty and the council; that student participation through class organization, student body associations and home rooms occurs in most schools which do not have student councils; that the chief functions are formulation of rules and suggestions for running the school, promotion of school spirit and morale, supervision of social affairs, and the control and coordination of school activities; that the chief handicaps are overworking of natural leaders, lack of motivation and preparation, pupil irresponsibility, the dislike to tattle, and poor choice of members.

**3122. Curington, O. V.** A study of the status of student participation in school control in the senior high schools of Florida. Master's, 1939. Duke. 130 p. ms.

Studies 10 three-year high schools, 27 four-year high schools, and 162 six-year high schools to determine the amount of student participation in organization, administration, and supervision, the faculty relationships, and the activities of the organizations. Finds that in 38 percent of the senior high schools in Florida students participate in the management of the schools, largely through the student council; that most of the schools devote their efforts to activities relating to general problems of the school and to the promotion of school spirit.

**3123. Dickey, Julia Carter.** Some high-school student councils in Arizona. Master's, 1939. Arizona. 64 p. ms.

**3124. Edwards, Martha Kate.** The student participation association in Tallahassee high school. Master's, 1939. Ala. Poly. Inst.

**3125. Gabel, John W.** Probable effect upon the student body of placing certain responsibilities under the control of a student government. Master's, 1939. N. Y. St. Coll. for Teach. 52 p. ms.

3126. O'Reilly, Francis Leo. Student participation in the government of the school and its present status in the State of Wisconsin. Master's, 1939. Marquette. 140 p. ms.

## TEXTBOOKS

3127. Ausmus, David Julius. Personages in college and high school history textbooks. Master's, 1939. Peabody. 65 p. ms.

Studies the number of personages common to history textbooks on both the college and high-school levels. Concludes that the college textbooks had more personages common to both levels than were found common in all 13 of the high-school texts.

3128. Auxier, Desmond V. An analysis of American history textbooks since 1820 with special reference to the elementary schools of Ohio. Master's, 1939. Ohio State. 68 p. ms.

Traces the changes in purposes, organization of material, and methods and devices used for the realization of aims in representative elementary history textbooks. Shows a gradual change in purposes, organization and methods, and recent trends from a traditional, academic subject to an attempted integration of history, geography, and civics into a social science course relegating history textbooks to use as a type of reference material.

\*3129. Bearer, Irvan J. An analysis of text and an experimental evaluation of general language. Master's, 1939. Penn. State. 49 p. ms.

Describes an experiment conducted in the ninth grade of a school on the 8-4 plan, in which the control group studied Latin 5 days a week, and the experimental group studied Latin 4 days a week and general language on the fifth day, the periods of the control group were 50 minutes while the periods of the experimental group were 55 minutes long. Indicates that while the experimental group spent less time at studying Latin than the control group it made better marks on tests of comprehension and vocabulary and achieved significantly in general language. Indicates that general language has a place in the curriculum. Analyzes the 10 published texts in general language.

3130. Berry, Mildred Alcea. Grammar for reading seven French texts. Master's, 1939. Southern California.

3131. Binnion, Ralph E. The state adopted textbooks for economics. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 6)

Analyzes the content of the economics textbooks adopted by Texas in order to determine the objectives of the authors for the teaching of economics in secondary schools. Finds that the five textbooks analyzed vary little in the type of approach to topical information; that there is a lack of consideration given to the child's interests and experiences in each of the texts; that there are many desirable features in each of the textbooks. Recommends that teachers of high-school economics study all of the texts.

3132. Bolls, Julia Louise. Concepts of atomic structure in high-school chemistry. Master's, 1939. Peabody. 75 p. ms.

Compares the amount of space and the place given to atomic theory in high-school chemistry textbooks. Finds that textbooks published since 1920 have given more space to the subject and distributed its discussion more evenly than in the earlier textbooks.

3133. Boyd, Beulah Rebecca. The classification and evaluation of the geographic tools in seven geography textbooks used at the fourth level of instruction. Master's, 1939. Pittsburgh.

3134. Bragg, Santha Bell. A study of the scientific terms in the adopted general science textbook Obourn-Hess. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the relative difficulty of the scientific terms in the general science textbook in relation to the comprehension of ninth-grade pupils. Finds that this textbook is overloaded with scientific words, many of which the student will probably never see again.

3135. Britton, Edith Myrtle. A study of the vocabulary burden in American literature by Blankenship, Lyman, and Hill. Master's, 1939. Michigan.

\*3136. **Burke, Jane Macauley.** First-grade books and curriculum change. Master's, 1939. George Washington. 99 p. ms.

Studies the informational content, provisions for work type material, general themes found in the readers, and their mechanical features of 60 first-grade readers now in use in Washington, D. C., 40 of which are on the approved list, and 20 in use as supplementary material. Finds that the progressive readers are in step with the changing curriculum and the newer philosophies of education.

\*3137. **Canfield, Evelyn.** Rommie and Rovie: a travel book, to be used as a supplementary reader in sixth grade, based on author's own travels and interviews with natives of countries visited. Master's, 1939. New York. 125 p. ms.

3138. **Chaplin, Mildred.** Biographical and vocational literature for the junior high school: its selection and use. Master's, 1939. Ohio State. 306 p. ms.

Evaluates 267 vocational and biographical selections in 10 series of junior high school texts, and selects an approximately equal number of books, articles, and excerpts dealing with biography and occupations and meeting the requisite criteria.

3139. **Colby, Leslie L.** An analysis of kinds of illustrated materials found in arithmetic textbook. Master's, 1938. Minnesota. 53 p. ms.

3140. **Coltharp, Raymond.** Textbooks in industrial arts education. Master's, 1939. Kans. St. T. C. Pittsburg. 77 p. ms.

Evaluates industrial arts textbooks by means of definite criteria.

3141. **Cooper, Lois Crane.** Grammar for reading comprehension of certain French works on sociology. Master's, 1939. Southern California.

3142. **Cory, Hazel.** An analysis of five high-school arithmetic textbooks. Master's, 1939. Iowa.

3143. **Cox, Jesse Wilbur.** The management of free textbooks in the public secondary schools of Cuyahoga county. Master's, 1939. Ohio State.

Describes several different plans of management of free textbooks, and suggests a plan for use in the public secondary schools of Ohio.

3144. **Craig, Gladys M.** Influences that have changed the content of primers and first readers in America. Master's, 1939. East Texas St. T. C. 223 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 14-16)

Examines 163 primers, spellers, first readers, and preprimers published during the three centuries of American education, divided arbitrarily into six periods.

3145. **Cretzinger, John Irvin.** An analysis of principles or generalizations appearing in biological textbooks used in the secondary schools of the United States from 1800 to 1933. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 51-54)

Analyzes changes in conceptions held by the various authors, in chronological order, and their effect on the content of biological textbooks used in secondary schools during that period. Traces the development of biology as a subject; the development of biological theories and principles; the relation of scientific methods to scientific findings; and religion and the theory of evolution.

3146. **Early, Ray Marcelle.** A critical analysis of 10 series of first-grade readers. Master's, 1939. Michigan.

3147. **Ekstrom, Bernice.** A critical analysis of social studies textbooks for the elementary school. Master's, 1939. Okla. A. & M. Coll.

Surveys the subject-matter content and aids to learning in the elementary social studies textbooks.

\*3148. **Ely, Margaret H.** A comparative study of the Gregg shorthand manual of the 1929 edition with that of the 1916 edition. Master's, 1939. New York. 234 p. ms.

3149. **Erpenbeck, Sister Louise Joseph.** A study of the vocabulary of three high-school physics texts. Master's, 1939. Catholic Univ. 38 p. ms.

3150. **Evans, Marguerite.** An analysis of four textbooks in dramatic art for secondary schools. Master's, 1939. Iowa.

3151. **Evans, Richard D.** A comparative analysis of five geography textbooks with respect to readability. Master's, 1939. Michigan.

3152. **Ferguson, Minn B.** A study of the content of modern third-grade readers. Master's, 1939. East Texas St. T. C. 146 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 19-20)

Analyzes the contents of 21 readers, all of which were copyrighted since 1930.

3153. **Gates, Lloyd Eugene.** How well do our general science texts facilitate the attainment of major objectives? Master's, 1939. Marquette. 84 p. ms.

3154. **George, Helen.** An investigation of the change and development of textbooks suitable for elementary levels. Master's, 1939. Oglethorpe.

Discusses the development of textbooks from early times; texts in use after the Revolutionary War; changes after the Civil War; and modern standards, practices, and problems.

3155. **George, Lowell Neville.** A comparative analysis of high-school economics textbooks. Master's, 1939. Peabody. 74 p. ms.

Compares and analyzes 15 high-school economics textbooks to determine the relative emphasis placed on major phases of economic activity, and the type of organization used. Finds that the textbooks began with a discussion of the nature and scope of economics, and closed with a discussion of proposed economic reforms.

3156. **Gibbons, Beatrice Cruze.** A limited vocabulary edition of Jules Verne's *Michel Strogoff*. Master's, 1939. Tennessee. 193 p. ms.

Prepares a controlled study of the novel suitable for use as a high-school reading text.

3157. **Gilliland, Ruth.** How have the high-school textbooks in American history during the twentieth century changed their treatment of war and peace? Master's, 1939. Fla. St. Coll.

3158. **Gooden, Don.** A comparative and comprehensive study of eight high-school biology textbooks. Master's, 1939. Kans. St. T. C., Pittsburg. 135 p. ms.

Studies the relative space devoted to the various types of subject matter contained in eight textbooks approved by various State departments of education for use in high-school biology courses.

3159. **Hall, Albert Lee.** A comparative study of eight seventh-grade geography textbooks. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 63-64)

Reveals differences in current geography textbooks, and greater differences between present textbooks and those of 1896 and 1910. Shows that the trend is away from presentation of mere geographic facts to the presentation of larger concepts showing relationships and toward industrial geographies which present the material through industries; that all geographies contain words beyond the comprehension of the average seventh-grade pupil.

3160. **Hamilton, Ray H.** A study of the vocabulary burden of an economics textbook. Master's, 1939. Michigan.

3161. **Haworth, E. Howard.** A score card for the rating of first year high school bookkeeping texts. Master's, 1939. Okla. A. & M. Coll.

Devises a score card and evaluates it by rating nine bookkeeping textbooks. Finds the score card valuable as a means of analyzing each book for its constituent parts, for calling attention to a large number of features on which judgment might be passed, for providing an objective basis for evaluating texts, for providing weighted values for each item, and for presenting detailed information as to the relative values of each text, as rated by the judges. Recommends that the score card be applied to bookkeeping textbooks by the teachers and administrators who use them.

3162. **Haywood, Florence Anna.** An analysis of the topics about which the stories in primers and first readers from 25 series were written from 1929 to 1939. Master's, 1939. Colo. St. Coll. of Ed.

3163. **Hebert, Sister Louis Bertrand.** The influence of the reports of the Modern language association on high school texts in French. Master's, 1939. Catholic Univ. 105 p. ms.

\*3164. **Heller, Robert Franklin.** Concerning the evolution of the topic of factoring in textbooks of elementary algebra published in England and the United States from 1631 to 1890. Doctor's, 1939. T. C. Col. Univ. Berwick, Pa., 1940. 165 p.

Traces the evolution of textbooks in algebra in England and America. Determines general trends of subject matter and the influences which operated to put so much emphasis on the manipulation of so few forms.

3165. **Holliday, Clara Ruth.** A study of some recent primary readers. Master's, 1938. Cincinnati.

3166. **Hough, Joseph W.** A grammar of meaning. Master's, 1939. Oklahoma. 146 p. ms.

Presents a plan for functional analysis of English and a code for rapid parsing; a technique for illustrating the meaning of words; and a technique for the statistical analysis and recording of the meanings of words, including all necessary forms and procedures.

3167. **Hurd, Jerome Russell.** An evaluation of certain general science textbooks on the basis of their contributions to health education. Master's, 1938. Cornell.

3168. **Jacobs, Chauncey D.** A study of the development of school textbooks in United States history from 1795 to 1885. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 132-38)

Describes the background of early United States history textbooks; their prefaces, subject matter content, picture-illustrated content; their study and teaching aims; their organization; and their mechanical construction.

3169. **Johnson, Albert C.** A study to determine the vocabulary burden of a certain arithmetic textbook. Master's, 1939. Michigan.

3170. **Johnson, Elizabeth Ann.** A study of realia found in French textbooks used in the second year of high-school courses. Master's, 1938. Mt. Holyoke. 53 p. ms.

Finds that authors have made substantial improvements in the nature and distribution of realia during the past 10 years, due to the influence of previous investigations.

3171. **Johnson, Florence Marcella.** The scientific study of the structural design of first-year Latin textbooks. Master's, 1939. Iowa.

3172. **Köttman, Sister M. Rita.** Analysis and comparison of eighth-grade arithmetic workbooks. Master's, 1939. Notre Dame. 92 p. ms.

\*3173. **Kindley, Madge Hayman.** An investigation of five widely used American history textbooks at the junior high-school level. Master's, 1939. George Washington. 62 p. ms.

Finds that four of the five textbooks studied were written by co-working authors, six of whom were professors of history in universities and colleges, one a retired professor of politics, two were professors of education in universities, one was a former public-school teacher and administrator, and one was a junior high-school teacher; that the vocabulary of the five textbooks had a wide range of vocabulary difficulty. Concludes that textbooks should be written with definite grade levels in mind to eliminate overlapping and to reduce confusion; that textbooks should state for what level the book is written; that the organization of textbooks should be simple, logical, and easy to understand; that the vocabulary should be within the reading comprehension of the students for whom the book is written.

3174. **Kneale, M. R.** The analysis and selection of elementary textbooks. Master's, 1939. Colo. St. Coll. of Ed.

\*3175. **Kunkel, Paul Vance.** The vocabulary of high-school algebra: a study of the technical and semitechnical words and phrases most commonly used in certain recent elementary and intermediate algebra textbooks. Doctor's, 1939. T. C., Col. Univ. Allentown, Pa., 1939. 168 p.

Studies the words and phrases in 11 elementary, 9 intermediate, and 4 combined elementary and intermediate high-school algebra textbooks, published in the United States between 1923 and 1936. Finds that the technical and semitechnical vocabulary of high-school algebra is more extensive than ordinarily believed; that it is not standardized; and that it has grown rapidly in recent years.

3176. **Lee, Lois.** The speech content of secondary school textbooks in English. Master's, 1939. Iowa.

3177. **Linneman, C. C.** The administration of textbooks in North Carolina. Master's, 1939. Duke. 128 p. ms.

Analyzes current practices in textbook administration in North Carolina and other States. Finds that there are no universally accepted criteria for the selection of textbooks in the United States, and that the selecting agency in North Carolina is a professional agency.

3178. **Maas, Grace L.** Formulation of a score card and the evaluation of three hygiene textbooks. Master's, 1939. Michigan.

3179. **McCaslin, Phoebe E.** A qualitative analysis of selected topics from recent seventh and eighth grade mathematics textbooks with the opinion of business men and others. Master's, 1939. Duke. 76 p. ms.

Finds little agreement among textbook writers, laymen, and community experts as to what concepts on banking, bank savings, investments, and insurance are most important, or as to what methods should be used to develop these concepts.

3180. **McClure, Vivian Anice.** A study of the vocabulary content of the textbooks in ninth grade mathematics published in the years of 1937 and 1938. Master's, 1939. Kentucky. 128 p. ms.

3181. **McCubbins, Sylvia Glentzer.** Mathematical abilities involved in certain ninth-grade general science textbooks. Master's, 1939. Okla. A. & M. Coll.

Analyzes five modern ninth-grade general science textbooks to determine the mathematical concepts and abilities used and emphasized.

\*3182. **McMahon, Paul J.** The effect of Dashiell's *Fundamentals of general psychology* on the vocabulary growth of Fitchburg state teachers college freshmen. Master's, 1939. St. T. C., Fitchburg. 51 p. ms.

Concludes that this textbook is difficult for the average student to understand due to the fact that the vocabulary of the text is unnecessarily large.

\*3183. **Marshall, Grace Merle.** An analysis of nine bookkeeping textbooks published in the period 1924-1929, inclusive. Master's, 1929. New York. 89 p. ms.

3184. **Matheson, Mary Anderson.** The rise of zoology as a secondary school subject as reflected in representative textbooks published during the period 1797 to 1897. Master's, 1939. California, L. A.

Analyzes 32 representative textbooks, stressing the authorship of the books, their mechanical and topical content, and the general organization of subject matter. Finds that by the end of the century high-school biology teachers had come to write the textbooks of high-school zoology; that illustrative devices had improved in quality, but were used more sparingly except in the case of the wood cut; that by 1897 the high-school text had ceased to be a short replica of the college text and had an identity of its own in keeping with the better understood function of the high school; and that the subject matter had come to be so organized that the pupil's environment received major emphasis.



3185. Moore, Clarence E. A study of the vocabulary burden of a certain textbook of civics. Master's, 1939. Michigan.

\*3186. Mork, Joseph Martin. A study of the word usage and page distribution of all the words used in 10 primers of recent publication. Master's, 1939. North Dakota. 134 p. ms.

Presents a definite picture of the word usage in each of the 10 primers studied. Shows that in these primers are found some words which have been placed by writers in the eighth-grade reading level; that the tendency is to use between 240 and 280 words.

3187. Murray, Katherine Xavier. The biological content of 20 general science textbooks. Master's, 1939. Peabody. 56 p. ms.

3188. Neagley, S. M. An analysis of early American pedagogical textbooks. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 240-46)

Analyzes pedagogical textbooks written by American authors and published in the United States prior to 1870. Discusses the nature and end of education; the organization and supervision of schools; the curriculum; principles and procedures of teaching and learning; the teacher and his work; women in education; school government; and school buildings. Shows that the authors of textbooks of this period were influenced by their religious philosophies and experiences; that the authors were intensely concerned with the educational problems of their day and advanced views and theories far beyond the practice of the times; that a reaction against Pestalozzianism set in about the middle of the nineteenth century; that by the middle of the century most of the elementary school subjects found in the modern curriculum had been proposed by the writers of pedagogical textbooks; and that books on education voiced the opinion that teaching was one of the noblest and most important callings, but that the teacher was not receiving the public recognition and support commensurate with the importance of his work.

3189. Neddo, Mary E. The evaluation of texts in family relationships. Master's, 1939. Syracuse.

Studies the difficulty of the vocabulary of high-school textbooks on family relations.

3190. Nolan, Irene Angela. A comparative study of the language habits of mathematical and nonmathematical writers. Master's, 1938. Louisiana State. (Abstract in: Louisiana state university. Abstracts of these, session of 1937-38. Bulletin, 31: 155-56)

3191. Olson, Carl Harold. A classification of the new series adult church school material of the Universalist publishing house of the Universalist church. Master's, 1939. Pittsburgh.

3192. Palmer, P. R. Social applications of arithmetic found in recent upper grade textbooks. Master's, 1939. Duke. 59 p. ms.

Compares the social content for each of 14 categories, of eight textbooks. Finds a close similarity in amount of social content among the textbooks, that social applications exceed abstract applications, and that much value is placed on social pictures in present day texts.

3193. Pardee, Bernard Leland. Experimental investigation of the changes in aims and content of geometry textbooks from 1930 to the present time., Master's, 1939. Drake.

3194. Perkins, Ralph. An analysis of the consumer education content of 21 social studies textbooks, 1918-1938. Master's, 1939. Michigan.

3195. Phillips, Paul J. The manufacture of natural gasoline. Master's, 1939. Okla. A. & M. Coll.

Presents a textbook on the production of gasoline for use by adult evening school classes.

3196. Radykowski, Sister Mary Leocadia. An evaluation of first-year Latin textbooks in the light of a proposed score card. Master's, 1939. Marquette. 99 p. ms.

3197. **Richardson, Edmund Arthur.** A study of the vocabulary content of Spanish grammars for high schools published since 1930. Master's, 1939. Brigham Young.

\*3198. **Richardson, Mary Fulton.** Activity materials in first grade readers. Master's, 1939. George Washington. 66 p. ms.

Analyzes 40 first-grade readers in use in the public schools of Washington, D. C., to determine the amount and kind of activity material in them. Finds a total of 92 different activities in the word content of the readers; a total of 86 different activities in the picture content of the readers; caring for pets is the activity which leads all the others.

3199. **Rupper, Dorothy G.** A study of the vocabulary burden of a textbook of United States history. Master's, 1939. Michigan.

3200. **Sample, Hazel Martha.** Composition and rhetoric in school textbooks. Master's, 1939. Ohio State. 125 p. ms.

Finds that textbooks for the most part assume a mechanistic approach to the learning of language; that they ignore the purpose of the individual in his speaking and writing; and that the whole system as demonstrated in textbooks is based on the learning of prudential rules by mechanical exercises.

\*3201. **Sargent, Abby Louise.** An analysis of Latin textbooks in the secondary schools of Maine. Master's, 1939. Maine. 58 p. ms.

Analyzes 17 Latin textbooks used in the first- and second-year Latin classes in the Maine high schools, published in the last 9 years. Finds that the amount of classical Latin required to be read in the secondary schools has been reduced; and that functional rather than formal use of Latin has been emphasized; that vocabularies tend to include only those words which are of immediate use to the pupil; that the textbooks were deficient in maps; that many of the textbooks introduced visual aids and projects of various sorts; that the textbooks emphasized the historical-cultural value of Latin; and that all of the authors consider that Latin is of value in the study of English. Offers suggestions for improving Latin textbooks, and for improving the teaching of the subject.

3202. **Scofield, Marygloria.** Comparison of primer vocabulary and experience chart vocabulary in relation to child's needs. Master's, 1939. Marquette. 85 p. ms.

3203. **Sexton, Donald James.** The formulation of criteria and of the analysis of 10 junior high school history textbooks to select the best book. Master's, 1939. Michigan.

3204. **Skinner, Kate.** Semantic variations in fifth-grade texts. Master's, 1939. Iowa.

3205. **Sloan, Eugene H.** A study of emphasis on personages in American history textbooks. Master's, 1939. Peabody. 57 p. ms.

3206. **Smith, Emma Mae.** Life-situations in textbooks on secondary school mathematics. Master's, 1939. Chicago. 84 p. ms.

3207. **Stephenson, Waymon A.** The free textbook movement in New Mexico. Master's, 1938. New Mexico. 80 p. ms.

3208. **Strong, Fred E.** A study of the vocabulary burden of *A history of the United States*. Master's, 1939. Michigan.

3209. **Sturdevant, Virginia.** Grammar for reading 10 French texts. Master's, 1939. Southern California.

3210. **Tetzlaff, Glen S.** Textbook trends in secondary school biology. Master's, 1939. Marquette. 129 p. ms.

3211. **Thompson, Howard E.** An analysis of the illustrative material in general science texts. Master's, 1939. Iowa.

\*3212. Triplett, William Grady. A critical vocabulary comparison of Texas 1938-39 adopted readers, the preprimer to the second reader, inclusive. Master's, 1939. Texas Coll. of Arts and Inds. 189 p. ms.

Compares the vocabulary content of the five textbooks in each of the four primary reading levels supplied by the State department of education to the schools of south Texas for the school year 1938-39. Compares these words with those in the Thorndike vocabulary list and with those in the Minimum basic vocabulary for Spanish-speaking children. Finds that the books on each of the reading levels vary widely in the total number of different words included in them; that there is a great variation in the number of total running words in each book on the four reading levels; the books on each reading level vary considerably in the number of words that are common to the Thorndike word list; and that the vocabulary of each book found common to the Minimum basic vocabulary does not vary so widely as might be expected on the four reading levels. Concludes that the teacher of Spanish-speaking children should place emphasis upon the building of a reading vocabulary in other reading situations.

3213. Veit, Sister Mary Domitilla. Directed studies in chemistry for nurses: a workbook. Master's, 1939. Marquette. 395 p. ms.

3214. Wakeham, Irene. Grammar for reading 10 French texts of the Heath-Chicago series. Master's, 1939. Southern California.

\*3215. Wallick, Ray G. Variability in criteria and content of high-school social science texts in problems of democracy and interest indices. Doctor's, 1938. Temple. Philadelphia, 1939. 90 p.

3216. Wheeler, Harriet R. An analysis of the rules and principles of indexing as presented in commercial textbooks. Master's, 1939. Iowa.

3217. Wollett, C. E. State-wide free textbook plans with special reference to Georgia. Master's, 1939. Duke. 84 p. ms.

Compares the laws of 13 States governing the supplying of free textbooks from State funds. Finds that the laws are of two types: those providing for State selection and uniformity; and those providing for local selection and variety.

### SCHOOL BUILDINGS AND EQUIPMENT

3218. Austin, Walter S. A survey of playground areas and equipment of central rural schools in New York state. Master's, 1939. N. Y. St. Coll. for Teach. 38 p. ms.

\*3219. Blair, Herbert. Certain physical education facilities in eastern junior and senior high schools, years 1927 and 1928: criteria for gymnasiums, offices, and service rooms. Doctor's, 1937. T. C., Col. Univ. New York, A. S. Barnes and company, 1938. 174 p.

3220. Bowers, Mildred. A study of 12 school cafeteria floor plans and a discussion of elements in floor planning, equipment layouts, and equipment specifications. Master's, 1939. T. C., Col. Univ. 48 p. ms.

3221. Budlong, Carl C. An analytical summary of the literature concerning criteria for the selection of school sites with especial reference to the central rural schools. Master's, 1939. N. Y. St. Coll. for Teach. 81 p. ms.

3222. Carpenter, W. W. and Viles, N. E. School illumination. Review of educational research, 3: 399-407, 477-80, October 1938. (University of Missouri)

Analyzes the available literature on school lighting, and concludes that there has recently developed a new consciousness of the interrelationship of illumination, seeing, and learning; that higher levels of illumination for classrooms seem inevitable; and that more adequate controls of light intensities, glare, and diffusion are essential.

3223. ————. School site survey for the Benton junior-senior high school area, St. Joseph, Missouri. Columbia, University of Missouri, 1938. 36 p. ms.

\*3224. Christopherson, Oscar N. A visual and sight conservation survey in reference to lighting in the Cavalier public schools. Master's, 1939. North Dakota. 104 p. ms.

Studies the eyes of the pupils in the public schools of Cavalier, N. Dak., by means of a telebinocular and Betts' visual safety slides; and analyzes the lighting conditions in the Cavalier Public School, which was built in 1937. Finds that in spite of the fact that the school had more lighting surface than required by law, the lighting was inadequate in the classrooms during most of the school year. Indicates that pupils who must sit continuously in the seats farthest away from the windows are at a disadvantage in this school, and the eye strain may harm their vision in a number of ways. Suggests a frequent interchange of seats.

3225. Cunningham, Harry A. Material facilities needed in the training of intermediate grade teachers in science. Doctor's, 1939. T. C., Col. Univ.

Analyzes science curricula and laboratory manuals appropriate for the teacher of intermediate grade science; studies material facilities used in teaching in 17 teachers colleges, and facilities used in teaching intermediate grade science in 25 grade schools. Finds little uniformity in equipment and supplies used by the various teachers colleges studied; in the equipment and supplies used by the various grade schools studied; in the materials used in the colleges in training intermediate grade teachers, and in the materials used in teaching intermediate grade science, and in the materials ranking high in the curriculum analysis and the most frequently used materials in either the teachers college study or the grade school study. Shows that the colleges studied place greater emphasis on the teaching of biological science than on the teaching of physical science; that in the elementary schools studied the percentage of material facilities for teaching physical science is slightly higher than for teaching biological science. Offers suggestions for the type of room to be used, the necessary furnishings, and service items necessary for training intermediate grade teachers in science.

\*3226. Dennis, James Franck. Vocabulary of architectural terms for school administrators. Master's, 1939. Penn. State. 61 p. ms.

Describes an experiment in which a list of architectural terms was prepared and used in a multiple choice objective test which was given to 26 school administrators, 41 teachers, and 29 seniors in high school. Reveals that many of the terms are known by school administrators and that they feel that many more should be in their reading and speaking vocabularies.

\*3227. Engelhardt, N. L. jr. School building costs: an analysis of the costs of 52 school buildings constructed in New York state between 1930 and 1937. Doctor's, 1939. T. C., Col. Univ. New York city, 1939. 95 p.

Studies the cost of general construction, heating and ventilating, plumbing, electrical service, and architectural service in the construction of 8 elementary, 6 secondary, and 38 combination elementary and secondary school buildings. Finds that there are wide variations in the types and materials of construction, design, types of plans, and services of the buildings studied; that analysis of variations in initial costs of buildings should be related to the analysis of variations in maintenance and operation costs of the same group of buildings; that there is need for an appraisal of building design in terms of the educational needs.

3228. Farmer, Don L. A study of policies and practices in the use of school buildings by outside organizations. Master's, 1939. Kans. St. T. C., Pittsburg. 67 p. ms.

Shows that school buildings are used extensively for such activities as vocational classes, parent-teacher association meetings, Boy Scout meetings, basketball, and 4-H club meetings. Concludes that the use of school buildings for such activities causes a closer relationship between the school and the community.

3229. Fields, Myron A. Blackboards in the elementary school. Master's, 1939. Kans. St. T. C., Emporia. 45 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 9)

Traces briefly the history of the use and kinds of blackboards. Describes the types of blackboards now in use, the care they should be given. Establishes by experiment the height and width best suited to children's use in the various elementary grades.

3230. Flower, Howard William. A study of the preparation requisite for selling athletic equipment to secondary schools. Master's, 1939. Iowa.

3231. Graham, Robert X. Buildings also teach. *Teacher education journal* 1: 251-54, December 1939. (University of Pittsburgh)

\*3232. Graham, Ross. A classroom illumination study of the public-school system of Jeffersonville, Indiana. Master's, 1939. Louisville. 168 p. ms.

Studies the illumination of one room in each of the eight buildings comprising the Jeffersonville public-school system. Discusses improvements in the lighting conditions which could be made without involving additional expense.

\*3233. Harman, Arthur W. A high-school building program for Plymouth, Pennsylvania. Master's, 1939. Penn. State. 142 p. ms.

Attempts to determine population trends in Plymouth and to estimate the high-school population growth for the next 10 years; to plan a high-school program which will eliminate present congestion and meet the needs of the school population for a period of at least 10 years; to plan a high-school building on the basis of a modern educational program; and to estimate the cost of a new high-school building.

3234. Haydis, Hyman. State aid and control of public building projects with special reference to the policies of Alabama, Minnesota, Missouri, and California. Doctor's, 1938. Stanford. (Abstract in: *Stanford university bulletin*, vol. 14: 218-23)

Attempts to determine the status of State aid and control of public-school building projects. Indicates that State divisions of schoolhouse planning in State departments of education should be established by law; that a division of schoolhouse planning should study State school building needs, recommend a program of State aid to equalize school plant facilities, and establish and modify school building standards; that a division should establish regulations governing employment, certification and training in service of janitors and custodians in public-school buildings; and that all school building authority exercised by a State and at present vested in various branches of its government should be transferred and centralized in a division of schoolhouse planning.

3235. Johnson, Homer L. Relation of light in the schoolroom to scholarship. Doctor's, 1939. Missouri. 121 p. ms.

Compares the scholarship of pupils located near the windows with that of pupils farther away from the windows. Concludes that scholarship is improved by better lighting in the schoolroom; that in rooms which have natural lighting only, the scholarship rankings are higher for the pupils in the half of the room next to the windows; and that the presence of artificial lighting in the schoolroom tends to equalize the scholarship of pupils throughout the room.

3236. Kennerly, Paul C. School plant standards for rural and elementary schools. Master's, 1939. Okla. A. & M. Coll.

Attempts to show the varying degrees of emphasis which different regions of the United States place on various phases of the school plant. Finds that some States do not have school plant standards for rural and elementary schools; that the standards in some States are old and out of date. Considers 100 items pertaining to rural and elementary school buildings. Finds that of the 19 States considered in the study, Oklahoma has included more of these items in its standards than any of the others.

\*3237. Ladd, Robert Boyd. Relationship of intensity of illumination to performance of a simple visual task. Master's, 1939. Texas Coll. of Arts and Inds. 79 p. ms.

Studies the relationship of six levels of illumination to the efficiency of performance in a cancellation of letters test, using as subjects 80 freshmen and sophomores, and 3 upper-classmen at Texas College of Arts and Industries. Indicates that there is significantly superior time performance at the higher illumination intensities, and that the slower students benefited most by increases in illumination intensity.

3238. Lund, Elsie Marie. The educational effectiveness of a school cafeteria in relation to food selection, social customs, and civic responsibilities. Master's, 1939. Iowa State.

3239. **Mahakian, K. John.** A plan for a system of cooperative purchasing among school districts of Los Angeles county. Master's, 1939. Southern California.

3240. **Napier, Talton Gerald.** The administration of heating and ventilation of public-school buildings in Tulsa county and vicinity. Master's, 1939. Okla. A. & M. Coll.

3241. **Owen, Victor.** An analysis of the New York school building requirements with respect to the classroom and its heating, lighting, and ventilation. Master's, 1939. N. Y. St. Coll. for Teach. 105 p. ms.

3242. **Reuter, Helen M.** A study of equipment in commercial departments in Ohio high schools in cities of 6,000 to 23,000 population with special reference to such equipment in Fremont high school. Master's, 1939. Ohio State. 140 p. ms.

3243. **Seal, Ruby Lee.** Community and home conditions affecting the selection of equipment for homemaking departments. Master's, 1938. Texas St. Coll. for Women. 129 p. ms.

3244. **Stinnett, Rufus Martin.** Utilization of high-school buildings in Socorro county, New Mexico. Master's, 1939. New Mexico. 63 p. ms.

3245. **Sutton, James B.** The lunch room in the Arizona elementary schools. Master's, 1939. Arizona. 110 p. ms.

3246. **Thurston, Lee M.** Public-school interiors should be beautiful. Nation's schools, 24: 15-21, October 1939. (University of Pittsburgh)

3247. ———. State aid for construction. Nation's schools, 23: 29-30, May 1939. (University of Pittsburgh)

3248. **Watson, Loyd Ray.** A study of combination auditorium-gymnasiums in the small high schools of east central district. Master's, 1939. Okla. A. & M. Coll.

Attempts to determine the type of combination auditorium-gymnasium in most common use, and to discover the best types of units and features for the district. Finds that the auditorium-gymnasium built as a separate unit is the most popular combination and meets the needs of a large number of schools in the area.

3249. **Wyman, Dorothy Allen.** The genesis of the American schoolhouse and its architectural development. Master's, 1939. Tufts. 283 p. ms.

### JANITORS

3250. **Huff, Talmadge.** Status of the school janitor in Kentucky. Master's, 1939. Kentucky. 93 p. ms.

Discusses the selection and tenure, qualifications, adaptability, personal data, amount of work, kinds of tasks, frequency of performance, in-service training, and salaries paid for janitorial services.

\*3251. **Mase, Wayne E.** A self-rating scale for school custodians. Master's, 1939. Kans. St. T. C., Emporia. Topeka, Kansas state printing plant, 1939. 24 p. (Kansas state teachers college of Emporia. Bulletin of information, vol. 19, no. 10. Studies in education, no. 18)

Constructs a self-rating scale for custodians as a basis for self-evaluation and improvement in cooperation, personal and social traits, duties in the care of school property and in connection with the economical operation of the school.

\*3252. **Olson, Olger Marvin.** A janitorial survey of the classified high schools of North Dakota. Master's, 1939. North Dakota. 78 p. ms.

Attempts to determine common practices in the janitorial services in classified schools having enrollments between 67 and 2,400. Shows that 88 percent of all the classified

schools in North Dakota have enrollments of fewer than 450. Analyzes replies of 107 high schools to a questionnaire inquiring as to the administration of janitorial employment; administration of janitorial schedule; extent of use of records and reports; janitorial service pertaining to buildings and grounds; the work and duties of the janitor; personal data pertaining to the janitor; and his pay and tenure. Concludes that the janitor should be required to take special courses to qualify him for his position; that these courses should be given during the summer in order that the employed janitors might enroll; that definite qualifications should be required; that a written examination should be given to prospective applicants; and that a written contract more specifically designates the terms of the agreement and duties of the janitor.

3253. Pulliam, Walter L. Janitorial personnel. Master's, 1930. Peabody. 61 p. ms.

Studies school janitors by population groups in Missouri, Kansas, Colorado, and Minnesota. Finds that undesirable methods are often used by school authorities in selecting custodians; that boards of education and the public in general fail to realize the responsible position filled by the janitor; that the median salary paid custodians in Missouri is insufficient to provide adequate living conditions; and that many janitors should be enrolled in janitorial training schools.

3254. Stone, H. C. A study of janitors and janitorial service in the public schools of North Carolina. Master's, 1930. Duke. 83 p. ms.

Studies the functions, personal data, and administration of the janitors of 448 school buildings, and offers suggestions for improving janitorial service in the public schools.

### SOCIOLOGY, EDUCATIONAL

\*3255. Aldrich, Julian C. Teachers' guide to community study. Doctor's, 1939. New York. 100 p. ms.

Studies the objectives and techniques of community study in high schools, and evaluates it.

\*3256. Anderson, Nels. The social antecedents of a slum: a developmental study of the East Harlem area of Manhattan Island, New York city. Doctor's, 1930. New York. 205 p. ms.

Traces the early history of New York, discussing settlement by the Dutch; occupation by the British; private estates and wayside inns; recreation and amusements; road building and real estate prospects; the railroad, horse cars and rapid transit; real estate development; the expansion of urban authority; the church and the school; health and sanitation; the shanty town slum; and the migration of the tenement slum.

3257. Avey, Ann Cornuelle. Case studies in the emotional attitudes and development of the writer's three daughters. Master's, 1930. Ohio State. 138 p. ms.

Gives a family history of the parents and three daughters over a period of 16 years of family life, with personality tests and evaluations of changes in attitudes and adjustments. Gives reasons for specific personality difficulties, better ways of childhood development, and parental attitude toward personal evaluations.

3258. Boester, Florence Elizabeth. Methods and techniques for the self-evaluation of a character building agency with special reference to Young Women's Christian Associations. Master's, 1930. Southern California.

3259. Carpenter, Jean Alice. Some factors relating to the method and outcome of case work treatment of adolescent girls. Master's, 1930. Smith. (Abstract in: *Smith college studies in social work*, 10: 114-15)

Studies 31 adolescent girls who were referred to the Illinois Institute for Juvenile Research between 1934 and 1938 and treated by social workers, to determine the methods used, whether they were determined by a consideration of some of the basic problems and reactions of adolescent girls in general, and some of the difficulties met by the case workers in their attempts to treat these girls. Finds lack of harmony in the home, situations and the undesirable character of their early environment the most outstanding factor and resistance toward treatment by both the parents and the girls.

3260. **Christian, Mabel Deas.** The study of homes in a rural industrial area, with implications for a school program. Master's, 1939. Ala. Poly. Inst.

\*3261. **Cimilluca, Salvatore.** The natural history of East Harlem from 1880 to the present day. Master's, 1931. New York. 126 p. ms.

3262. **Clarke, Louise.** A critical survey of the educational possibilities of the inmates at the State training school, Winfield, Kansas. Master's, 1939. Kansas.

3263. **Dukette, Rita.** Attitudes of a group of Catholic parents toward child guidance treatment. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 101)

Studies the attitudes of parents whose contact with the Institute for Juvenile Research, Chicago, had terminated during 1937 and 1938, who stated their religion as Roman Catholic. Finds that the type of problem, age, sex, and intelligence of the children were typical of the total clinic population; that there was little relationship between the parent's attitude toward the clinic and his religious beliefs.

3264. **Fitzharris, Cletus James.** Factors determining transiency in a selected number of boys in residence at the Junipero Serra boys' club. Master's, 1939. Southern California.

3265. **Flaherty, Kathryn Bernadette.** A survey of the development of the course in educational sociology. Master's, 1939. Boston Coll.

3266. **Gaertner, Miriam Luise.** A case study of 50 transient girls stranded in Los Angeles. Master's, 1939. Southern California.

3267. **Haan, Aubrey Edwin.** Teachers' units on depression problems. Master's, 1939. Stanford.

3268. **Hartin, Ruth E.** Parents' attitudes toward child guidance treatment. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 103)

Studies the parents' attitudes toward child guidance treatment by the Berks County Guidance Institute in 47 cases opened by the clinic for treatment during the year 1937-38.

3269. **Hay, Jack F.** National youth administration. Master's, 1938. Okla. A. & M. Coll.

Analyzes the causes of unemployment and lack of training, and the solutions suggested in this country and abroad, studying especially the National Youth Administration program in Oklahoma.

3270. **Herkimer, Jessie K.** The relation between parents' attitudes toward coming to a child guidance clinic and the outcome of treatment. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 104)

Indicates that a parent's initial attitude toward the referral had no appreciable influence on the outcome of the case.

3271. **Higgins, Fannie George.** Leisure-time activities of children in an industrial community. Master's, 1939. Ala. Poly. Inst.

\*3272. **Hodgson, Julia.** A comparison of three Tennessee urban centers, Goodlettsville, Franklin, and Clarksville. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 15 p. (Abstract of *Contribution to education*, no. 240)

Compares the historical, commercial, industrial, and cultural factors affecting the growth of the three Tennessee towns. Shows that the three towns have experienced a gradual, normal, and consistent growth; that they differ from each other more in the number and size of activities going on within the limits of each than in the kinds of activities found; and that as the towns grow, more schools must be provided.



\*3273. Larson, Cedric Arthur. Educational activities of the Federally planned community of Greenbelt, Maryland. Master's, 1939. George Washington. 215 p. ms.

Describes the town life of Greenbelt, financially, administratively, socially, and educationally. Discusses the Maryland educational structure and Greenbelt schools; the community centered elementary school of Greenbelt; the course of study of Greenbelt school; the Greenbelt high school and its curriculum; the educational and quasi-instructional activities of the community; the adult education program. Describes briefly the educational activities of two comparable Federally planned communities, Greenhills, Ohio, and Norris, Tenn.

3274. Lazard, Flora. Child workers in street trades in Los Angeles. Master's, 1939. Southern California.

\*3275. Leonard, Caroline W. A descriptive study of the social settlements of East Harlem (a preliminary survey). Master's, 1930. New York. 166 p. ms.

\*3276. Marsh, May Case. The life and work of the churches of an interstitial area. Doctor's, 1932. New York. 674 p. ms.

\*3277. ———. A study of the relationship to the life and welfare of East Harlem of the following churches: Presbyterian—Ascension; Roman Catholic—Our Lady of Angels; Methodist—Jefferson Park Memorial; Roman Catholic—Lady of Mt. Carmel; Episcopal—Grace Emmanuel; Lutheran—St. John's. Master's, 1931. New York. 159 p. ms.

3278. Norton, E. Virginia. A study of cooperation between the school and the social agency. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1938: 114-15)

Studies case records of 40 problem children known to a social agency in Brooklyn, N. Y., and the social welfare program of 10 Brooklyn public schools. Finds that teachers feel that the school should take the leading role in assisting the student with problems, even those of an extracurricular nature and origin; and that the social worker is aware of the advantages of correlating her work with that of the teacher, and that she uses the school as a community resource whenever possible. Suggests that the social worker and the teacher exercise care not to usurp the prior right of the parent in the education and training of the child.

\*3279. Pence, Owen Earle. The Y. M. C. A. and social need: a study of institutional adaptation. Doctor's, 1939. T. C., Col. Univ. New York, Association press, 1939. 360 p.

Examines the entire 88-year history of the Y. M. C. A. in North America. Finds 11 established forms of group activity in the history and current practices of the organization: selection of constituency; formulation of aims; formalization of program; organization of associations; national structure and control; standard buildings; methods of financing articulation of lay and professional leadership relations with the community; protestant church identification; and definition of social policy.

3280. Prough, Ivan Dale. The buying habits and home conditions of people in small towns. Master's, 1938. Ball St. T. C. 71 p. ms.

Studies 195 families of Middletown, Ind., to discover their home conditions, buying habits, experiences, and consumer consciousness. Shows that a \$500 increase or decrease in income tends to move a family from one group to another.

3281. Raas, Ernestine. A study of treatment methods used by child guidance clinics in work with parents. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 140-41)

Reviews the literature on the subject, and studies case histories of 40 cases closed by the Child Guidance Department of the Jewish Board of Guardians, New York City, during the year 1937. Finds that case work treatment of parents in child guidance clinics has been influenced by theories of education, psychiatry, and psychoanalysis.

3282. **Rodin, Charlotte S.** The social adjustment of adolescent girls who had lived in a study home. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 132)

Presents a follow-up study of the 54 adolescent girls who had lived in the study home of the Girls' Service League, New York City, prior to 1935-36 and whose cases were closed by the agency during that year. Finds that 45 of the girls had completed the eighth grade and had some high-school work, varying from 1 to 4 years, and one girl had completed 2 years of college. Finds that the girls left the study home better able to take care of themselves.

3283. **Salkover, Ethel.** An analysis of 400 cases served by a preventive agency for adolescent girls. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 138)

Finds that two-thirds of the girls served by the Girls' Service League of America, in New York City, were 16 to 18 years old, 49 percent were of normal or dull normal intelligence; 12 percent were borderline defectives or feeble-minded, and 12 percent had superior intelligence; half of the girls had had some high-school training, but only 13 percent had graduated; 91 percent had been born in the United States but a large proportion of them had foreign-born parents; that their major problems were unemployment, need for shelter, family difficulties, and broken homes; that potential delinquency, mental depression, and personality and behavior problems were especially frequent in this group.

3284. **Samuels, Marian Weinman.** A study of the effects of foster home placement on a selected number of "rejected" children. Master's, 1939. Southern California.

3285. **Schefen, Rose.** The use of the environment in treating adolescents. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 10: 115-16)

Analyzes case studies of an unselected group of adolescents of both sexes between the ages of 14 and 18 with whom some form of environmental treatment had been used to determine the kind of problems treated in this way, the factors entering into the use of this treatment approach, and the way it was used. Indicates that in some of the cases environmental treatment was used as the primary treatment approach, and that in others it was combined with psychotherapeutic methods. Concludes that the environmental approach has a definite place in case work with adolescents.

3286. **Shawley, George E.** A sociological survey of the River Rouge, Michigan, school district. Master's, 1939. Michigan.

3287. **Skiles, A. F.** A survey of social agencies dealing with school age youth in Allentown, Pennsylvania. Master's, 1939. Duke. 159 p. ms.

Surveys 41 agencies dealing with morals, community services, child welfare, relief, auxiliary educational services, health, and juvenile delinquency.

3288. **Spradlin, John J.** The educational and economic status of relief clients in Wilbarger county, Texas. Master's, 1939. South. Methodist. (Abstract in: *Southern Methodist university. Abstracts of theses . . . no. 7: 37-38*)

Presents a short history of Federal relief in the United States and the way it was handled in Wilbarger County. Describes the educational and economic status of a cross section of relief clients and of employed groups selected at random from different types of workers in the county; and a few case histories. Shows that the relief clients had spent 3.7 less years in school than the employed groups, and that the relief clients had made lower wages both before and after 1929; that the relief clients were older, more of them were married and had more dependents than did the employed men. Indicates that 60 percent of the relief clients had not gone beyond the seventh grade in school.

3289. **Stark, Dorothy L.** Some factors relating to the adjustment of adolescent girls to foster homes. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 132-33)

Analyzes case histories of girls ranging in age from 12 to 18 years, who were placed in foster homes. Indicates that the girls tended to carry over into the foster homes the behavior and attitudes which they had shown in their own home situation.

\*3290. Thom, Burton Peter. Sociological aspects of morbidity and mortality in an interstitial area. Master's, 1931. New York. 74 p. ms.

\*3291. Timmons, William Murray. Decisions and attitudes as outcomes of the discussion of a social problem: an experimental study. Doctor's, 1939. T. C. Col. Univ. New York, Teachers college, Columbia university, 1939. 106 p. (Contributions to education, no. 777)

Attempts to determine experimentally whether information on and discussion of a social problem contributed cumulatively to appropriate attitudes and appropriate solutions. Describes an experiment conducted with 672 high school Juniors and seniors, one group of whom studied and restudied data on the Ohio parole system, and the other group studied and discussed data on the same subject, after which both groups were given attitude tests. Finds that both groups made reliable gains in ranking the given solutions to the parole problem, with the discussion group making the greater gain.

\*3292. Tsou, George Yu-Chieh. The Chinese organizations in New York City: a social study of the cultural, educational, social, and welfare organizations in New York City. Doctor's, 1938. New York. 102 p. ms.

Describes the Chinese community in New York City, the students' organizations, the cultural organizations, and the social, recreational, and welfare organizations. Contrasts the social clubs and activities of the boys and girls, and of the students who have come from China to attend the colleges and universities with those of the older Chinese people living in New York, and of the American-born Chinese. Recommends that Americans working with the Chinese in the schools, churches, and social and welfare organizations attempt to understand the Chinese and their culture, and that they cooperate with each other and with the Chinese.

\*3293. Tucker, A. C. Some correlates of certain attitudes of the unemployed. Doctor's, 1939. T. C., Col. Univ. New York, 1940. 72 p. (Archives of psychology, no. 245)

Investigates the relationships between variability in certain expressed attitudes regarding employers, industry, government, religion, social change, and personal optimism of a group of unemployed, and their age, intelligence, length of unemployment, maximum salary earned, education, and sex. Uses a confidential inventory of opinions, consisting of 41 dogmatic statements in colloquial language, to test groups of men and women clients of the Adjustment Service in New York City. Finds their attitudes largely specific; length of time unemployed has almost no relationship to variability of expressed attitudes; older people were more favorable to employers, religion, and our form of government than the younger people; the more successful men tend to have favorable attitudes, while the more successful women tend to have unfavorable attitudes toward employers, capitalism, and our form of government; attitudes of a large part of the unemployed are favorable to the present system; the more intelligent and the more educated unemployed tend to favor fundamental economic and social change.

3294. Tufts, Edith Miller. A census of dependent children in foster care supervised by children's organizations in Allegheny County as of December 31, 1935. Doctor's, 1939. Pittsburgh. (Abstract in: University of Pittsburgh. Abstracts of theses, researches completed, and bibliography of publications, 15: 378-86)

Analyzes data on 5,649 children ranging in age from new-born infants to young men and women nearing their twenty-first birthday. Compares children living in institutions with those living in free foster homes, boarding homes, work or wage homes, and adoption homes; compares care given to legitimate and to illegitimate children.

\*3295. Williams, Edward Ainsworth. Federal aid for relief. Doctor's, 1939. Columbia. New York, Columbia university press, 1939. 269 p.

Discusses relief administration prior to 1933; grants-in-aid applied to relief; major objectives of the Federal Emergency Relief Administration; its control devices and sanctions; its allocation problems. Appraises the grant method as applied to relief.

\*3296. Wilson, Ben F., jr. The economic history of Kleberg county. Master's, 1939. Texas Coll. of Arts and Inds. 100 p. ms.

Traces the development of Kleberg County, Tex., from its creation in 1913 to date. Describes development of the King Ranch from its purchase in 1852 to 1938, and agricultural and dairy industries in the county. Traces the development of the railroad in

the county and its effect on the communities; and the oil and gas development. Describes the growth of the public schools from 1906 to date, and compares the growth of the Mexican and the Anglo-American schools; the Texas Mexican Industrial Institute for the training of young Mexican boys; Texas College of Arts and Industries which was opened in 1925 with an enrollment of 114 students. Describes the Kleberg County road projects, and the recent WPA and PWA projects.

3297. **Wilson, Ruthanna.** Effect of attitudes toward child guidance treatment and its outcome. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 104-105)

Concludes that if the attitudes of both parents and child are favorable toward treatment there is great likelihood that the case will be continued and that the child's adjustment will improve; and that if the attitudes of both are unfavorable and not amenable to modification, little can be accomplished by a clinic.

3298. **Wolfe, Lloyd M.** Occupational opportunities for the youth of Jackson. Master's, 1939. Michigan.

3299. **Wright, George Oliver.** Social learning and the problem of conflicts: the implications for the teaching of the social studies. Master's, 1939. Ohio State. 85 p. ms.

Presents democracy and authoritarianism as alternative ways of life, one of which the child is asked to choose tentatively. The historical facts of the period under consideration are presented in order to sharpen conflicting standards of judgment, so that the student will be brought to the realization that to live intelligently one must learn to resolve conflicts in terms of a single over-all value that introduces order into differences, and that the achievement of this unity is a responsibility of each individual. Emphasizes the reflective process as a technique for resolving conflicts. Attempts to clarify the concept of democracy and to instruct pupils in such a way that democracy will become operative in wider and wider areas of living.

## RACIAL GROUPS, EDUCATION

3300. **Allegrezza, Tore S.** Historical survey of the changing character of Indian schools. Master's, 1939. Colorado. (Abstract in: *University of Colorado studies*, 26: 20-21)

Shows that the character of Indian education, as it is represented in the various types of Federal and State educational enterprises today, has been a slow and gradual process of development and not the outcome of a deliberate or carefully conceived plan, but mainly the result of missionary and governmental endeavors. Considers various types of mission and Government schools, the gradual elimination of boarding schools, the increasing use of day and public schools, and the gradual assumption on the part of States of the responsibility for the administration of Indian education. Describes the Minnesota State plan of Indian education, and shows the way problems are being attacked and solved.

3301. **Brueggen, Sister Mary Dolores.** The role of the Franciscans in bringing Christianity to the Navajo Indians. Master's, 1939. Notre Dame. 89 p. ms.

Discusses educational as well as missionary activities.

\*3302. **Chue, King-Ho.** The education of Chinese children in Washington, D. C. Master's, 1939. George Washington. 47 p. ms.

Attempts to determine the nature of the education the Chinese children receive from the American public schools and the Chinese school; to find out how their education may affect their living. Gives a brief history of the Chinese immigrants in Washington. Shows that by 1936 the Chinese population in Washington had grown to 800, of whom 172 were children in 69 families; that 26 children are in high school, 75 are in elementary school, and 36 are of preschool age. Describes the work of the Chinese school which was established in Chinatown in 1931, to give instruction to Chinese children in addition to their public-school work, to hold evening classes to teach Chinese children to understand their own language; to acquaint them with the ways and customs of the Chinese people; and to give them a knowledge of Chinese culture. Describes the contribution of the Chinese community church to the education of Chinese children.

3303. Costiloe, Charles R. History of Rogers county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Touches on the early Indian tribes, religion, laws, and customs of the Cherokees, border warfare, pioneer settlers, railroads, the cattle industry, admission to the Union, organization of the county, schools under tribal, Federal and State Government, natural resources, and agricultural development. Finds that the Cherokees through intermixture with the whites have produced a high grade of citizenry, who have developed an excellent school system have exploited the agricultural lands, and have produced some outstanding citizens.

3304. Cronk, Leslie M. Indian education in terms of pupil and community needs. Master's, 1938. Arizona. (Abstract in: University of Arizona record, 32: 18)

Proposes a more practical education for the Indian based on his real interests and abilities.

3305. Gordon, Laura. The mission schools of the Five civilized tribes in Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Studies the educational activities of missionaries among the Five Civilized Tribes from the first endeavors to the present. Deals with the mission school's first establishment in southeastern United States, its translation to western territory as the tribes were removed, its growth in Oklahoma, and its eventual decay. Shows that the work of the missionaries brought important results; that it gave the Indians a taste of civilization, a knowledge of American customs and language, and a set of ideas and ideals entirely different from their old religious and ethical forms; that the missionaries and their schools helped to start the Indians moving, and to establish them again in western country with a minimum of difficulty.

\*3306. Grout, Paul Asbury. Trends in scholastics, enrollment, average daily attendance, and age-grade distribution, of Spanish-American pupils in Lyford, Texas, public schools, 1933-1938. Master's, 1938. Texas Coll. of Arts and Inds. 68 p. ms.

Compares the Spanish-American pupils with the Anglo-American pupils in the Lyford public schools. Shows a gain of 132 percent in enrollment, whereas the census gained but 55.2 percent between 1933-34 and 1937-38; that the average percentage of the census enumeration enrolled during the years 1933-1937 was 61.3; that pupils enrolled in the pre-primer and first grades range in age from 6 to 15; and that few Spanish-American pupils continue in school until they reach the upper grades.

3307. Heard, Marvin Eugene. Three centuries of formal and informal educational influences and development among the Pima Indians. Master's, 1939. Arizona. 175 p. ms.

3308. Jerden, Cecil M. A study in racial differences in the El Paso public schools. Master's, 1939. South. Methodist. (Abstract in: Southern Methodist university. Abstracts of theses . . . no. 7: 23)

Presents data concerning the racial differences found in the Anglo-American and Spanish-American children, the sex differences within the races, and the possibility of establishing a psychologically sound basis for classification for instruction. Concludes that the Spanish-American children are older chronologically than the Anglo-American children; there was no apparent difference between the Anglo-American boys and girls; the Spanish-American girls are older chronologically than the Spanish-American boys, but are inferior in both mental age and IQ; and both boys and girls are inferior on these points to Anglo-American children.

3309. Knepler, Abraham Eleazar. The education of the Cherokee Indians. Doctor's, 1939. Yale.

3310. Lavin, Lottie. Jewish education in Chicago. Master's, 1938. Chicago. 85 p. ms.

3311. Lee, Mabel Sam. The recreational interests and participation of a selected group of Chinese boys and girls in Los Angeles, California. Master's, 1939. Southern California.

3312. Liddil, Fonrose Reader. The intelligence of Jewish school children. Master's, 1939. Chicago. 86 p. ms.

3313. MacLean, Harold S. Educational guidance for Osage Indians in the public schools. Master's, 1939. Okla. A. & M. Coll.

Finds that Osage Indian students come from bilingual, predominately Catholic homes, half of which have been broken by the death of one parent, and in which musical instruments, magazines, and other incentives for a college education are present; that they are honest and cooperative, their conduct is desirable, they lack industry and are poor leaders; that educational and vocational guidance are difficult to offer due to racial prejudices and the economic condition of the Osages. Shows that the junior and senior high schools should provide guidance service of a simple but effective type for the Indian students, and that such guidance could be provided at moderate cost.

3314. Sandercock, Grace A. Culture conflict and the behavior difficulties of adolescent Italian boys. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 159-60)

Analyzes the reputed cultural conflict between foreign-born Italian parents and their American-born children to determine the relationship of this conflict to the poor adjustment of a group of adolescent boys. Studies 36 cases, and finds that half of the families had adequate incomes; that few of the boys were mentally inferior; that a large number of families were not interested in the services of the Institute for Juvenile Research, Chicago; and that there was a tendency for the parents to minimize the boys' difficulties.

3315. Skinner, Carl Harrison. A plan of education for the Gila river Pima Indians. Doctor's, 1939. Stanford. (Abstract in: Stanford university bulletin, vol. 14: 253-59)

Describes the Pima Indians briefly. Suggests a plan of education for them from nursery school through high school, stressing training in health, tool subjects, training for leisure, vocational training, and extracurricular activities, and adult education based on the cultural characteristics of the Indians.

3316. Smith, Gerald Arthur. The influence of the white man upon the culture of the Indians of the San Bernardino valley. Master's, 1939. Redlands. 108 p. ms.

3317. Summers, Helen. An evaluation of certain procedures used in teaching the non-English-speaking Mexican child. Master's, 1939. California, L. A.

Compares complete segregation from English-speaking children, and part segregation (during certain hours of the day). Studies 115 cases of non-English-speaking Mexican children in the east section of the Los Angeles schools. Finds these children to be chronologically older and intellectually inferior to the elementary school population as a whole, but that by the end of the third grade, this group's reading achievement was only slightly below that of the total elementary school population.

3318. Templeton, Flossie B. Indian children's interests as revealed by their drawings and paintings. Master's, 1939. Peabody. 34 p. ms.

Studies the interests of the children in the first seven grades of the Indian training school near Tahlequah, Okla.

3319. Vaughan, Portia Loyetta. An investigation of music as taught in government Indian school in Oklahoma. Master's, 1939. Kansas.

#### NEGROES, EDUCATION

3320. Anthony, Irving F. Factors associated with truancy in Harlem. Master's, 1938. Coll. of the City of N. Y. 78 p. ms. (Abstract in: College of the City of New York. Abstracts of theses . . . 1939: 102)

Surveys briefly the socio-economic conditions of Harlem to help explain the acute truancy problem in this neighborhood. Recommends an extensive program in adult education centering around child psychology and mental hygiene, a system of slum clearance, economic readjustment, and greater opportunities for vocational training.

3321. **Atwood, Rufus Ballard.** Adult education programs for Negroes in Kentucky. Master's, 1939. Chicago. 98 p. ms.

\*3322. **Bond, Frederick W.** The direct and indirect contribution which the American Negro has made to drama and the legitimate stage, with the underlying conditions responsible. Doctor's, 1938. New York. 147 p. ms.

Attempts to determine the elements which motivated and inspired the American Negro to enter the field of drama as a profession; to determine his contribution to the drama and to the legitimate stage by acting, writing, and producing plays; and to consider his contribution to folklore, mimicry, music, dancing and radio, the Little theater movement, and the Federal Theater Project.

3323. **Bonner, Oscar Trent.** A survey of Negro education in Bedford county. Master's, 1939. Virginia. 176 p. ms.

3324. **Boone, A. B.** Analysis of the homemaking education needs of Negro girls in a Virginia community. Master's, 1939. Ohio State.

Presents a follow-up study of Negro girls who had either dropped out of high school, or who had been graduated, in an attempt to discover more adequate bases for curriculum planning.

3325. **Bracey, Earle L.** A study of the status of Negro high-school teachers and principals in Negro high schools in Maryland outside the city of Baltimore. Master's, 1939. Michigan.

3326. **Brandford, Pat.** Training and opportunities for Negro women in the field of physical education. Master's, 1939. Iowa.

3327. **Braxton, Robert A.** The relationship between the vocational interest and the intelligence, scholarship, and vocational opportunities of twelfth-grade Negro students. Master's, 1939. Wittenberg. 47 p. ms.

Finds marked evidence of a poor adaptation of high-school work for Negro students to their varied abilities and intellectual needs, and shows the need for an enlarged program in industrial training courses to equip larger numbers for vocations which offer them the best opportunity.

3328. **Cabell, Foraker A.** The history of public secondary education for Negroes in Louisville, Ky. Master's, 1938. Ind. St. T. C. 64 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 129, July 1939)

Shows that secondary education for Negroes in Louisville began in the fall of the year 1873 with 1 teacher and 3 pupils; while the teaching force has grown to more than 125 individuals, and the student body has increased to nearly 3,000 members; that the poorly constructed early school buildings have been replaced by modern structures adequately equipped; that the establishment of Negro junior high schools has greatly increased the effectiveness of the teaching process; and that increasing emphasis is being placed on industrial education in these schools.

3329. **Canaday, Herman G.** Psychology in Negro institutions. Institute, West Virginia state college, 1939. 24 p. (West Virginia state college bulletin, series 26, no. 3. Contribution no. 1 of the research council)

Discusses the status of psychology in the curriculum; the nature and length of the introductory course and experimental work in the course; courses offered in psychology in Negro institutions; laboratory and library equipment for psychology, teaching personnel, and research in psychology.

3330. **Cole, William Maccune.** Study of Negro and white elementary schools under centralization. Master's, 1939. Peabody. 85 p. ms.

Attempts to determine whether transfer of control of the public schools in North Carolina from the counties to the State resulted in an improvement of the instructional service rendered by the elementary schools and equalization of educational opportunities between the white and Negro schools. Indicates that the change in control improved the quality of instructional service and tended to reduce the inequalities between the white and Negro schools.

3331. **Coleman, William Garland.** Negro education in Fauquier county, Virginia. Master's, 1939. Virginia. 226 p. ms.

3332. **Cotton, June Rosella.** The historical development of United Presbyterian schools for southern Negroes. Master's, 1938. Cincinnati.

3333. **Craig, Levi.** A comparative study of motor ability of Negro and white boys of secondary school age. Master's, 1939. Iowa.

3334. **Crossley, Mildred McCracken.** A history of the Negro schools of Oklahoma City, Oklahoma. Master's, 1939. Oklahoma. 89 p. ms.

Shows that separate schools for the Negroes were established in Oklahoma City simultaneously with those for the whites; that they are under the administration of the Oklahoma City board of education, but are dependent on the county for their financial support. Traces the development of the schools from 1891 to 1939, and discusses their administration, curriculum, and extracurricular activities.

3335. **Curry, Willa Clothilde.** Educational and vocational guidance of Negroes. Master's, 1939. California, L. A.

Shows that there is a need for a specialized technique of counseling minority racial groups, a guidance machinery which will meet normal vocational needs and will adequately overcome additional barriers of race. Finds that few Negroes are engaged in skilled occupations and that there is inadequate provisions made for Negroes to receive such training; that counselors need especially reliable and statistical information regarding occupations, occupational trends, occupational opportunities, and community resources for Negro youth; and that schools should cooperate with interested individuals and groups in making contacts with employers for the purpose of opening up more occupational opportunities for Negroes and of assisting them to enter the new fields that are being developed.

3336. **D'Alessandro, John.** The correlation between general intelligence and reading achievement as indicated by results of standardized tests given to 728 colored boys of the fourth, fifth, and sixth grades of a New York City school. Master's, 1939. St. John's. 30 p. ms.

Finds a positive correlation between reading achievement and intelligence. Shows that progress in reading is influenced somewhat by the level of intelligence of the learner; that after the fourth grade the children studied advanced in reading more slowly than was normal; that strict adherence to the course of study in reading as prescribed by the board of education presents actual difficulty in this school; that the grade in which a child is found is not always an index of his ability; and that teachers cannot be expected to be held to uniform standards of achievement.

3337. **Deane, Velma S.** Diagnosis of the reading difficulties of Negro children in Oklahoma City, Oklahoma. Master's, 1939. Iowa.

\*3338. **Dove, Nannie Myrtle.** The occupational needs of Negro high school girls with home economics training. Master's, 1939. Penn. State. 132 p. ms.

Attempts to determine whether or not adjustments might be made in the home economics curriculum of the Lockerman High School, Caroline County, Md., to meet the occupational needs of Negro girl students. Studies the type and extent of employment of in-school girls in the high school; the remunerative occupations of women graduates and former students of the school from 1930 to date; and the wage-earning opportunities of Negro women in the town of Denton and in Caroline County; and the requirements for certain types of jobs as given by employers in the community. Recommends that the pupils be trained for homemaking and for household employment; that special emphasis be placed on personality development, social relationships, leisure-time activities, equipment, management of time and energy and child development; that evening classes be inaugurated to meet the needs of the girls who have left school; and that students should be guided into vocations suited to their aptitudes, employment possibilities, and economic status.

†3339. **Evans, J. C.** Resident youth training project sponsored and operated by West Virginia state college National youth administration of West Virginia. Institute, West Virginia state college, 1938. 46 p. (West Virginia state college bulletin, series 25, no. 4)

Covers the operation of a resident project offering occupational training in agriculture, home economics, and mechanic arts to Negro youth at West Virginia State College in 1937-38.



\*3340. Gore, George W., Jr. The in-service professional improvement of Negro public-school teachers in Tennessee. Doctor's, 1939. T. C. Col. Univ., New York, Teachers college, Columbia university, 1940. 142 p. (Contributions to education, 786)

Describes the status of Negro teachers and the supervisory services and teacher-training facilities available to them. Evaluates them and offers a constructive State program for the improvement of Negro teachers in service.

†3341. Greene, Harry W. An adventure in experimental cooperative teaching: a general account of recent work in progressive education conducted jointly by members of the Department of education of the Ohio state university and the West Virginia state college. Institute, West Virginia state college, 1938. 36 p. (West Virginia state college bulletin, series 25, no. 6. Contribution no. 9 of the Department of education)

Describes an experiment in progressive education conducted for Negro students at a college for Negroes by white and Negro professors jointly.

\*3342. Hall, Egerton Elliott. The Negro wage earner of New Jersey. Doctor's, 1933. Rutgers. New Brunswick, N. J., Rutgers university, 1935. 115 p. (Rutgers university bulletin, series 11, no. 8. Studies in education, no. 6)

3343. Hasty, John Bruner. A study of the admission practices of Negro colleges and universities. Master's 1939. Cincinnati. 84 p. ms.

Analyzes the catalogs of 73 institutions, and covers methods of admission, and academic and personal requirements for college entrance.

\*3344. Heningburg, Alphonse. The teacher in the Negro college. Doctor's, 1939. New York. 133 p. ms.

Evaluates the preparation and remuneration of 570 teachers in Negro colleges. Recommends that the attainment of the master's degree be made the minimum academic standard established in Negro colleges; that holders of the doctor's degree head departments; that equitable salary scales be developed; that early attention be paid to teacher tenure in these colleges; that satisfactory retirement programs be developed; that administrators of Negro colleges provide a greater sense of academic and personal freedom for their teachers; and that an attempt be made to establish regional study conferences in which presidents of Negro colleges might have the opportunity to study and discuss the more pressing problems facing Negro colleges.

3345. Hill, Hines L. Negro education in rural Georgia. Master's, 1939. Emory. 120 p. ms.

Attempts to determine the extent of support of Negro education in rural Georgia, and to determine existing inequalities in educational opportunities for whites and Negroes. Analyzes data on the total receipts and expenditures for white and colored schools, periodically, from the organization of the public-school system in 1871 to June 30, 1938, stressing especially expenditures in 10 selected counties. Discusses current receipts and expenditures, capital outlay, cost of operation, transportation of pupils, maintenance of school plant, instructional services, qualifications and salaries of the teachers, general control of education, and support of school libraries.

3346. Hodges, C. V. Contributions of philanthropic foundations to Negro public secondary education in Georgia. Master's, 1939. Duke. 100 p. ms.

Finds that philanthropic foundations have rendered valuable assistance in the development of secondary education for Negroes in Georgia.

3347. Hough, Clara. Case studies of 13 Negro girls infected with the puerile type of tuberculosis. Master's, 1939. Cincinnati. 109 p. ms.

Discusses the schools' responsibility and educational procedures for the puerile type tuberculous child.

3348. Jackson, Raymond H. A curriculum study of the accredited Negro high schools of Kentucky. Master's, 1939. Michigan.

**3349. James, Allee Winifred.** The homemaking activities of a selected group of Negro homemakers in East Texas. Master's, 1939. Kaus. St. Coll.

Analyzes the homemaking problems of 100 rural and 100 small-town women living within a radius of 40 miles of Crockett, Tex., most of whom were enrolled in adult homemaking classes.

**3350. Kirkwood, Herbert B.** The extent to which the Negro high schools of Kentucky meet the needs of the graduates as determined by the occupational status of the graduates. Master's, 1939. Ind. St. T. C. 51 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 146, July 1939)

Compares the graduates' present occupations with their training in high school to determine what the high schools have done and what they should do in preparing their pupils for successful participation in adult life. Finds that the girls received more value from their high-school training than the boys; that the occupation of his father has little influence on the occupational level of the graduate; that his occupational level is much higher than that of his parents; that more boys are engaged in teaching than in any other occupation; that homemaking ranks first with the girls and teaching second; that insurance seems to be a promising field for the energetic Negro.

**3351. Langdon, Elva M.** A comparative study of the adjustment of 53 pairs of Negro and white girls of junior high school age. Master's, 1939. Michigan.

**3352. Loop, Mrs. Anne S.** The nature of the relationship between education and careers of Negroes living in Manhattan covering the years 1929-1937. Doctor's, 1939. New York. 235 p. ms.

Studies the nature of the relationship between their educational background and initial employment, past employment, and job referrals. Finds the professional and government project positions the only ones in which there was a direct proportional relationship between amount of scholastic training and job placement; that educational background played little part in determining job placements in the industrial field; that there was an inverse proportional relationship between the amount of scholastic training and domestic job placement; that in commercial lines, vocational, technical, or business training proved more valuable than any other type of training; that many cases gravitated to domestic work after starting out in other work; that following initial employment, there was a downward trend in industrial positions and a decrease in job referrals of this type.

**3353. McCain, Virgil Bowden, jr.** Private philanthropy in Negro education in Alabama. Master's, 1939. Alabama. 98 p. ms.

**3354. McCuiston, Fred.** Graduate instruction for Negroes in the United States. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 172 p. (Contribution to education, no. 255)

Examines the existing needs for instruction on the graduate level. Examines and evaluates the graduate work being offered, defining graduate instruction as instruction beyond the bachelor's degree generally leading to the degree of master of arts. Analyzes data in reports of 31 institutions enrolling Negro graduate students in nonprofessional courses during the year 1938-39, reports from State officials, visits to the graduate institutions, and opinions of persons having extended experience in dealing with graduate instruction. Finds that graduate instruction for Negroes is of relatively recent development; that seven Negro institutions reported an enrollment of 976 nonprofessional graduate students during 1938-39; that the type and number of graduate courses in Negro institutions are similar to those in other graduate institutions, but with the exception of education do not show a vital relationship to the occupations in which Negroes are engaged; that the leading occupations in which Negro graduate students hope to engage after graduation include teaching, social work, and business; that most of the Negro graduate students depend upon special grants or on employment for support during the period of graduate study. Offers suggestions for improving graduate instruction.

**3355. McMahan, Mary Bond.** The development of elementary education in Tennessee with specific reference to Negro education. Master's, 1938. Cincinnati.

**3356. Merriwether, Mary Olivia.** Sociology in Negro institutions of higher learning in the United States. Master's, 1939. Iowa.

3357. Moon, Frederick Douglas. Accredited secondary schools for Negroes in Oklahoma. Master's, 1938. Chicago. 124 p. ms.

3358. Netterville, Rebecca F. Development of home economics for Negroes in the secondary schools of Louisiana. Master's, 1939. Iowa State.

Finds that the program has grown in size and scope since the appointment of State Supervisors of Negro schools and of home economics in 1916; that 88 percent of the teachers have had 4 years of training; and that the curriculum has been expanded to include units in all phases of family life for boys and girls.

3359. Oglesby, Isador Boyd. A study of the high-school commercial training of Negroes in Durham, North Carolina. Master's, 1939. Iowa.

3360. O'Neal, Edmund J. The rise and development of State teacher training for Negro elementary teachers in Alabama. Master's, 1939. Cincinnati. 81 p. ms.

\*3361. Pqrch, Marvin E. The Philadelphia main line Negro—a social, economic and educational survey. Doctor's, 1938. Temple. Philadelphia, 1938. 128 p.

Describes the location, and the social and economic status of a suburban area of Philadelphia, and the growth of the Negro population in this wealthy residential area. Shows that the Negroes settled in this area for economic reasons, many of them coming from the South with the idea of bettering their occupational status. Discusses housing, delinquency, health problems, Negroes on relief, religious activities, Civilian Conservation Corps, enrollment in school, age-grade distribution, retardation in school, intelligence, subject failures and high school graduation.

3362. Proctor, Moe H. Attitudes of Negro boys on NYA work projects concerning such relief and their vocational outlook. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 158-59)

Studies a random sample of 32 Negro boys employed on NYA work projects in Hamilton county, Ohio, ranging in age between 18 and 24, unmarried and unemployed. Shows differences between the attitude of the more and the less educated youths in their general comments about the Negro youth problem, in the way they spent their time, in their reading interests, in the home and the use of the library, and in their attitudes toward relief.

3363. Randall, Thomas H. A study to discover the development in opportunity for public secondary education for Negroes in the State of Alabama from 1927-28 to 1936-37. Master's, 1939. Michigan.

3364. Ray, Lillian Beatrice. A study of the socio-economic, intellectual, and cultural status of Negro college students. Master's, 1939. Colorado. (Abstract in: *University of Colorado studies*, 26: 106-109)

Finds that the largest percentage of Negro college students are of the manual labor, professional, and farming groups, in which the annual median income is \$1,136.64; that they are attracted to a college because of the superior quality of work offered, and for vocational and professional reasons; that student mortality is caused by poor scholarship, discipline, and lack of finances; that students from the clerical, skilled, and professional groups have the highest levels of scholastic aptitude, and those students from white high schools are superior to those from Negro high schools; and that Negro students select an occupation on the basis of belief in their ability in the field, and a desire to serve; that most of the Negro college graduates studied are employed in teaching, medicine, and dentistry; and that Negro students prefer to read books and articles written by and about Negroes and those which relate to wholesome personality development.

3365. Reedy, Sidney Joseph. English composition in representative Negro teacher-education institutions. Field study no. 2. Doctor's, 1939. Colo. St. Coll. of Ed.

\*3366. Reid, Ira DeAugustine. The Negro immigrant: his background, characteristics, and social adjustment, 1899-1937. Doctor's, 1939. Columbia. New York, Columbia university press, 1939. 261 p.

Discusses the approximately 150,000 Negroes legally admitted to the United States between 1899 and 1937, most of whom came from the Caribbean area; the problems they face in

social adjustment and in group adjustment; their loyalty to the country from which they emigrated; the carry-over of religious, social, and political interests and affiliations. Indicates that Negroes, both foreign and native, have developed an almost exaggerated interest in higher education as an avenue of escape; that the racial amalgam represented by American and West Indian Negroes is probably the most heterogeneous stock in the world.

**\*3367. Robinson, William Hannibal.** The socio-economic composition of the 1938 freshman class of Huntington high school. Master's, 1938. Hampton. 125 p. ms.

Studies the 74 Negro girls and 51 Negro boys who entered Huntington High School in 1938 as shown by replies to a questionnaire and marks on intelligence and achievement tests. Analyzes the educational, occupational, economic, and cultural backgrounds of these students. Finds the class a subnormal group on the basis of intelligence tests; that the parents of these children had received little formal education; that the fathers were employed as skilled or unskilled laborers; that the pupils were from extremely inferior economic backgrounds and from low cultural surroundings.

**3368. Ross, William C.** The economic status of Negro teachers in Colbert and Lauderdale counties, Alabama. Master's, 1939. Ohio State. 91 p. ms.

Finds that the salaries of the Negro teachers of these counties were below the minimum salary schedule for Alabama; that there was no pension or retirement system for these teachers; and that no provision was made for them during periods of illness.

**3369. Russell, Joseph D. M.** Factors influencing the health of the Negro in Columbus, Ohio. Master's, 1939. Ohio State. 84 p. ms.

Finds that the Negroes have the highest illiteracy, delinquency, and arrest rates, the largest number of relief cases, the lowest monthly rental rates for houses, the highest death rate from tuberculosis and the social diseases, and the smallest average number of persons per family.

**3370. Bust, L.** The home and social background of the women students at Samuel Huston college for Negroes during 1937-38. Master's, 1938. Kans. St. Coll.

Recommends that the home economics curriculum be planned more in relation to the background and needs of the students; that it should train for better use of leisure time; that some training should be provided for students who earn money by working in homes; that more instruction should be given in family relationships, personal and family finances, the use of time, energy, and standards in performing various home activities, and in leadership.

**3371. Snow, Thomas Garr.** The status of Negro secondary education, public and private, for the school year 1937-38, with historical interpretations and critical evaluations. Master's, 1939. Mercer. 100 p. ms.

**3372. Sorrentino, Anna Blanche.** A psychological study of Negro girls using the Mathews questionnaire and Maller's test of trustworthiness. Master's, 1938. Columbia.

**3373. Spencer, James Preston.** A study to determine the development in opportunity for Negroes in the public secondary schools of Virginia, 1927-28, 1936-37. Master's, 1939. Michigan.

**3374. Summers, Nancy May.** Arithmetical disabilities of 184 seventh and eighth grade Negro pupils. Master's, 1939. Wittenberg. 47 p. ms.

Finds that most of the pupils studied do not have adequate knowledge of the fundamental skills in arithmetic.

**3375. Swint, M. L.** The Northern teacher in the South, 1862-1870. Doctor's, 1939. Vanderbilt. (Abstract in: Bulletin of Vanderbilt university, vol. 39, no. 10: 32-33)

Traces the work of the Northern teacher in the South during the period of reconstruction.

**3376. Tarpley, J. A.** The nature and scope of guidance activities in the accredited high schools for Negroes in North Carolina. Master's, 1939. Michigan.

3377. **Thompson, Myrtle E.** Trends in nursery school education in the United States with special reference to the Negro schools. Master's, 1939. Cincinnati. 105 p. ms.

Shows the changes that have been made in nursery school education for Negro children since 1920.

3378. **Toliver, Frank A.** A study of the occupational, health economics, and social status of the 255 graduates of a North Carolina Negro high school. Master's, 1939. Michigan.

3379. **Van Deusen, John G.** The black man in white America. Washington, D. C., Associated publishers, 1938. 338 p. (Hobart college)

Discusses race inferiority; the Negro as a farmer, a wage earner in business and in politics; the Negro woman worker; the Negro criminal; the Negro in the public school, college, church, press, and his contribution to music, literature, and creative art.

3380. **Weaver, Edwina Elizabeth.** Cause and effects of commitments to Oklahoma training school for Negro girls. Master's, 1939. Kaus, St. T. C., Pittsburg. 48 p. ms.

Attempts to determine the causes of the commitments of girls to the Oklahoma Training School for Negro Girls; to find out the effect of these commitments on the girls; and to offer suggestions for use in the school and community which will reduce and prevent delinquency and incorrigibility.

3381. **Williams, Ophelia Clemantine.** A study of the leisure activities of Negro women in Orangeburg county, South Carolina. Master's, 1939. Penn. State. 168 p. ms.

Studies the occupation, age, marital status, income, educational status, and leisure-time activities of 240 Negro women 21 years of age or over, in Orangeburg County. Discusses the relationship between home demonstration and Farm security programs and leisure-time activities. Shows the need for instruction in the use of money, in equipping homes economically, and in beautifying the home so that leisure spent there may be more enjoyable; that college students should be trained to assume leadership or to participate in the leisure-time program of the county; that formal training in the use of leisure time should begin in the secondary school.

## EXCEPTIONAL GROUPS

### GIFTED

3382. **Boston, M. Virginia.** Some factors related to the expression of fear in a group of average and superior children. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 106-107)

Studies 43 children under 9 years of age, whose IQs were between 90-104, or between 115-154, who were patients of the Pittsburgh Child Guidance Center to determine whether the incidence of fears and fantasies among superior children was greater than that among children of average intelligence; and whether there was any indication of a relationship between intelligence and fears and between the disturbing factors in the home and the fears regardless of intelligence. Finds that 36 percent of the children of average ability had fears or fantasies as compared with 61 percent of the children of superior intelligence. Indicates a relationship between superior intelligence and the awareness of possible danger and the presence of fear.

3383. **Cowles, Ruth Cecelia.** A survey of the guidance programs and educational procedures for the gifted in 40 elementary schools of Nassau county. Master's, 1938. Fordham. (Abstract in: *Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences*, 1939: 95)

Finds that only 85 percent of the Nassau County schools report any type of work for the gifted; that extracurricular activities and enrichment of the curriculum are the provisions in these schools; that the children to whom these advantages were given developed no undesirable personality traits, and have a feeling of responsibility for making use of opportunities and developing their talents; that all schools reported that the gifted excelled the average child in leadership and discipline.

**3384. Kokes, Azils Summers.** A six-year study of nine brilliant children entered in kindergarten and first grade on the basis of mental age. Master's, 1939. Purdue. 78 p. ms.

Studies the adjustments of the children during their first year of school. Finds that the adjustments of these children during the first year of school were good both at school and at home; that their school marks were above average for the most part; and that their educational achievement all through the grades corresponded to or was above the grades in which they were placed. Indicates that the educational achievement of the gifted children was similar to that of their classmates, although their chronological ages were much younger.

**\*3385. Lewis, William Drayton.** A study of superior children in the elementary school. Doctor's, 1939. Peabody. Nashville. George Peabody college for teachers, 1940. 104 p. (Contributions to education, no. 266)

Studies the upper 10 percent of 47,000 elementary school children from 455 schools and 310 communities in 36 States. Finds that gifted children are characterized by desirable personality traits to a greater degree, and by undesirable traits to a lesser degree than average children; that they are not, on the whole, superior in interest in extracurricular activities; that gifted girls show a greater interest than boys in extracurricular activities; that superior children come from homes with a higher socio-economic rating than the average, and the occupational levels of the fathers are higher; that every occupational level and socio-economic level provides an important group of gifted children; that superior children are more apt to come from small families than normative children, and they are more apt to be only children, or first or second born; that children selected by the teachers as "geniuses" are older than the test-selected superior children and are superior in personality traits, interests in extracurricular activities, and school achievement.

**3386. Schrader, Beulah Vesta.** A critical examination of principles and proposals related to the teaching of superior children. Master's, 1939. Colorado. (Abstract in: University of Colorado studies, 26: 112)

Studies children who are intellectually superior in terms of scores on tests designated as tests of general intelligence, and children who are not only highly gifted intellectually but are exceptionally talented in one or more special fields, such as music, art, or mechanics. Studies critically 10 plans providing for individual differences. Considers the Morrison, the Dalton, and the Winnetka plans founded on principles most likely to benefit the superior pupil. Analyzes especially the program of the Speyer School of New York which attempts to provide for the particular needs of the gifted.

**3387. Simmons, Rachel McKnight.** A study of a group of children of exceptionally high IQ in situations partaking of the nature of suggestion. Doctor's, 1939. T. C., Col. Univ.

Describes an experiment conducted with a group of 47 children ranging in IQ from 130 to 200, paired in sex and chronological age with a group of children ranging in IQ from 72 to 101, to whom a series of tests were given to measure their suggestibility. Finds that in all the suggestion situations, the group of high IQ yielded to fewer suggestions than did the group of low IQ, but that some individuals overlap in each situation, even though these individuals differ widely in IQ.

**3388. Tedaldi, Madeline M. L.** Methods of educating the gifted child in the secondary school. Master's, 1939. Fordham. 120 p. ms.

Analyzes and evaluates the literature dealing with methods of educating the gifted child in the secondary school from 1925 through 1938. Shows the need for more careful selection of pupils and for better understanding and application of the principles underlying individual differences in the education of the gifted child. Indicates that little has been done for the educating of the gifted child in the secondary school.

#### DELICATE

**\*3389. Newton, Clarence Albro.** A limited survey of elementary and secondary educational facilities in tuberculosis sanatoriums in the United States to which children are admitted. Master's, 1939. Syracuse. 171 p. ms.

Surveys the educational facilities on the elementary and secondary levels as they are found in the sanatoriums of the United States to which children and adults are admitted as patients to discover the nature and extent of the administrative organization of the

hospital schools, the nature and extent of: The elementary and secondary educational programs, the teaching personnel, the school plants and their physical facilities, and of special facilities. Finds that half of the hospital schools are branches of a local school system; that public schools finance less than a quarter of the hospital schools and approximately another quarter are financed jointly; that for the most part hospital school pupils have about the same schedule as the public-school pupils and the pupils are ready to enter the same grades as their old classmates of prehospital days on returning home; that half of the sanatorium schools offer adult education in classes separate from children; that teachers in the hospital schools have worked in their present position an average of 4 years; that more than half of these teachers hold degrees; that nearly all of the school work for children is conducted in a separate building; that library service for children is found in nearly all of the schools; that guidance service is emphasized at the adult level in connection with rehabilitation; that many of the institutions provide occupational therapy for patients in addition to the regular school work. Offers suggestions for more nearly equalizing educational opportunity for these children.

3390. Teagarden, Florence M. The intelligence of diabetic children with some case reports. *Journal of applied psychology*, 23: 337-47, 1939. (University of Pittsburgh)

#### PHYSICALLY HANDICAPPED

3391. Cruickshank, William M. A history of Michigan institutions for the care of the handicapped child. Master's, 1939. Chicago. 181 p. ms.

3302. Faivre, Beatrice Marie. The psychological effect of the handicapped child upon the family group. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 110-11)

Finds that families are deeply influenced by either mentally or physically handicapped children. Shows the work which the family case worker can do in these cases.

3393. Gugginsberg, John. The nature of the response of the abnormal heart to exercises of graded intensity. Master's, 1939. Iowa.

\*3394. Hill, Mary A. Physical defects and mental abilities of school children. Master's, 1938. Kansas. 61 p. ms.

Studies the defects of hearing, vision, teeth, throat, and posture in relation to IQ and school performance of pupils of the fourth, fifth, sixth, and seventh grades of the Joseph S. Chick School of Kansas City, Mo. Finds that posture defects are the most serious and have the greatest effect on mental performance and school marks, followed by defects in hearing, teeth, throat, and vision.

3395. Lorenzi, Louise Lucille. The home adjustments of 50 physically handicapped children discharged from the Los Angeles county general hospital. Master's, 1939. Southern California.

3396. Miller, Eleanor Olmstead. Understanding the handicapped. Ann Arbor, Mich., Edwards brothers, 1939. (Illinois college)

3397. O'Sullivan, Sister Mary Leonie. A study of 40 physically handicapped children in the boarding homes of Angel-guardian home, Brooklyn, New York. Master's, 1938. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1938: 113)

Shows that boarding home care was a favorable means of meeting the needs of these children.

#### CRIPPLED

3398. Aufranc, Gertrude. Missouri's service for crippled children with a manual for public health nurses. Master's, 1939. Peabody. 60 p. ms.

3399. **McInturff, L. Rose.** A study of crippled children in East Tennessee. Master's, 1939. Tennessee. 71 p. ms.

Studies the nature, extent, and distribution of defects, and school attendance of crippled children in 33 east Tennessee counties entered at the clinic for crippled children. Finds 28 types of defects. Indicates that educational leaders have little information on crippled children and do not recognize the problem of crippling. Shows that emphasis should be placed on maternal and infant welfare, proper nutrition, accident prevention, and tuberculosis and venereal disease control, early recognition and proper care of poliomyelitis and better social and economic conditions for the lower income groups in order to prevent crippling; and that better educational facilities and transportation must be provided for crippled children.

3400. **Miller, Loretta Maude.** Special problems in the education of the crippled child (as found at the Country home of convalescent crippled children). Master's, 1938. Chicago. 120 p. ms.

3401. **Weatherly, Mardie Lenore.** Evaluation of a school program for crippled children through a follow-up study of graduates. Master's, 1938. Cincinnati.

#### BLIND AND PARTIALLY SEEING

3402. **Blake, Lewis Leslie.** A study of the resources for vocational and avocational training now available to blind persons in Los Angeles county. Master's, 1939. Southern California.

3408. **Brown, P. A.** Responses of blind and seeing adolescents to a neurotic inventory. *Journal of psychology*, 7: 211-21, April 1939. (University of Pittsburgh)

3404. **Dennis, Flavius Elias.** An investigation of the mental ability, educational achievement, and neurotic tendencies of a group of partially seeing pupils. Master's, 1939. Colorado. (Abstract in: *University of Colorado studies*, 26: 48)

Describes an experiment in which the Henmon-Nelson test of mental ability, the New Stanford achievement tests, and the Bernreuter personality inventory were administered to partially seeing pupils in grades 7 to 12. Finds low achievement in comparison with grade norms; the highest achievement was found in language usage; strong emotional instability. Suggests that agriculture and certain other vocational fields be substituted for conventional academic subject matter in which visual acuity is necessary.

3405. **Hudson, Roland V.** A comparison of two methods for measuring the resolving power of the eye. Master's, 1939. Ohio State. 76 p. ms.

Describes an experiment conducted with the Weiss focal variator and the Renshaw acuity measure to determine the comparability of these two methods for measuring visual acuity or the resolving power of the eyes. Finds that the same pattern of responses were obtained in the use of each method; and that visual acuity cannot be fully accounted for due to changes in the size of the test object, the brilliance of the illumination, or the processes of accommodation and divergence; and that there are distinct psychological factors which enter into the resolving power of the eye.

3406. **Kornitzer, Henrietta Goldsmith.** Sight conservation in the United States. Master's, 1939. George Washington. 72 p. ms.

Describes the origin and development of sight-conservation classes in the United States, present day practices, and the requirements for carrying on an efficient sight-conservation program. Discusses standards of admission, methods of locating children, selection of the sight-saving classroom, equipment necessary, and methods of conducting a sight-saving class, the selection of the sight-saving class teacher, and sight-saving class supervision. Shows that sight conservation in the United States was an outgrowth of the sight-saving movement of England; that 24 States and the District of Columbia have sight-saving classes; that present enrollment in sight-saving classes in the United States is 7,231 in 469 classes; that the average cost of educating partially sighted pupils is double that of educating normally sighted pupils; and that sight conservation is accepted as an important part of any modern progressive school program.



3407. **McHugh, Ann Georgia.** Principles of instruction in sight-saving and their applicability in regular classrooms. Master's, 1939. Stanford.

3408. **Niday, W. Raymond.** Nation-wide survey of braille reading in rote and comprehension. Master's, 1939. Ohio State. 103 p. ms.

Finds that sighted readers read 212 times as fast as Braille readers.

#### DEAF AND HARD-OF-HEARING

3409. **Beck, John Elliott.** Hearing impairment in the Emporia city schools. Master's, 1939. Kans. St. T. C., Emporia. 73 p. ms. (Abstract in: Kansas state teachers college of Emporia. Studies in education, 17: 17)

Attempts to find relationship between hearing loss and IQ and between hearing loss and school marks, and to analyze the cause of hearing loss by studying school children from the third to the twelfth grade. Tries to determine ways of equalizing educational opportunity for children with deficient hearing.

3410. **Brown, J. Henry.** A study of certain aspects of personality among hard-of-hearing school children in Wolf public schools in Seminole county, Oklahoma. Master's, 1939. Okla. A. & M. Coll.

Attempts to find differences in personality between hard-of-hearing children and children of normal hearing in Wolf public schools. Finds that boys with deficient hearing are more submissive and more introverted than boys of normal hearing; that girls with deficient hearing become more introverted as they grow older; that there is little difference in emotional balance between hard-of-hearing and normal children although there is a tendency for the hard-of-hearing children to be weak in one or more personality traits.

3411. **Cathey, Esther.** A history of the Georgia school for the deaf. Master's, 1939. Emory. 107 p. ms.

Gives a brief description of the preliminary steps in the education of the deaf in Georgia, starting in 1833. Describes the building and equipment, curriculum, the students, teachers, and officers of the Georgia School for the Deaf, carrying the study to 1939.

3412. **Marshall, Clarence.** A study of certain aspects of personality among hard-of-hearing school children in 13 schools of Pittsburg county. Master's, 1939. Okla. A. & M. Coll.

Studies hard-of-hearing pupils in grades 4 to 12 of 13 schools in Pittsburg County, Okla. Finds that hard-of-hearing children are more introverted, and more submissive than are normal children, and that these personality defects become more pronounced as the child grows older; and that there is little difference in emotional stability between normal and hard-of-hearing children.

3413. **Pauls, Miriam Dorothy.** An analytical study of the hearing loss of 100 children at the New Jersey school for the deaf. Master's, 1939. Wayne.

Finds only 4 percent of the children totally deaf; that approximately 50 percent of them hear better by bone conduction than by air conduction; that approximately 60 percent can be aided by acoustic training and the use of hearing aids. Concludes that the most forward step in the education of children with defective hearing should come through the use of acoustic devices.

#### SPEECH DEFECTIVE

3414. **Barber, Virginia M.** A statistical study of the effect of specified "distractions" on frequency of stuttering. Doctor's, 1939. Iowa. (Abstract in: University of Iowa. Series on aims and progress of research, no. 63)

Describes two studies of the effect of certain distractions on the frequency of stuttering. Describes a study in chorus reading in which the subjects read fourteen 500-word passages in a series of situations including variations of the factors involved; and finds a significant reduction in frequency of stuttering in all of the distraction situations except in the one where the stutterer read nonsense syllables while the subject read meaningful material. Describes a study of the distractions effect of various rhythms the subject read in 15 situations which involved synchronizing his reading with bodily rhythms, speech rhythms, and rhythmic sensory stimulation; and finds that all of the distraction situations effected a significant reduction in frequency of stuttering.

3415. **Bender, James Frederick.** The personality structure of stuttering with special reference to college male stutterers. Doctor's, 1939. T. C. Col. Univ. New York, Pitman publishing corporation, 1939. 169 p.

Attempts to determine whether or not stutterers have more disturbances of personality than do nonstutterers; and whether or not stutterers are afflicted characteristically with certain specific peculiarities of personality. Describes an experiment conducted with 249 male college stutterers to determine whether they differed significantly as a group from a control group of nonstutterers on six measures of personality traits. Finds that stutterers reveal more neurotic tendencies; tend to be more introverted and submissive; reveal less self-confidence; and are less sociable than nonstutterers. Indicates that the ideal corrective program can no longer be conceived in terms of phonetic drills and breathing exercises alone.

3416. **Colley, William Henry.** Relation of frequency to duration of moments of stuttering. Master's, 1939. Iowa.

3417. **Connett, Maribel Hopper.** Experimentally produced changes in the relative frequency of stuttering on the sound "T". Master's, 1939. Iowa.

3418. **Cunningham, Charlene Gilman.** The status of the speech defective in education texts. Master's, 1939. Ohio State. 45 p. ms.

Surveys 500 education textbooks published since 1900 in the elementary and secondary fields to determine what the prospective teacher is told about the speech-defective child. Finds that only 4 percent of the textbooks discuss some phase of the problem presented by speech defects.

3419. **Hamstra, R. Hollis.** Central and peripheral rhythms; their relation to moments of stuttering. Master's, 1939. Iowa.

3420. **Irwin, Herbert Samuel.** Some personality characteristics of stutterers. Master's, 1939. Southern California.

3421. **Major, Charles C.** A comparison of the performance of speech defectives and normal speakers on certain motor tests. Master's, 1939. Purdue. 33 p. ms.

Attempts to determine if there were statistically significant differences between the activity of speech-defective students registered in the Purdue University speech clinic, and normal speakers chosen at random from the graduate and undergraduate bodies of Purdue University, on certain tests of motor ability devised in the Laboratory of Applied Psychology of the University. Shows a difference between the speech-defectives and the normal group tested with these tests.

3422. **Behkopf, M. Virginia.** A survey of speech cases in a child guidance clinic. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 120-21)

Attempts to determine for what speech problems children were referred to the Pittsburgh Child Guidance Clinic, and what treatment was being offered, by studying 167 speech-defect cases which were closed between the organization of the center in 1931 to January 1, 1939, and by studying 18 cases examined by the special speech correctionist between December 1, 1938, and March 30, 1939. Finds that in 93 percent of the cases the speech problem was one of the primary reasons for referral, although in every case there were behavior or educational problems as well. Finds that treatment services included regular interviews with psychiatrist or case worker, specific speech drill, remedial reading, school adjustment, and group therapy in the workshop.

3423. **Tanberg, Merritt Clay.** An experimental study of the role of inhibition in the moment of stuttering. Master's 1939. Iowa.

3424. **White, Alice.** A study of treatment and results with children with speech defects. Master's 1938. Smith. (Abstract in: Smith college studies in social work, 9: 160-61)

Studies 36 children, ranging in age from 4 years to 16 years, with speech defects who had received study treatment at the Worcester Child Guidance Clinic. Indicates that certain personality types are amenable to certain types of treatment.

## MENTALLY RETARDED

3425. Althaus, Cleon C. Suggested changes in the training of special class boys. Master's, 1939. Ohio State. 88 p. ms.

Presents a 2-year program for special class boys at work, based on a follow-up study of special class boys.

3426. Baldwin, Ruth G. An evaluation of short-contact service for parents of feeble-minded children. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 149-50)

Studies the results of three interviews with the parents of 15 mentally retarded children referred to the Pittsburgh Child Guidance Center during 1936 and 1937. Concludes that the interviews were beneficial to the parents and changed their attitudes toward the children.

\*3427. Boone, George C. The administration of a special class program for the mentally retarded in the elementary school. Doctor's, 1939. New York. 163 p. ms.

Discusses the problems of the special class; the intelligence and social backgrounds of special class pupils; and the organization, status, and supervision of the special class program. Shows that 19 of the 20 largest cities in the United States provide special classes for the mentally retarded; that special class pupils are recognized and placed at or before they reach 8 years of age and adjustments made at the first-grade level; that the range of intelligence of special class groups in the 20 largest cities of the country is from 30 to 95, with most groups from 50 to 80; that 13 of the 20 largest cities in the United States require special certification for teaching in special classes; and that responsibility for inaugurating special class education rests on those who determine the policies of organization.

3428. Cornelius, Susan Iola. Effort in subnormal children as shown in special and ungraded classes. Master's, 1938. Columbia.

\*3429. Coxe, Charles. A study of special education for mentally handicapped children in third class school districts in Pennsylvania. Doctor's, 1939. Penn State. 94 p. ms.

Studies the organization, administration, instruction, placement, and followup of special education for the mentally handicapped. Indicates that the organization of special classes has not been the result of careful, intelligent, long-range planning by the school authorities of the districts; that the teachers are all certified, but that there are definite lacks in their training for this type of work; that there is need for a general testing program in the schools to find and assign pupils to the special classes; that housing of special classes is largely a matter of chance; that educational offerings are limited to elementary knowledge and skills; that there is a wide range of manual and vocational activities with no connection between what the children do in school and what they may have to do after they leave school; that while some of the pupils have found jobs in homes, business, and industry, there has been no effort made by the schools at placement; that there is no follow-up service. Shows the improvement that is being made in the organization, administration, and instruction in special classes as finances permit.

3430. Dabney, Patricia. Attitudes of middle-class parents toward their feeble-minded children. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 150-51)

Studies 18 cases selected from the closed files of the Institute for Juvenile Research, Chicago, to determine the parents' ability to accept emotionally and intellectually their child's deficiency. Shows that most of the children were referred by the schools; that the parents' ability to accept the diagnosis was inversely related to the degree of retardation; that they accepted custodial care only as a last resort.

3431. Dick, Anna. The attitudes of educated parents to their children of limited intellectual capacity. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 151-52)

Studies the attitudes of 80 parents who were college graduates or professional people toward the educational achievement and performance of their children with IQs of 90 or less. Finds that 10 parents refused to recognize the child's true mental capacity; that

15 parents admitted verbally that the child was slow but did not accept the child's difference from themselves and from other children, and were not guided by their knowledge of the child's limitations; and that 5 parents recognized the child's true state and planned for him accordingly; that the level of the child's retardation produced no appreciable variation in the parents' attitudes.

\*3432. Escalona, Sibylle Korsch. The effect of success and failure upon the level of aspiration and behavior in manic-depressive psychoses. Master's, 1938. Iowa. Iowa City, University of Iowa press, 1940. (University of Iowa studies, new series no. 380. Studies in child welfare, vol. 16, no. 3. Studies in topological and vector psychology 1: 197-307)

3433. Gibby, Robert Gwyn. A clinical study of 32 special class scholastically retarded children. Master's, 1939. Ohio State. 146 p. ms.

Studies the behavior problems of mentally retarded children. Concludes that scholastic retardation is due to mental retardation, defective physical condition, conduct difficulties, and specific school disabilities of the child; to the teaching personnel or to conditions in the school system; and to factors in which the home conditions play an important part. Recommends that a clinical psychologist be included in the staff of each school system.

3434. Hill, Iverna. A survey of reading difficulties of mentally retarded children in Schenectady, New York. Master's, 1939. N. Y. St. Coll. for Teach. 34 p. ms.

3435. Hodge, Edith. A study of what teachers of the intermediate grades in Indiana are doing with subnormal children in buildings where no special facilities such as opportunity rooms are available. Master's, 1938. Indiana. 50 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 132, July 1939)

Analyzes data on 101 replies to a questionnaire sent to 200 of the largest cities and towns of Indiana. Indicates that case study records were not kept in the majority of cases; that pictures, games, and visual instruction were used in most of the cases reported; that individual instruction rather than class work was more helpful to most of the children; that most of the teachers gave some form of intelligence test; that normal children acted as helpers and assisted with the instruction of the subnormal children.

3436. McEntegart, Catherine J. A plan for the mentally slow high-school student. Master's, 1939. Fordham. (Abstract in: Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences, 1939: 98)

Describes a business and practical arts course developed by the Bryant High School for mentally slow girls, stressing the formation of correct habits of work, and modifying the class work.

\*3437. McGehee, William. A study of retarded children in the elementary school. Doctor's, 1939. Peabody. Nashville, George Peabody college for teachers, 1939. 128 p. (Contribution to education, no. 246)

Analyzes the mental status, academic achievement, personality interests, social adjustment, and environment of retarded children in 415 schools in 310 communities in 36 States. Finds that teachers designate children as being mentally retarded on the basis of scholastic achievement and personality traits; that teachers make errors in judgment with respect to children of superior as well as of inferior mental ability. Shows the need of criteria other than those now used by teachers in judging whether or not a child is mentally retarded.

3438. Rose, H. Barry. A study of psychotic individuals by an informal sampling method. Master's, 1939. Ohio State. 65 p. ms.

3439. Shallenburg, Myrtle M. The value of rhythm in the training of the subnormal child. Master's, 1939. Ohio State. 197 p. ms.

Describes experiments conducted with 60 subnormal children, ages 14-16, in the Test Junior High School, Richmond, Ind. Finds that rhythmic activities have peculiar attraction for subnormal children and serve a definite function in training and education.

3440. **Sisiky, Frances.** Follow-up study of the social adjustment of a group of boys who were residents of the Oaks school for borderline defectives. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 158-59)

Attempts to determine whether the prognosis made by the Oaks' staff tallied with the boys' later adjustment and to discover what factors influenced success or failure to adjust after release from the school. Finds that the Oaks' prognosis tallied with present adjustment in 16 out of the 20 cases studied; that factors related to favorable adjustment were improved home conditions and responsible jobs and hobbies.

#### SOCIALLY MALADJUSTED

3441. **Albert, Harriet G.** Some factors related to running away among adolescents. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 128)

Analyzes 45 case histories of adolescent children referred to the Illinois Institute for Juvenile Research for running away from home between 1933 and 1937. Finds that the children came from homes in which the parents had little education and little economic security, and that in almost half of the cases the homes were broken. Indicates that most of the children were trying to escape an unpleasant situation caused by parent-child relationships, and child-sibling relationships; and that the running away from home had deep emotional significance.

3442. **Baum, Betty.** Factors relating to the later adjustment of children unimproved by child guidance. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 116-17)

Studies the subsequent social adjustment of 50 children who received treatment at the Worcester Child Guidance Clinic and who were classified as "unimproved" when the cases were closed. Finds that in 1939, 28 children were still considered as unimproved, 8 were classified as "successful," and 14 as "improved." Shows that the characteristics of the homes as shown by their emotional tone, the parents' attitudes toward the children, and the marital adjustment bore a relationship to changes in the child's later adjustment. Concludes that the psychiatrist's prognosis was a fairly accurate forecast of later adjustment if the proviso that he inserted in his statements transpired during the interim period.

3443. **Belser, Thomas Arvin.** A study of relationships between child behavior and juvenile delinquency. Master's, 1938. Ala. Poly. Inst.

3444. **Bevan, Earl Ray.** A study of some personality deviations of delinquent and nondelinquent boys. Master's, 1939. Kansas.

3445. **Boylan, Lorne M.** A history of the educational department of the Iowa training school for boys. Master's, 1939. Iowa.

\*3446. **Buchen, Bayard K.** A survey of male juvenile delinquency in Corpus Christi, 1936-38. Master's, 1939. Texas Coll. of Arts and Inds. 92 p. ms.

Analyzes data on the Anglo-American, Spanish-speaking, and Negro male juvenile delinquents of Corpus Christi; presents case histories of several typical delinquents. Discusses police and court data concerning delinquency in Corpus Christi. Studies school data concerning these delinquents and data relative to those sentenced to the State Training School. Discusses the work of social agencies in Corpus Christi dealing with juvenile delinquents.

3447. **Burns, Beatrice M.** A study of juvenile delinquency in the county of Oswego, New York. Master's, 1939. N. Y. St. Coll. for Teach. 29 p. ms.

\*3448. **Burts, Mary Fawcett.** Some factors associated with juvenile delinquency. Doctor's, 1938. New York. 75 p. ms.

Studies the relationships between the occurrence of delinquency and such environmental factors as home conditions, school and other social institutions, companionship and play life. Studies three groups of 500 children in Spartanburg, S. C., divided into a delinquent group, and two control groups of normal children. Finds that there were 307 white and 193 Negro delinquents which is a greater proportion of Negroes than there were in the total population of the city; that the delinquent children were slightly below the other groups in intelligence; that about two-thirds of the delinquent children play with children

of their own kind, whereas none of the children in the normal groups played with delinquents; that about one-third of the delinquent children had to work after school, while the other children did not have to work; that few of the delinquent children lived within reach of a playground, whereas most of the normal children engaged in supervised play; that the delinquents were indifferent to church, school, clubs, and other social organizations and received lower scholarship, attendance, and deportment grades than the normal groups; that broken homes were more prevalent among delinquents than among normal children. Suggests a project to coordinate all the social agencies in an attempt to correct conditions leading to delinquency and to emphasize character building.

3449. **Campbell, Naomi Lorene.** Case studies of nine pre-delinquent girls. Master's, 1939. Kansas.

3450. **Caroline, Zelda Stearns.** The childhood personality traits of young persons who attempted suicide. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 128-30)

Studies the childhood personality traits of 7 males and 12 females ranging in age from 16 to 25, who were admitted to the Boston Psychopathic Hospital as a result of a suicide attempt. Finds that most of these individuals during childhood utilized many mechanisms, such as running away, playing truant, and hysterical attacks for denying or avoiding reality, so that it seemed the suicide attempts followed in general the behavior patterns adopted by these individuals early in life.

3451. **Chornyak, John.** The child in detention as seen by the psychiatrist with some remarks on the written "own story" method of interviewing. Pittsburgh, University of Pittsburgh, 1939.

3452. **Crystal, Pearl.** A history of juvenile delinquency in the city of New York, 1609-1900. Master's, 1938. Columbia.

3453. **Erbe, Fred O.** A study of the social backgrounds of the life inmates at Fort Madison penitentiary. Doctor's, 1939. Iowa. (Abstract in: *University of Iowa. Series on aims and progress of research*, no. 63)

Studies the life backgrounds of 150 life inmates of the Iowa State Penitentiary to ascertain the conditions under which they grew up. Finds that most of these men came from a poor heritage, from homes of low economic level, received little education, had few opportunities for adjustment to the complexities of their surroundings, received low wages due to lack of capacity and training, had unhappy domestic relations, and were emotionally unstable.

3454. **Fogarty, James William.** The Catholic juvenile delinquent: a study of the religious, social, and educational background of 56 Catholic male delinquents in Brooklyn. Master's, 1938. Fordham. (Abstract in: *Fordham university. Dissertations accepted for higher degrees in the Graduate school of arts and sciences*, 1939: 111-12)

Finds that the delinquent is frequently the product of an environment in which religion has played little part.

3455. **Friedman, Max Jay.** A personality study of the juvenile delinquent and his brother. Master's, 1939. Southern California.

\*3456. **Gomberg, M. Robert.** A comparison of behavior symptoms of 200 problem and nonproblem children. Doctor's, 1939. New York. 122 p. ms.

Studies behavior symptoms of 100 problem and 100 nonproblem children, with 75 boys and 25 girls in each group, at the Hebrew Sheltering Guardian Society Home in Westchester county, N. Y. Finds that the nonproblem children manifest all of the symptoms of problem behavior, such behavior varying from that of problem children only in intensity. Shows that the vast majority of children presenting behavior difficulties can be adequately handled by the parent and teacher.

3457. **Goodwin, Jeanie.** Juvenile delinquency in dependent families. Master's, 1939. Southern California.

3458. Greyson, Rebecca Coonen. Broken homes as a causative factor in the maladjustment of young girls. Master's, 1939. Southern California.

3459. Hamilton, Helen. A study of the transient boy in Los Angeles county. Master's, 1939. Southern California.

3460. Hamilton, Maurine M. Parochial versus public-school training among delinquent Catholic children. Master's, 1939. Creighton. 97 p. ms.

Attempts to evaluate the parochial school training for Catholic children by comparing the number of delinquent Catholic children attending parochial school with the delinquent Catholic children attending public schools, using 225 Catholic children as subjects. Finds that only 30 percent of these children attend parochial schools. Indicates that the parochial schools are training children satisfactorily, and that few of the pupils appear in the juvenile court.

3461. Hostetler, Melwood D. Delinquency in the junior high schools of Massillon, Ohio. Master's, 1939. Ohio State. 186 p. ms.

Presents case studies of 25 delinquents in three junior high schools. Finds that 11 cases were mentally defective, 17 were physically defective, 24 were irregular in school attendance, nearly all were mentally unstable, most of them showed anti-social attitudes, all had irregular and poor work habits, and 14 showed a tendency toward delinquency in early childhood. Indicates that many teachers are harsh and unsympathetic toward delinquent children; that the curriculum needs to be revised with more stress placed on guidance and vocational training; that greater cooperation is needed between the homes, schools, and community enterprises; that teachers need to be trained to recognize individual differences; and that the child should be taught to live with himself as well as with other people.

3462. Howe, Elizabeth. Runaway girls in New York: a study of cases known to the Girls' service league. Master's, 1938. Smith. (Abstract in: Smith college studies in social work, 9: 130)

Studies the causative factors in the running away of 31 girls between the ages of 14 and 21 who were clients of the Girls' Service League, and whose cases had been closed between 1934 and 1937. Finds that the girls were a normal group, above the average in physical appearance and average in intelligence. Shows that the services of the agency included case work, psychiatric examination and treatment, psychological tests, physical examinations, vocational guidance, shelter, and recreational services. Indicates that 4 of the girls were making a good adjustment, that the adjustment was extremely poor in 4 cases, and that the situations of the remaining girls had improved and they seemed to have a better understanding of their problems.

\*3463. Jacobi, John E. Statistical-sociological study of juvenile delinquency in Manhattan. Doctor's, 1932. New York. 230 p. ms.

3464. Jarrell, Temple R. A study of juvenile delinquency, automobile street accidents and recreational facilities in the central area of the District of Columbia. Master's, 1939. Maryland. 104 p. ms.

Implies a relationship between lack of recreational facilities, delinquency, and accidents, although such factors as race and standard of living appear to be more significant. Recommends additional playgrounds, clubs for children, and more extensive use of existing facilities.

\*3465. Jasspon, Ethel Reed. Case study of nine truants in a public school. Master's, 1930. New York. 2 vols.

3466. Jenney, Frances D. Factors affecting child guidance treatment and later adjustments of truants. Master's, 1939. Smith. (Abstract in: Smith college studies in social work, 10: 120)

Studies the problems, treatment in the Worcester Child Guidance Clinic, and later adjustment of 6 girls and 29 boys ranging in age from 4 to 17. Finds that the types of truancy or of other problems bore no relation to outcome of treatment.

3467. **Joelson, Miriam.** Adolescents who attempted suicide: a study of their personality and home environment. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 130-32)

Examines the home background, personality, and apparent meaning of the suicide attempt of the 12 adolescents who were referred to the Illinois Institute for Juvenile Research during the years 1930-1937 for attempting suicide. Finds that all of the home situations were sufficiently unhappy to provide rational, external motives for the suicide attempt; that mixed elements of escape and hostility were found in all the cases.

3468. **Jones, William Bunyan.** The treatment of juvenile offenders in Tennessee: a study in integration. Doctor's, 1939. Vanderbilt. (Abstract in: *Bulletin of Vanderbilt university*, vol. 39, no. 10: 20-21)

3469. **London, Riva E.** The attitudes of Jewish and Italian parents toward the behavior problems of their children. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 146-48)

Compares 34 Italian children and 28 Jewish children referred to the Providence Child Guidance Clinic between January 1935 and June 1938 because of mental retardation, delinquency, truancy, behavior outside of the home and because of personality and family relationships. Studies the attitudes of the Jewish and Italian parents toward these problems.

3470. **Lunden, W. A.** Juvenile delinquency in the United States. Pittsburgh, University of Pittsburgh, 1939.

3471. ———. The treatment of juvenile delinquents in Sweden. Pittsburgh, University of Pittsburgh, 1939.

\*3472. **McCullough, J. Clair.** The interrelationship between characteristics of delinquent youth and types of delinquency. Doctor's, 1939. New York. 140 p. ms.

Analyzes the status and relationships between various leading characteristics in the social, educational, and personal backgrounds, experiences, and attitudes of delinquent youth to determine how they may be related to types of delinquency, by using the records of 1,200 young men who were committed to a reformatory of the Industrial school type during the period from July 1934 to March 1936. Associates various social and personal characteristics with special types of delinquency.

3473. **McKivergan, Vincent Andrew.** A study of 190 cases of juvenile delinquency with emphasis on causative factors. Master's, 1939. Brown. 47 p. ms.

\*3474. **Martin, Robert E.** Relations of juvenile delinquency in areas with and without playgrounds. Master's, 1939. New York. 50 p. ms.

Studies the types, extent, and the relationship of juvenile delinquency in certain areas of New York City with and without playgrounds from 1930 to 1938. Indicates that the mere presence of a playground has no close bearing on the amount, types, and fluctuation of juvenile delinquency in its immediate neighborhood.

3475. **Milne, David Spencer.** Factors conditioning success or failure of 839 boys paroled from the Whittier state school. Master's, 1939. Southern California.

\*3476. **Molle, Caroline.** Problem children—their behavior difficulties in relation to their mental status and their health habits and practices at school and at home. Master's, 1929. New York. 55 p. ms.

3477. **Noffsinger, Doris A.** A study of the recreational habits and recreational needs of 100 delinquent girls committed to the Industrial schools for girls Lancaster, Massachusetts. Master's, 1939. Boston Univ. 65 p. ms.

3478. **Paris, Agnes B.** The young delinquent. Master's, 1939. T. C., Col. Univ. 42 p. ms.

Studies 37 girls committed at the age of 10 or younger to the State Training School for Girls at Middletown, Conn., to determine their reactions to life and training in the institution and their success or failure when paroled. Shows that there is little chance of ultimate successful adjustment of the very young delinquent girl who has been subjected to degrading experiences when 8 to 10 years of age.



3479. **Schroeder, Clarence W.** Delinquency in Peoria: a study of juvenile behavior problem cases in an urban area, Peoria, Illinois. Peoria, Ill., Bradley polytechnic institute, 1939. 91 p. ms.

Presents a WPA study of the social, economic, and environmental causes of juvenile delinquency in the census areas of Peoria.

3480. **Snyder, Lillian.** Some factors associated with the variation in the present social adjustment of 30 boys who had been delinquents. Master's, 1939. Smith. (Abstract in: *Smith college studies in social work*, 10: 123)

Studies the present adjustment of 30 boys from a high delinquency area to determine factors associated with the present social adjustment. Finds that both parents of three-fourths of the boys had been born in a foreign country; that at the time the boys were sent to the Illinois Institute for Juvenile Research all but 4 of the boys were from families with marginal incomes or were dependent; that two-thirds of the boys were below normal in intelligence, were incorrectly placed in school, and disliked school; that all of them needed medical attention; and that they were highly suggestible in their behavior patterns. Shows that 11 of the boys were making a good social adjustment at the time of the follow-up study, and had slightly more education than the rest of the group; that all of them had jobs which seemed to increase their self-esteem; and that according to their mothers their behavior depended on whether or not they had jobs; that 6 were classified as making a fair adjustment, and 13 as being poorly adjusted, none of whom had a job and tended to be moody and dissatisfied.

3481. **Stevens, John Ashland.** Juvenile delinquency, some treatment methods and agencies, especially the Y. M. C. A. Master's, 1939. Boston Univ. 154 p. ms.

3482. **Templeman, Margaret Louise.** Some implications of the results of child guidance work with juvenile delinquents. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 159-60)

Attempts to determine the type of delinquents most amenable to treatment in a child guidance clinic by studying the case records of 25 cases referred to the Guidance Institute of Reading, Pa., over an 18-month period. Indicates that factors influencing results of treatment were the extent and depth of personality deviations, family relationships, social pathology, and the length of time the delinquent pattern had been established.

3483. **Thomas, Leona M.** An analysis of mobile and perseverative tendencies in juvenile delinquency. Master's, 1939. Ohio State. 30 p. ms.

Studies the mobile tendencies of 125 families with respect to delinquency areas and to the extent to which delinquency tends to run through families. Finds that families of delinquents tend to move into and within delinquency areas as often as they move outside; that families of delinquents tend to move into the same type of neighborhood as that in which they lived initially; that delinquency tends to run in families; that more than half of the families had more than one delinquent child; that the extent of delinquency varies with the size of the family, with large families and families of two children having a greater proportion of delinquents than do families of three, four, or five children.

3484. **Tolson, Andrew.** The handling of problem cases in Tucson senior high school. Master's, 1939. Arizona. 71 p. ms.

3485. **Walsworth, Barrier May.** Comparison of the emotional stability of delinquent and non-delinquent girls. Master's, 1939. Peabody. 71 p. ms.

Compares the emotional reactions of the two groups as measured by Pressey X-O test, B. P. C. personal inventory, Rogers test of emotional adjustment, Bernreuter personality inventory, Maller personality sketches, Rorschach ink blot test, using as subjects 47 reform school girls and 50 high-school girls. Indicates that it is inadvisable to use any single measure as a basis of diagnosing emotional stability.

3486. **Wose, Carolyn E.** The later social adjustment of 11 choreic children. Master's, 1938. Smith. (Abstract in: *Smith college studies in social work*, 9: 162-63)

Presents a follow-up study of the later social adjustment of a group of 11 children diagnosed as having Sydenham's chorea who were originally referred to the Illinois Institute for Juvenile Research for study and treatment. Finds that after treatment 4 children were well adjusted, 5 were less satisfactorily adjusted, and 2 were definitely maladjusted.

## LIBRARIES

3487. **Barbor, D. C.** A study of secondary school libraries in South Carolina. Master's, 1939. Duke. 96 p. ms.

Studies the libraries of 305 schools as to organization, equipment, appropriations, and instruction in the use of libraries. Finds that the chief defects were an inadequate number of books, failure to offer courses in the use of the library, and a lack of library equipment; and that libraries in schools of all sizes have improved since 1937.

\*3488. **Cecil, Henry Leroy.** An interpretive study of school library service for the school superintendent. Doctor's, 1939. New York. 270 p. ms.

Studies the history, establishment, maintenance, costs, and personnel in school libraries in urban and rural areas, and analyzes the school library service programs of 57 cities. Indicates that inasmuch as the school assumes a considerable share of the costs of school library service under joint school board and public library board administration, that the school should assume full responsibility for its cost and its administration, cooperating with the public library only in reference and lending services; that in small towns and rural areas some form of cooperative service is essential in order to secure an adequate book collection and professional service; that it is the state's duty to see that every child of school age in the State is given an opportunity to share in school library service; that each State should provide in the school code definite, sound, mandatory legislation for this service; and that such legislation should include provisions for the establishment, support, standards, and supervision of school libraries.

3489. **Churchill, Edith M.** Libraries in selected four-year accredited high schools in Illinois. Master's, 1939. Colo. St. Coll. 94 p. ms.

Studies 77 high-school libraries in Illinois, excluding Chicago, to determine the equipment, book collections, magazine subscriptions, qualifications of the librarian, instruction in the use of the library, and whether or not they had student library clubs.

3490. **Cleveland, Glenn S.** Home libraries in a consolidated school district; Somers, Iowa. Master's, 1939. Iowa.

3491. **Dew, Lynne Bernice.** The relation of home reading materials and school grades. Master's, 1938. Florida.

3492. **Douglass, Robert Raymond.** A library information test. Master's, 1939. Colo. St. Coll. of Ed.

3493. **Dunning, Doris M.** Changes in secondary school curriculums and methods in relation to the library. Master's, 1939. N. Y. St. Coll. for Teach. 79 p. ms.

3494. **Flint, Theodore G.** Criteria for selection of books for a high-school library. Master's, 1939. Cornell. 178 p. ms.

Studies the reading habits of high-school pupils, their home libraries, and the periodicals they read, and sets up criteria for selecting books for the high-school library.

3495. **Goodrich, Ivan E.** The public library as a functioning agent of adult education in Norwalk, Ohio. Master's, 1939. Ohio State. 92 p. ms.

Discusses the need for adult education in a democracy; surveys the social and economic conditions in Norwalk; discusses the history of the public library in Norwalk, and its services to the community; compares it with 12 surrounding libraries; discusses specific needs for adult education; and offers suggestions for improving the library's services to the community.

3496. **Gruhn, William T.** One hundred books for a general professional library. High-school Journal, 22: 5-11, January 1939. (University of North Carolina)

3497. **Hamric, Alvis Aubrey.** The organization and administration of educational film libraries. Master's, 1938. Ala. Poly. Inst.

†3498. **Hanley, Edna Ruth.** College and university library buildings. Chicago, American library association, 1939. 152 p. (Agnes Scott college)

Gives floor and section plans or elevation drawings of 42 college and university library buildings, including good and bad features of buildings; and includes a description of some essentials in college library planning.

3499. **Hensleigh, Albert D.** A study of school libraries in selected Iowa school districts. Master's, 1939. Iowa.

\*3500. **Hirsestein, Bertha T.** A sociological study of a public library in an interstitial area. Doctor's, 1933. New York. 221 p. ms.

3501. **Hulbert, James Alexander.** A survey of the services of the Atlanta university library. Master's, 1938. Columbia.

3502. **Johnson, B. Lamar.** Vitalizing a college library. Chicago, American library association, 1939. 122 p. (Stephens college)

Tells the story of the development of a new library program at Stephens College. Shows the relationship between the library and instruction. Discusses instruction in the use of books, reading for pleasure in dormitory and personal libraries; broad concepts of library materials and the uses made of pictures, music, visual education; the administration of the library; and the keeping of records. Shows that the Stephens College library adapted its library service to student needs.

3503. **Mannoni, Ruth Adair.** A program for the improvement of the Wallace high-school library, Wallace, Kansas. Master's, 1939. Kans. St. T. C., Pittsburg. 86 p. ms.

Gives a report of the program carried out during the school year 1938-39. Attempts to show what can be done to bring a library into systematic order and usefulness by someone with a minimum of library experience.

3504. **Muhleman, George W.** The departmental library. School science and mathematics, 39: 954-86, December 1939. (Hamline university)

Shows the need for a departmental library to provide adequate reading during the 4 years of undergraduate study in chemistry.

3505. **Norton, Bessie Amanda.** The development of the library in the secondary schools of Florida. Master's, 1938. Florida.

3506. **Rowe, Wilbur D.** The development of the Oregon state library and its contributions to the public schools. Master's, 1939. Oregon.

3507. **Scott, Lelah.** Significant factors in the selection of reading materials for a children's library. Master's, 1939. East Texas St. T. C. 80 p. ms. (Abstract in: Bulletin of the East Texas state teachers college, vol. 22, no. 4: 50-52)

Studies the qualifications for an efficient librarian. Sets up criteria for evaluating reading materials. Discusses means of obtaining necessary funds and equipment, and the utilization of available aids in selecting books for a school library.

3508. **Stoneham, Frances Mildred.** History of the county library movement in Texas. Master's, 1939. Sam Houston St. T. C. 118 p. ms.

3509. **Storie, Catharine Penniman.** What contribution did the American college society library make to the college library? A supplementary chapter in the history of the American college library. Master's, 1938. Columbia.

3510. **Stribley, Vernon.** A study of the relationship between library facilities and vocabulary reading in the rural schools of Louisa county. Master's, 1939. Iowa.

3511. **Tinklepaugh, Doris Kellogg.** School libraries in New York state; their history of the American college library. Master's, 1938. Columbia.

3512. **Walker, George Arlington.** An evaluation of rural public library service in Ohio. Master's, 1939. Akron. 72 p. ms.

3513. **Westerfield, Marguerite Smith.** A study of the services of the Kentucky library commission. Master's, 1938. Cincinnati.

3514. **White, Carl M.** Is the relation of the college library to the college program that of implement or adjunct? *Educational record*, 20: 60-77, January 1939. (University of North Carolina)

3515. ———. Trends in college and university library statistics, 1935-38. *American library association bulletin*, 33: 2, February 1939. (University of North Carolina)

3516. **Wright, L. Mary Belle.** A survey of the reading materials in the homes of fourth-, fifth-, and sixth-grade pupils of Jackson school. Master's, 1938. Cincinnati.

#### BOOKS AND PERIODICALS

3517. **Andrews, James Gordon.** An analysis of educational articles in non-professional publications. Master's, 1938. Cincinnati.

3518. **Baker, Frances Neally.** Books of science in the normal school libraries in New York state. Master's, 1938. Columbia.

3519. **Bentley, Phyllis Dyson.** The book reviewing adequacy of certain chemical journals for college library book selection. Master's, 1938. Columbia.

3520. **Cain, Genevieve Shepart.** Sociological material found in five current magazines. Master's, 1939. Kansas.

3521. **Capuzzi, Renelda.** Children's books as a medium for developing desirable attitudes toward world friendliness. Master's, 1939. Iowa.

3522. **Chargin, Madeleine Violet.** History of the hornbook and its use in America. Master's, 1939. Stanford.

3523. **Chase, Virginia.** The World war and children's books; a study of a selected group of books published 1902-1930. Master's, 1938. Columbia.

3524. **Chou, Sister Mary Adolph.** The Chinese translation of *The highway to heaven* series. Master's, 1939. Marquette. 156 p. ms.

3525. **Clark, Hester Kathryn.** Magazines available in vocational homemaking departments of Nebraska and the use made of them. Master's, 1939. Nebraska. 80 p. ms.

Analyzes data obtained from 59 of the 65 schools offering vocational homemaking programs. Finds that the most general practice in securing magazines was for schools to subscribe for them by the year; that in more than 80 percent of the schools, no definite amount of money was allowed for the purchase of magazines in the homemaking department; that pupils took magazines home from school in more than 95 percent of the schools; that it was a common practice for other high-school departments to borrow magazines from the homemaking department; that the department enrollment for homemaking seems to have no bearing on the number of magazines taken for use in the work; and that there is a direct relationship between the size of the town and the number of magazines available in the public library.

3526. **Collins, Beatrice Alice.** The historical significance of *Robinson Crusoe* as an influence in the desert island pattern in children's literature, 1719-1937. Master's, 1939. Wayne.

Represents a type of critical writing that is greatly needed in the field of children's literature.

3527. **Davis, James W.** A study of the social science vocabulary of the magazine *Weekly news review*. Master's, 1939. Michigan.

3528. **Davis, Rollin Dixon.** An investigation of the technical vocabulary appearing in the advertisements in 26 consecutive issues of the magazine *Time*. Master's, 1939. Michigan.

3529. **Deininger, Dorothy Fritch.** Criteria and methods for the development of a college library staff manual applied to the construction of a staff manual for the Columbia college library. Master's, 1938. Columbia.

3530. **Dittman, Anne.** Guidance manual descriptive of the higher educational institutions of Colorado for the use of high-school seniors. Master's, 1939. Colo. St. Coll. of Ed.

\*3531. **Dooley, Anna Margaret.** The writing of a home economics reference book of junior high school difficulty on child care and growth. Doctor's, 1939. New York. 174 p. ms.

Describes the writing and revising of a home economics reference book.

3532. **Eastlick, John Taylor.** Educational jury evaluation and pre-service teacher use of educational reference materials. Master's, 1939. Colo. St. Coll. of Ed.

3533. **Garrison, William Arthur.** A study of the relative difficulty of selections which express the same idea in two different ways and of the factors which make one more difficult than the other. Master's, 1939. Colo. St. Coll. of Ed.

3534. **Hach, Clarence W.** Teaching newspaper reading in high school. Master's, 1939. Iowa.

3535. **Ingram, Ruth.** A picture dictionary for young children. Master's, 1939. Oglethorp.

3536. **Jubb, Florence Ann.** A determination of the sentence structure difficulties of *Following the frontier* by William L. Nida. Master's, 1939. Michigan.

3537. **Knight, Helen.** An analysis of the issues of the *School review* to determine the trend of thought in secondary education. Master's, 1938. Chicago. 379 p. ms.

3538. **Liggett, Clarence Robert.** An investigation and analysis of music magazines read by public-school music teachers of Indiana. Master's, 1938. Ind. St. T. C. 82 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 133-34, July 1939)

Attempts to determine the music magazines read regularly by Indiana music teachers; in what phases of music teaching these instructors are most interested; what magazines contain the greatest number of helpful articles dealing with these phases of music teaching; what magazines the teachers find most helpful; and what magazines are listed in the Indiana school libraries for student and teacher reading.

3539. **McClurkin, John Braxton.** A study of selected Acts of Congress under which the Library of Congress was created. Master's, 1939. Alabama. 43 p. ms.

3540. **McCoy, Raymond F.** A decade of modern novels for socialized curricula. Doctor's, 1939. Cincinnati. 255 p. ms.

Appraises 50 modern novels with reference to their value in various high-school social studies courses.

3541. **McElroy, Eulah.** An analysis of composition articles in the *Elementary English review*. Master's, 1939. Peabody. 134 p. ms.

Indicates that for younger pupils, their own experiences are the best subjects on which to express themselves; that creative writing is a good means of teaching composition, especially in developing the talented pupils; and that English should receive some direct teaching and not be left entirely to chance teaching in a fused curriculum.

3542. **McLaughlin, Madge.** The selection of anthropology books for the undergraduate liberal arts college. Master's, 1938. Columbia.

3543. **Pressly, William Laurens.** An analysis of the articles relating to science in 66 consecutive issues of the *Readers' digest*, July 1933-December 1938. Master's, 1939. Ala. Poly. Inst.

3544. **Rademacher, Eva Nelson.** A study and evaluation of authoritative book lists of children's literature. Master's, 1939. Stanford.

3545. **Roe, Ida A.** A study of 18 well-known periodicals and an evaluation of their uses in the teaching of literature. Master's, 1939. Ohio State. 211 p. ms.  
Finds that contemporary magazines deserve a more prominent place in the secondary school program.

3546. **Sampson, Chester J.** An investigation of the scientific vocabulary appearing in the *Scout Handbook for boys*. Master's, 1939. Michigan.

3547. **Silvers, Josephine Lois.** A study of the science collections in the State teachers college libraries of Nebraska. Master's, 1938. Columbia.

3548. **Stewart, Patricia Luckey.** An inquiry into the values of certain reference materials for the library of a teacher-training institution. Master's, 1939. Colo. St. Coll. of Ed.

3549. **Strickland, Harold Silas.** A source book for high-school science teachers in the field of chemurgical development. Master's, 1938. Ala. Poly. Inst.

3550. **Van Ornum, Alden Earle.** An investigation of the scientific vocabulary appearing in scientific articles of *Science news letter*. Master's, 1939. Michigan.

3551. **White, William C.** An investigation of the technical vocabulary of a science magazine. Master's, 1939. Michigan.

3552. **Whiteman, A.** Representative New York novels of the depression, 1932-36, with the extent of their value for school use. Master's, 1939. T. C., Col. Univ. 57 p. ms.

Finds several of them suited for school use.

3553. **Wulfin, Gretchen.** Technique for the evaluation of children's encyclopedias. Master's, 1939. Stanford.

#### READING INTERESTS

3554. **Blish, Isabel Steele.** A study of the reading interests of deaf children as compared with those of hearing children. Master's, 1938. Smith. 78 p. ms.

Compares the reading interests of a group of 128 deaf children with those of hearing children, as found in several scientific studies of the author and carefully prepared book lists of recognized merit. Finds that deaf children read fewer books than hearing children of the same chronological age; that deaf girls read more than deaf boys at every age level; that the books enjoyed are far below the chronological age levels of the subjects, both in the age level of their popularity with normal children and in their degree of difficulty; and that the reason given for not liking a book was almost invariably its difficulty; and that reading retardation as indicated by the books read and enjoyed increased quite consistently with chronological age and educational retardation.

3555. **Davis, Jessie Emory.** The effect of home environment on the reading interests, reading abilities, and oral expression of first-grade children. Master's, 1938. T. C., Col. Univ. 84 p. ms.

Studies case histories of 150 first-grade children over a period of 4 years showing the effect of home and school on children's reading. Finds that children's reading interests and abilities are influenced by home environment; their oral expression reflects the home environment; the average child in school today is not exposed to good reading material in the home as the reading tastes of the parents are low; children spend more time listening

to the radio than reading; the average parent does not know the reading interests of his children; 60 percent of the children went to the moving pictures once a week; parents are not willing to spend money on good books for small children; and the richer the home environment the more varied are the reading interests of first-grade children.

3556. **Hatfield, Hamilton.** A study of the reading habits of Greeley public library patrons. Master's, 1939. Colo. St. Coll. of Ed.

3557. **Jeske, Walter Herman.** Incidence of reading interests of shop boys. Master's, 1939. Wayne.

Surveys the reading interests of 1,000 shop boys, and offers recommendations for stimulating instruction in connection with their reading interests.

3558. **Keller, Lester E.** Free reading of junior high school pupils during a single year. Master's, 1939. Iowa.

3559. **Kennedy, Chester Barrett.** Children of a town that does not read. Master's, 1939. Stanford.

3560. **LaBrant, Lou L. and Heller, Frieda M.** An evaluation of free reading in grades 7 to 12, inclusive, the Ohio State university school. Columbus, Ohio state university, 1939. 158 p. (Ohio state university studies. Graduate school series. Contributions in education, no. 4)

Indicates that the consistently growing attention shown by these adolescents to serious reading as shown by their tendency to substitute poetry, drama, and books of prose discussion for narrative, their lack of hero worship as evidenced by growing attention to drama, and their persistent interest in the present rather than in romantic eras, suggests that a dynamic school program, operating through a free reading experience may produce thinking markedly in advance of the passive acceptance characteristic of many adolescents.

3561. **Maier, Sister M. Gerard.** A survey of the reading interests of the ninth- and tenth-grade pupils in four small high schools. Master's, 1939. Ind. St. T. C. 98 p. ms. (Abstract in: Indiana state teachers college. Teachers college journal, 10: 141-42, July 1939)

Surveys the reading ability and reading interests of 198 ninth- and tenth-grade pupils of four small high schools in northern Indiana, and compares the results of the surveys with the home environments, teacher ratings, and IQs of the same group. Shows a significant relationship between the silent reading comprehension ability and general literature information ability; a low relationship between the pupil's ability to appraise his own reading difficulties and his actual reading difficulties; a low relationship between the average number of fiction and nonfiction books read and the scores made on the New York English survey on literature information; a high relationship between the number of books read and magazines read each month and scores made in the silent reading comprehension and general literature information; that high-scoring pupils came from homes in which the average number of children was 3.8; that there was little difference between the average number and kinds of books read by children living in the city and those living in the country; and that in nearly every instance the high-scoring boy and girl in each grade in each school came from a home above the average in educational attainment for the parents.

3562. **Monahan, Frances.** Reading interests of early adolescents in the parochial schools of the City of Omaha. Master's, 1939. Creighton. 77 p. ms.

Finds the early adolescents interested in mystery stories, western stories, and biography.

3563. **Munger, Elizabeth M.** Preferences for various newspaper comic strips as related to age and sex differences in school children. Master's, 1939. Ohio State. 102 p. ms.

Finds decided sex differences in the preferences of boys and girls in comic strips, with the children preferring adventure and romance and adults preferring more philosophical comic strips.

3564. **Schreiber, Sister M. Godfrey.** Study of the reading interests of Catholic children in grades three to eight. Master's, 1939. Notre Dame. 30 p. ms.

3565. Schwartz, Sister Mary Irene. Reading interests and methods of creating interest in reading in the seventh and eighth grades. Master's, 1939. Notre Dame. 61 p. ms.

3566. Wentz, Beulah E. Reading interests of seventh-grade children. Master's, 1939. Iowa.

\*3567. Williams, Alice. Children's choices in science books: a study to discover some elements of a book in the field of science that appeal to children. Doctor's, 1939. T. C. Col. Univ. New York. Teachers college, Columbia university, 1939. 163 p. (Child development monographs. Monograph, no. 27)

Analyzes the circulation of science books in nine different children's libraries, and the use made of the most popular of the books; observes the behavior of children when free to use as they wished books of their own choosing from a select group of 35 different books, representing each of the fields of science and each type of book discovered in the first part of the study, observing 96 fifth- and sixth-grade children in groups of 15 to 20 twice a week for a period of 9 weeks; interviews with each of the 96 children whose overt behavior had been observed, in an attempt to find those characteristics of the books that appealed to each child. Studies the reactions of adults to these 35 books which they rated as they thought children would like them, and as they themselves liked the books. Studies published book reviews of these 35 books. Finds similarity in the circulation of the books in two or more libraries; that children like books that approach the subject directly; that the text of a book is more important than the format to a child reader; that children prefer colored and photographic illustrations to other types; that there were no sex differences in preference for books; that adults judge a book for children by the format, the number of illustrations, and the presence or absence of a narrative, all of which factors are secondary in importance to children; and that professional reviewers give more attention in their articles to the content of a book, but frequently fail to mention those factors in a book to which these children responded.

3568. Wills, Howard Boise. Factors which condition reading interests of students of Watertown, Wisconsin, senior high school. Master's, 1938. Minnesota. 141 p. ms.

3569. Zeller, Dale. The relative importance of factors of interest in reading materials for junior high school pupils. Doctor's, 1939. T. C., Col. Univ.

Analyzes replies of 2,052 girls and 1,995 boys from grades 7, 8, and 9 in 9 junior high schools, to a check list of 48 books. Finds wide differences and only slight similarities between the sexes in reading interest of junior high school boys and girls. Indicates that all reading lists for junior high school boys and girls should include boys' books and girls' books; that factors of reading interest that attract and repel an adolescent indicate the restricted range and quality of experience that characterizes him; that his responses to actions, materials, and settings in which these experiences take place are conditioned by the experience he has had.



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2611, 2721, 2738, 2851, 2861, 2907,  
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- Kansas State College of Agriculture and Applied Science, 1895, 1914, 1929, 1953, 1955, 3349, 3370.
- Kansas State Teachers College, Emporia, 17, 20, 510, 570-572, 632, 716, 774, 837, 939, 1068, 1219, 1300, 1356, 1428, 1581, 1941, 2169, 2371, 2545, 2601, 2773, 2919, 3088, 3097, 3229, 3251, 3409.
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